



The Implementation of Teaching Speaking Using Video Recording to Eleventh Grade

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ABSTRACT

Speaking is not only about making sounds but one of four language skills that enable the learners to communicate with each other to express thoughts, feelings, information, and intentions. Common problems of students when learning English are poor pronunciation and lack of vocabulary. In another case, sometimes the students ask themselves about the word's meaning in English and Indonesia. Video recording is a medium for recording audio and pictures. In this study, video recording is used to facilitate the teacher in teaching speaking, and doing the task efficiently for students. Also, they can record multiple times and not find any mistakes in their video. Furthermore, they can save time editing the video when they see any mistakes. Descriptive design with a qualitative approach is used to describe how to teach speaking. The research subject was 36 eleventh-grade students' of SMAN 1 Kediri consisting of 22 girls and 14 boys. The result of the research is to describe how to teach speaking using video recording.

Keywords: speaking, teaching speaking, video recording

ABSTRAK

Berbicara tidak hanya sekedar mengeluarkan suara tetapi merupakan salah satu dari 4 keterampilan berbahasa yang memungkinkan pembelajar berkomunikasi dengan sesama untuk mengungkapkan pikiran, perasaan, informasi, dan maksud. Masalah umum siswa ketika belajar bahasa Inggris adalah pengucapan dan kurangnya pemahaman akan kosakata. Dalam kasus lain, terkadang siswa bertanya pada diri sendiri tentang arti sebuah kata berbahasa Indonesia dalam bahasa Inggris dan sebaliknya. Perekaman video merupakan sebuah media untuk merekam suara dan gambar. Dalam penelitian ini, rekaman video digunakan untuk memfasilitasi guru dalam mengajar berbicara dan memudahkan siswa untuk mengerjakan tugas secara efisien. Selain itu, mereka dapat merekam berkali-kali dan mengoreksi video mereka jika ada kesalahan pengucapan maupun intonasi. Desain deskriptif dengan pendekatan kualitatif digunakan untuk mendeskripsikan bagaimana cara mengajar berbicara. Subjek penelitian ini adalah 36 siswa kelas XI SMAN 1 Kediri yang terdiri dari 22 anak perempuan dan 14 anak laki-laki. Hasil penelitian ini adalah mendeskripsikan cara mengajar berbicara Bahasa Inggris menggunakan rekaman video.

Kata Kunci: berbicara, mengajar berbicara, rekaman video

BACKGROUND

Speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information (Brown, 2001). Meanwhile, speaking is one of the hardest skills for pupils to acquire, according to Pollard (2008). When we talk, we have to think about everything from concepts to how we would present our ideas to an audience or listener, how we will pronounce our words, use proper grammar, and prepare for their reactions.



English is a foreign language that is taught by schools from elementary until high school in Indonesia. Learning outcomes in Indonesia have a curriculum for the learning process called *Kurikulum Merdeka*. In high school, students in eleventh grade are in the F phase, the students can use English to express their feelings/desires and discuss topics related to their daily activities or the newest issues suitable for their ages (Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 262/M/2022). High school students learn about the narrative text in their second year in the first semester. However, some students have difficulties understanding the material, such as a lack of vocabulary, pronunciation, fluency, and low self-confidence. Those things are the common problems of students when learning English, there are poor pronunciation and a lack of vocabulary. In another case, sometimes the students ask themselves about the Indonesian word's meaning in English and vice versa.

Video recording is a good choice for the media to study narrative text. This media facilitates the students to learn English, especially in speaking and doing the task efficiently. Also, they can record multiple times until they are satisfied and do not find any mistakes in their video. Besides that, they can save time editing the video when they find mistakes/errors.

This has inspired the writer to research implementing video recording to teach speaking to high school students. Students can be more active in learning activities and boost their confidence in speaking English using video recording.

METHOD

In this research, the writer used descriptive design with a qualitative approach to describe how to teach speaking using video recording in this research. The writer focused on the steps to teach speaking using media in narrative text. To do the research, the writer used SMAN 1 Kediri as the place of the research which same as the writer's training field experience place located in Jl. Veteran No.1, Kel. Bandar Lor, Mojoroto, Kediri. The research activity was conducted from October until November 2023. Observation in the classroom is the first thing the writer does. The writer interviews the students are they ever used video recording or not in their learning activities. Documentations used to determine the analysis and describe the actual teaching-learning atmosphere. Three techniques were used to analyze the data based on Miles and Huberman (1992)

1. Data Reduction

The researcher divided the class into 6 groups containing 6 students to make the video recording tasks as they collected the data.

2. Data Display

The data displayed based on the research questions are as follows, to know how to teach speaking using video recording.



3. Conclusion Drawing

The writer concluded to determine whether the research questions were answered/not.

RESULT AND DISCUSSION

This research was conducted from 3rd October until 17th November 2023 at SMAN 1 Kediri in 11th grade through observation, group tasks, assessment, and documentation with the research subjects. The research results were analyzed by the researcher using a descriptive qualitative method to examine the research findings; in other words, they documented and interpreted all of the data that had been gathered to create a situation that was both generic and thorough. It consists of 36 students 22 girls and 14 boys.

1. Teaching Preparation

This research was conducted in the first semester of the academic year 2023/2024. Before teaching activities, the teacher in the class prepares teaching modules based on the interviews with the teacher in the school. The teacher also prepares the module book that students use in learning activities. Then, the writer arranges the lesson plan that is suitable to the material that students need to learn.

In this research, the writer uses video recording as the media in teaching speaking for the student's performance. The teacher divides the 36 students into 6 groups. Then, the teacher asks the students to choose an Indonesian folklore story that is suitable to the topic, fantasy. After that, the students wrote the narration and got the correction from the teacher. The last thing to do is to record their performance. They take their videos 2 weeks before the collecting time.

2. Teaching Learning Process

The writer was the teacher in this research and the learning activities were done for 10 meetings.

In the first meeting, the teaching-learning activity starts from greetings. The writer as the teacher greeted the students, praying together before class started and checking the attendance list. Then, the writer asks the students to discuss the picture in the module book and answer the questions with their chair mates. The list of questions is:

1. What can you see in the picture?
2. Can you guess what story you will read?
3. What kind of story will it be? Will it be a happy, sad, adventurous, or mystery story?
4. From the picture, can you guess whether it is the story setting or the character? Please describe.

Then, the teacher asks each student to answer the questions one by one. After the students have presented the results, the writer helps them to guess the content of the story from the objects presented in Unit 3. At the end of class, the writer and students conclude today's learning and pray



together afterward. In the first meeting, the students understood the material.

On the second meeting, the teacher gave the task Activity 1 on the module book as a reminder about the previous meeting. The task consists of some vocabulary that students must match the meaning by understanding the context of the stories. They can use an online or printed dictionary to do this exercise. After that, the writer chooses 5 students to present their answers with the meaning of vocabulary. Then, the teacher gives feedback and confirms the meaning of the vocabulary discussed. The next exercise is to read the narrative text with the title “The Lion, The Witch, and The Wardrobe” and try to understand the vocabulary in bold letters. Then, the students match the vocabulary with the meaning before the teacher gives an example to read the word correctly. In Activity 3, the teacher asks the students to write down the language features in the story that have been read, such as nouns, adjectives, verbs, and time words. In this meeting, some students did not understand the pronunciation of some words in the story so they asked the teacher or their chair mate.

After learning the language feature, the teacher asks students to pay attention to the characters in the story by focusing on the characters’ words, behavior, or what the characters do in facing and solving problems on the third meeting. The writer asks students to write explanations and evidence of information from the story that illustrates the learning of certain moral values from the characters mentioned. After that, the students summarize and identify the important points they have learned with some questions from the teacher such as:

1. What have you learned about fantasy?
2. What is the purpose of writing or reading a fantasy?
3. What are the structures of fantasy?
4. What language features can you find in fantasy?

Then the writer provides some feedback regarding what students summarize about fantasy. In this meeting, most of the students answered the questions almost the same but they had difficulties to present the answer because they worried about pronouncing it wrongly.

In the fourth meeting, the writer explains to students to understand the message they hear and express ideas or information from Activity 1. The writer asks the students to read and understand the meaning of the vocabulary presented to match the words and meaning provided. After the students are done doing the assignment, the writer provides examples of correct pronunciation for the words studied and imitates that then makes sentences using the vocabulary they have learned. The students did not find difficulties in this meeting.

The students read about the language features in the module books and identify the structure of story organization, such as: beginning, initiating event, compilation, climax, resolution, and ending. Then, they read about



the language features in a story such as: adjective clause and reported speech (direct and indirect speech). There are some assignments to make sentences and identify the language features. In this, meeting, some students found difficulties in reported speech because they reversed the meaning of direct and indirect speech. This learning process is in the fifth meeting.

In the sixth meeting, the teacher divides students into 6 groups to choose a fantasy story. The teacher offers the students to choose their own with an Indonesian folklore theme. Then, the students make a story builder chart from the textbook. After the teacher gives feedback to students, they develop their stories and do it with their group. In this meeting, the students find the difficulties in the pronunciation.

The seventh meeting is a formative assessment of the materials that the teachers taught. The teacher reads stories related to student's listening. Students work on the questions calmly until they are finished. In this meeting, the students sometimes ask the teacher to ensure about their work. Then the teacher asks one of the students in the group to retell the story that they had written with the group last week. Then, the teacher gives some feedback to correct the grammar, vocabulary, fluency, and pronunciation orally before they record the video.

In the eighth meeting, the writer asks students to create a drama using video recording. The students used their drama script that was created by the group at the sixth meeting. The teacher gave the deadline of two weeks to finish the record. The students were upset about the deadline so some groups collected the video late and one group did not collect the video.

Lastly is the networking/sharing session. In this session, the teacher and students watched the result of their assignment which is a video recording of their performance. The students share their experiences when using video recording. they find it interesting because this is the first time, they using video recording in their English subject. Meanwhile, the other had some burden about the deadline and did not finish the video recording task. They enjoyed recording their performance because the collaborative activity with their friends made them reduce their awkwardness and strengthen a sense of unity with their classmates. The things that they dislike when recording their video are, that they cannot match the time between members, the task is not completed so they cannot collect the video recording before the deadline.

3. Evaluation

The writer gives two weeks to collect the assignments. The writer assesses their performance using the speaking scoring rubric from the module book. The assessment includes pronunciation, vocabulary, grammar, content, and fluency of their performance. The writer also gives their written assessment to take note of their understanding of the narrative text.



Gambar 1. Video recording project from students performed

Based on the result above, the students were active in the teaching-learning process and actively asked about material that the teacher had been taught with no burden. Sometimes, they ask their friends if they do not understand the topic and they just search for the difficult meaning of the material on their smartphone. Based on the data collected, the students were good at performing the story in their video recording. They find it interesting because this is their first-time using video recording in their English subject. Meanwhile, the other had some burden about the deadline and did not finish the video recording task. They enjoyed recording their performance because the collaborative activity with their friends made them reduce their awkwardness and strengthened a sense of unity with their classmates even though some of the students still find difficulties in pronouncing the words, choosing the right vocabulary, and reducing unnecessary noise. The things that they dislike when recording their video are, that they cannot match the time between members, the task is not completed so they cannot collect the video recording before the deadline. The writer gives them feedback orally based on their performance in their video recording project to make a video retelling their story individually..

CONCLUSION AND SUGGESTION

Video recording as a medium to teach speaking is effective for teachers and facilitates the students. This media can be used effectively in any place and anytime, also the students did not feel shy because they performed outside the class. Furthermore, it can shorten the time in assessing their speaking performance. Based on the findings, it implies that conducting teaching speaking using video recording as a medium is a good offer to facilitate the students. Related the goal of learning speaking is to gain the confidence of the students. Video recording was successful in facilitating the students in the teaching-learning process. The students also added the English text at the bottom of the videos.

From the findings of the research, the implementation of video recording in teaching speaking can be an offer for the teacher to facilitate the students. According to the conclusion, the researcher will give some suggestions to the next researcher, teacher, and students:



1. The Researcher

The result of this research can be used as a reference on how to teach speaking with media video recording. Video recording can increase listening skills because when we see the video, we pay attention to the audio of the dialogue or monologue that the person in the video speaks.

2. The Teacher

The result of this research can be used as a reference for teachers in the future to use media videos in their teaching methods. The writer as the teacher finds difficulties in the teaching process. The teacher is expected to give a longer dateline and remind the students about the dateline of the video recording projects.

3. The Students

The result of this research can be used as a reference for students to gain interest in speaking. The students are expected to improve the video quality to make it clearer to see. The background noise must also be considered so that it does not disturb the sound in the video.

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