

ARTIKEL

**The Implementation of Video Recording in Speaking Class at
University of Nusantara PGRI Kediri in the Academic Year
2017/2018**



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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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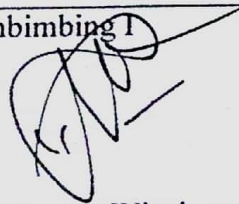

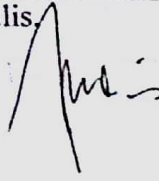
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THE IMPLEMENTATION OF VIDEO RECORDING IN SPEAKING CLASS AT UNIVERSITY OF NUSANTARA PGRI KEDIRI IN THE ACADEMIC YEAR 2017/2018

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ABSTRACT

Common problems happen in learning English especially in learning speaking are low in vocabulary, difficulties in grammar, difficulties in pronunciation, lack of confidence that made them did not fluently speak English. This was also happened to the university students. Some English students in University of Nusantara PGRI Kediri are still shy and having lack of confidence to speak up in front of the class. It is because some of their friends laughed at them when they were wrong or missed pronounce words. Some students do not have good pronunciation and bad in arranging words. In this research the writer is focusing on speaking for specific purpose which was for presentation. The application of video recording in speaking is studied in this research. Video recording were used as a media that were expected to helps students' ability in speaking skill. The way to apply video recording is the lecturer used it as a media that would help students manage their focus so they do not distract by their friends that laughed at them and increase their confidence to speak up in front of the class. The research design in this study is case study of qualitative research approach. While, to collect the data she conducted observation to monitor and analyse the subject. The writer uses interview to complete the data from the observation. The documentation was used to support the data and as a prove of the research. The data were taken by recording a video of the teaching learning process. Also, to know the preparation, the writer interviewed the lecturer. Documentation were done in order to support and completed the data. Based on the result of the research, it shows that the lecturer who conducts teaching speaking to his students had applied the video recording as a media to teach speaking especially for presentation. The writer suggests to other teachers to overcome the problems especially in speaking about people's less confidence and pronunciation.

KEY WORDS: Speaking, Video Recording

I. BACKGROUND

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is one of the important skills in English. Speaking used as a

productive skill as by speaking students can practice and produce by pronouncing many words. Moreover, speaking is one of the most difficult aspects for students to master (Pollard 2008:33).

A common problem happened in learners are they are not having

confidence and also low of communication skills. Speaking in a large group of people is very hard for students. In all range of age, as they are as a student, they would be feeling fear to face a large audience although it just in front of the class. As stated in Wallace, Stariha and Welberg (2004: 12) “Children, adolescents and adults sometimes fear the challenge of sustained, formal speaking before large groups”. The common difficulties happened with speaking skill are fluency, structure, accuracy and vocabulary. Those difficulties are focused on speaking for presentation as this research conduct. From those difficulties, the writer found that using video recording is one of the solutions.

Teacher need to help the student to reduce their anxiety, fear and their feelings of shame. It is essential for teacher to help students overcome this obstacle (Yamkate and Intratat 2012). To solve the speaking problems above and to improve the students’ performance, his class applied “Speaking for Presentation” as the subject.

This research originated from teacher’s attempt to help students in his speaking class to develop their

oral presentation skills by videotaped performances. The video itself addressed to help the students to have a self-developing by playing their own record, assessing and evaluating their own presentation to measure how far they have been through with their speaking skill. Guo (2013) also stated that video recordings appear to be a useful tool in improving students’ classroom presentations and that were perceived by students to helps their learning. In class, students learned how to present a good presentation before they are able to perform. They will get instructions from the lecturer and guidelines about a good presentation. Each student will perform their presentation and recorded at the same time. Also, each student will receive their video and so do their friends to be assessed at home.

The use of a video recording is beneficial for self-assessment of oral presentation skills, as it enables students to observe themselves from the viewpoint of the audience (Yamkate and Intratat 2012). Furthermore, using video technology in the study of one’s own teaching practice supports teacher growth due its distinctive capabilities to record

classroom practices for future use (Guo, 2013).

II. METHOD

The research approach in this research is the writer uses qualitative research. As state by Marczyk (2005:17) qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis. Along with the qualitative approach is used, case study is selected to classifying this research. As state by Ary et al (2010:29) a case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. This research classified as a case study because the research focused on one program which is the implementation of video recording in University of Nusantara PGRI Kediri.

This research conducted to the third-year student of English education Department of University of Nusantara PGRI Kediri, located on Jl. KH Achmad Dahlan No. 76, Mojoroto, Kediri, East Java.

In collecting the data, the writer provided some way or technique in order to get the data accurately and as

much as needed. The writer use observation, interview and documentation.

III. INTERPRETATION AND DISCUSSION

The following part was the summary of the data analysis that the writer explained before. Based on the result above, there were the important points that were discussed here. The teaching learning process was taking place in communicative situation where the learners are expected to be active in interaction in formal way. The learner's interaction with the audience and the learners' confidence is important to develop the communication skills and absolutely in speaking skill. Based on the data collected, the students were good on their performance while in front of the class. During the classroom interaction, the students asked to active in speaking and attending the class.

According to the subjects as this research conduct, "Speaking for Presentation", which is the subject, speaking is used as the basic of the four main skill in English, to the students in English Department of University of Nusantara PGRI Kediri.

In the other hand, presentation used as media to strengthen the students' speaking skill. By using presentation, students are forced to speak in front of the class and not lessen their pudency because the students also facilitated a video camera recorder.

Based on the observation, the video recording technique is a good way that matched with the goal of the lecturer to teach speaking. In this activity, students performing their own presentation that has been distributed by their own group, and each student perform the presentation to the camera. This activity can improve the students' courage in speaking and makes them more confident.

The speaking class lecturer at fifth semester of University Nusantara PGRI Kediri has implemented teacher class has implemented their talk effectively. Guo (2013) also stated that video recordings appear to be a useful tool in improving students' classroom presentations and that were perceived by students to improve their learning.

To sum up, video recording as a media to helps students on speaking for presentation for learners. The implementation of using video

recording as media to improve students' speaking skill gave positive effects to the students' in English Department of University of Nusantara PGRI Kediri, especially to gain their confidence to talk in front of the class and to level up their speaking ability.

IV. CONCLUSION

Based on the result of using video recording for speaking ability at English Education in University of Nusantara PGRI Kediri, there are many strengthens and weakness to do teaching learning process.

In the teaching learning process, lecturer should prepare many kinds of media that will be used for his students dealing with their subject, they need video camera that can record themselves while they are performing in front of the class and they also need the LCD to support their presentation, so their presentation will be running well. The lecturer also prepared in the lesson plan that in his speaking subject, class must be divided into groups. He makes the students easier to distribute the topic.

During the teaching and learning process, lecturer use his

handout that already distributed to his students and explained the points very well by giving example orally and using gesture and body language, and sometimes he also used Bahasa Indonesia to clarify what he meant to be discussed.

In the end, the lecturer evaluated by himself, and the student in charge was distributed to have a peer assessment by the students. The students chose randomly whose videos that will be assessed by them. They evaluated their friends' performance with the criteria as the lecturer mentioned. They also giving their friends score.

Concerning with the result of the interpretation and discussion of the study, it can be concluded that the video recording used as a media in speaking subject is generally run well. The lecturer employed some ways to make a good presentation as it mentioned in students' handout.

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