

# DEVELOPING STUDENT SPEAKING ACTIVITIES THROUGH VIDEO RECORDING TECHNIC

By: Widiani Trisnaningsih  
SMK Negeri 3 Metro

**Abstract:** Speaking skill is believed as an important goal of many English classes and courses. Thus, many ways, technics, researches are growing to find out better performance of the students. The use of technology nowadays is also developing fast in this case. Speaking activities are not only done traditionally by having the students stand up in front of the class and recite the dialog. One of the alternatives is by using video recording technic. It is not something new in the English teaching learning, but some teachers are still not aware of it and have no clear ideas how to make use of the video recording in their speaking subjects. This paper explores the benefits of using video recording technic in light of the kinds of activities to videotape in order to develop students' speaking performances. The steps of speaking activities are going to be explained slightly as the view for those who are interested to apply in their speaking lessons.

*Key words: speaking activities, video recording.*

## Introduction

Speaking mastery is an important goal that should be the priority in English as a Foreign Language (EFL) classes because the nature of learning a language is to be able to use it as a means of communication. As Richrads (2008) states that learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. That is why students should be actively engaged in speaking activities either done in the class or outside the class independently.

However, some teacher still find problem to apply speaking activities for their students properly. Lack of experiences to conduct such effective speaking activities, the limited time of English courses, and insufficient facilities might be the causes of these hinders. For the students, having speaking performances in front of their classmates sometimes makes them frustrated. They are afraid, shy, nervous, and not confident. These hinders also can cause the speaking performance that they

show do not really represent their ability because good speaking performance also requires good socio-affective one. When we feel nervous and inconfident, we often become not knowing what to speak even we have practised a lot in advance.

Meanwhile, the growth of technology nowadays is incredible. Video recorder can be found everywhere. It is now becoming portable or handy thing which is included as a feature in cell phone, digital camera, laptop, etc. We can easily find our students using these kinds of stuffs at school. That is why controlling their use of these electronic stuffs and building their awareness that one of the functions of technology is that it is created to help someone learn easier might be a wise thought for a teacher. Teachers can make use of those stuffs as the learning aid. One of them is using video recording in speaking activity lessons. By having this kind of activity, both teacher and students will get many benefits. To generate the detail view about the application of video recording technic in speaking activities, this present article will particularly discuss the following problem:

*“What speaking activities that can be developed through video recording technic”.*

### **Benefits of Using Video Recording Technic**

Having students to record their speaking performance has some benefits both for teachers and for students themselves. Speaking as a productive skill is believed to be the most difficult one to assess. Once after a student finishes his/her talk, then the teacher must come to decide the appropriate score given to the student. It is almost impossible to turn back time or ask the students to repeat their talk to have clearer ideas about their performance to have the valid score. Even if it can be done, still the students can not have the same performance as the first one. Thus, the speaking score must be given directly after the talk ends, no matter how valid it is to reflect the performance.

This weakness can be overcome by having the students to record their speaking performance. Teachers can play the video recording as many times as possible until they come to take decision of the appropriate score. Christianson, et al. (2008) cites that using video recording for speaking has two clear advantages. First, it can allow both the learner and the instructor to see the performance as many times as necessary to accurately analyze the various aspects of the performance. Second, and more importantly, it can allow the learner to become the central player in the assessment process.

In addition, Savas (2012) adds that the use of digital video can potentially be a powerful and effective technique in teacher education programs. Research done on the use of video to promote teacher reflection and awareness has

generally shown that teachers benefit from using, recording, and viewing videos in several ways. The video recording is also useful for proving the validity of the speaking assessment. Simply just give a copy of the recording and ask an inter-rater to score by having same criteria of scoring; thus, automatically the validity value of the test can be gained.

Another benefit of using video recording in speaking activity is that it can lessen socio-affective hindrances of the students. If performing a talk in front of the class is regarded something terrifying for some students, then having the talk recorded freely outside the class will build students' confidence. If they feel unsatisfied with the result of recording, they can easily delete and repeat it until they can get the best one to be submitted to their teachers. Peachey (2008) states that:

“Recording a class is far less stressful and intimidating than having another teacher watch you. You don't have to share the recording with anyone else, so if things go wrong, nobody but you and your students will know about it”.

In other words, it can be said that students will feel free to conduct their speaking performance without being afraid of other students and teacher watch them speak up sharply. They can handle the nervousness, inconfidence, and unexpected gesture that can make listeners laugh at them by recording the speaking performance independently outside the classroom setting.

The other function can be seen from the effectiveness of the time teaching. We as the teachers want to provide the chance for our students to practise speaking as much as possible, but usually the condition is not like what we expect. The number of students in a class that should practise speaking English in class is not equal with the time allocation at school.

Needless to say, elaborating the example in class at a maximum but letting them practise independently by clear guidance from you by having video recording technic is a good solution to this problem. Then you still be able to evaluate the result whenever and how many times you want.

### **Activities to Videotape and their Procedures**

The next question is then what appropriate speaking activities can be done by a teacher through video recording technic. First of all, we should take into account the goal of the course related to the competencies, materials, and language features required. The facilities to do recording is also another important consideration. Make sure that the students have enough aids such as: handy camera, cell phones, laptops, and others that provide sufficient program to record their talk. If there are some students who do not have the facilities, group them so that they can work together in turn and cooperatively.

Here are some activities that can be considered to videotape in speaking lessons.

#### **1. Role play**

Jones (1996) in Richards (2008) states that one on the functions of speaking/talk is for interaction which refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. To train students having this skill, teachers can apply ‘role play’ method in their speaking courses.

Many teachers often apply role play in speaking classes. Simply, the

students are given an example of conversation then they are provided with the new situation, make a new dialog, and perform it in front of the class. To my concern, it is not something wrong to do but it can be made more challenging and enlightening by having the students record it in a video file. Katchen (1992) cites that by recording a role play through video, students have the most freedom, and hence must have greater language ability, when they are given a situation in only a sentence or two and asked to create the rest of the scene in any way they wish. Students also enjoy to see themselves on TV. We all can laugh together while watching it.

Katchen also adds another function of this activity, despite the fun, we can also pick out problems with English. We can watch even more critically a second time and point out grammar or vocabulary errors or concentrate on pronunciation. We teachers do not like to interrupt students when they are performing role plays to point out every little mistake; they would defeat the purpose.

However, teachers should pay attention to the right steps of applying this technic. Do not ask the students to record their conversation at the first time of role play activity. Elicit clear example of what to do before you introduce to intrusive video recording. Having some students to recite the role play in front of their classmates so that the others will have enough view of what to videotape is also recommended. Motivate the students that they will be on TV so their fellows do not want to watch bad performance. They may repeat

the recording if they think that the result has not been satisfying. You need also to remind the students that they have to record their talk in the certain speaking circumstances, required language features, social function, and time duration. But still they are free to decide the topic to which closest contextual situation to their daily life.

## 2. Oral Presentation

Jones (1996) in Richards (2008) also provides another function of talk, that is talk as performance. This refers to public talks which transmits an information before an audience. Talk as performance tends to be in form of monolog rather than dialog and often follows a recognizable format. Oral presentation is an example of talk as performance. In speaking lessons, students are often required to fulfill presentation tasks. It can be in the forms of explaining graph/diagram/picture, speech, presenting a report, describing manual, and many more.

This activity can be done lively in class, but can we imagine how long it will last by having all of our students perform their presentation? This will need some meetings to have all the presentations done. So, providing guidance activity to record their presentation independently outside the classroom setting might be preferable.

Same procedures as what I have explored on role play, students must have clear ideas of what to present. Elaborate the systematic content and steps that they need to record for their presentation talk. Give sufficient information and example of how to open the talk, how to deliver the

content, and how to end it up. Train them to keep the eye-contact to the camera as they will be keeping the eye contact with the audience. Have some students to practice in class before they do it independently.

Katchen (1992) also describes that in one way, recording presentation is easier than recording role plays because students are usually standing in one place, behind a table or lectern, while they speak, although they may write on the board and move among the audience. Students may be using visuals, and videotaping is a good way for them to see how visuals work or don't work for a particular situation

To my mind, requiring our students an oral presentation activity through video recording technic is something interesting to do. We can watch them perform a professional talk like an expert presenter. Let them free to choose setting or costume to support their performance. As the reward, you can play some best videos to enjoy altogether in class.

## 3. News reading

Speaking activity through video recording might also be done by applying news reading (sometimes it is called as news casting) method. It is easy to do especially for beginners. Teachers can train students to get used to perform their talks in camera by news reading activity. It will be easier to accomplish because students just have to read the text while their eyes should keep focusing to the camera as the bridge for the audience.

News reading has been popular in speaking lessons and can be the first step before the students come to more challenging speaking tasks like oral

presentations. As the guidance of application in your speaking subject, start to do it from the simplest one, that is reading highlight news. For the beginning, give students enough practice in class before they record the talk independently. Provide the students with simple news item text and have them read as the real TV news reader. Give valuable suggestions to improve their performance so that they will be able to perform better talk on the video.

If the students have accomplished the first task well, you can continue to give more challenging news reading tasks such as presenting weather report or lively report. Remind them that reading weather report and lively report are more dynamic than reading a single news item text; otherwise, students should act more flexible as well. Above all, having video recording for news reading activity can be fun and useful in improving our students' speaking skill.

### Follow-Up Activity

After the students fulfill their speaking tasks through video recording project, the upcoming question might be 'what to do next?'. Here are some suggestions as the follow-up activity after you get the results of the students' video.

- ✓ Play the recording in class by displaying on the LCD screen;
- ✓ Provide the students with an evaluation sheet to assess their performance. Ask them also to review their fellow performance;
- ✓ Review the language such as fluency, pronunciation, intonation, expressions, and other features after you and your students finish watching all videos. Do not address specifically

to certain video because it may discourage your students;

- ✓ Give reward to the best video and motivate the others to be the best one for the next project;
- ✓ In different occasion outside the classroom, watch it with your inter-rater to check the validity of your assessment;
- ✓ Motivate the students to upload the video on the social network sites like blogs, facebook, twitter, etc. No matter how the result, but convince them that it must be the best result that they can do.

### Conclusion

As the conclusion, we can say that by having the students videotape their talk, teachers will benefit on doing the speaking assessment easily and we can save our time teaching more effectively by letting them do guided speaking practice outside the class. The students also will have freedom to express their ideas and socio-affective hinders.

There are some views of speaking activities that can be conducted through video recording technic like role play, oral presentation, and news reading; however, teacher's creativity to explore more ideas are still needed in order to give opportunity and challenge to maximize their potential and improve their speaking skill at last.

### REFERENCES

- Christianson, (2008). *Evaluating the Effectiveness of a Video-Recording Based Self-Assessment System for Academic Speaking*. Language Research Bulletin, 24, ICU, Tokyo.

Katchen, Johanna E. (1992). *Using the Video Camera to Improve Speaking and Performance Skills*. Papers from the 8th Conference on English Language Teaching and Learning in The republic of China. P.531-540. Taipei Crane Co. Publishing Ltd.

Peachey, Nik. (2008). *Using Audio or Video to record Classroom*. British Council Action Research Articles. [www.englishonline.org.cn](http://www.englishonline.org.cn). Accessed on April 30<sup>th</sup>, 2013.

Richards, Jack. C. (2008). *Teaching Listening and Speaking, from Theory to Practice*. Cambridge University Press. New York. 48 pages.

Savas, Perihan.(2012). *Use of digital Video recording in the Preparation Stage or Free Service Foreign Language Teachers' Micro Teaching*. International Journal on New Trends in Education and their Implications (IJONTE) Volume 3: Issue 3: Article 11.