



Facilitating Students' Speaking Skill Achievement Using Self-Recorded Presentation

Sophia Binnendyk

Pattimura University Ambon

Email: binnendyksophia@yahoo.co.id

Article Info

Article History:

Received: July 30, 2021

Revised: August 29, 2021

Published: August 2021

e-ISSN: 2623-2324

p-ISSN: 2654-2528

DOI: 10.5281/zenodo.5652502

Abstract:

This article explores students' speaking tasks, in the form of video presentation, employed by the teacher to facilitate students' speaking skills during the online learning process. This paper also intends to describe students' achievements resulted from the speaking task. An English teacher and her 11 students were chosen as the participants in conducting this study. This study applied a qualitative case study in which there are two kinds of the instrument to collect the data namely observation and questionnaires. The result showed that the students found some difficulties in conducting the task; however, their speaking skills increased, especially their vocabulary, pronunciation, and fluency.

Keywords: presentation, speaking skill, achievement

INTRODUCTION

Speaking is a vital skill that needs to be learned by EFL students because, occasionally, success is measured in terms of the ability to convey a conversation in the (target) language. Speaking skill is one of the language skills that is very essential to support further oral communication, especially in English. Nevertheless, it is the most difficult language skill to develop among people. Zhang (2009) stated that speaking remains the most difficult skill for almost of English students, and they cannot speak English well in English. Furthermore, Crystal as cited in Akkakoson (2016) stated that English lecturer consider speaking is the most important language skill for their students. Therefore, it is essential to facilitate the development of the students' speaking skill.

Teaching students to speak English sometimes is a problem for some EFL teachers. It is not stress-free for teachers to make the students speak because they do not use English in their community. Furthermore, they also have limited exposure to English. Environment in Indonesia provides less support or exposure for the learners, because English is not spoken in the community.

Harmer (1998:52) emphasized that to facilitate students with the 'new' language, teachers should have students exposed to the language, understand its meaning, understand its form (how it is constructed), and practice it. It is a common-sense justification for people mastering language knowledge and skills are; how can we speak without practice? How can

we write if we do not start writing? How can we know we understand if we never try to clarify it? (New Jonathan: 2021)

The natural process helps the learners pass the language learning acquirement only if they use the language for communication. Therefore, it becomes an integral part of the learning process when the students are doing communicative ability (inside or outside the classroom). Asking the students to get involved in speaking activities will boost them to acquire better speaking skills. Many speaking tasks enhance students' speaking skills to decrease their gap ability in speaking. Moreover, assistance and feedback are needed by the students to know their speaking progress

LITERATURE REVIEW

The Importance of Communication

It cannot be denied that English as lingua Franca means English is an international language. It means that no nation can have custody over it, as stated by (Widdowson 1994:385) in (Mckay 2000). It dominates all fields in life, education, business and technology, politics, economics, and overseas communication.

English as a means of communication around the globe, speaking is the key in upgrading life. Recently, communicative competence has been judged to be the objective of language teaching. Jasno (2012) states that the existence of Communicative Competence in teaching speaking is importantly viewed as the basis as well as the goal that must be achieved. Understanding the aspects and characteristics of Communicative Competence can help the speaking teachers to guide their learners into speaking atmosphere that make them speak naturally. Negotiation of meaning and management of interaction in communicative competence reflect to the focus on the use of language, not on the usage. Oral communicative tasks given to students are the speaking teachers' consideration to create students' orally natural communication. To support students speaking ability generally, they should know the importance of communicative competence. Communicative competence in verbal and written communication provides meaning and can be understood by the speaker and listener. Thus, students must grasp it by identifying the contexts of the speech that has to be spoken.

The purpose of students' speaking is to communicate the knowledge of the language they comprehend in real life, and they can express themselves in practicing speaking by teacher's guidance. Communicative competence will be achieved when students encourage themselves to practice without any hesitation and fear. It provides some contribution that communicative activities can make language learning better.

Based on that elaboration, the researcher concludes how vital speaking is for the students because it can help them develop their minds and awareness in using the language to hold their speaking ability up. Speaking can also improve their knowledge of the language. They will know their lack of speaking if they do practice regularly. Practicing speaking helps the students convey their ideas to other people.

However, due to the lack of realistic English practicing contexts, EFL students generally have few opportunities to communicate with people in English and get feedback from others for making reflections.

Information and Technology Learning

The 2013 curriculum provides a new approach to the teaching process as a demand in the 21st century. It provides a scientific approach to develop the students' skills, knowledge and attitude. Moreover, the scientific approach in the 2013 curriculum focuses on the productively, creatively, innovation of the students through integrated skills, attitudes, and knowledge. These goals can be achieved by designing effective and meaningful instruction for

the students. Hence, the teacher was supposed to use a scientific approach in the teaching and learning process (Zaim, 2016).

Students' oral presentations can be classified as self-assessment because standard assessment techniques of student performance on oral presentation skills are complex for both teachers and students as the judgment can be subjective without any concrete evidence. In order to evaluate student oral presentation, the teacher used video clip recordings that can reflect students' performance, can be viewed as many times as necessary. These conditions allowed students to develop their performance. According to scholars' views, video can also be considered as an essential part of learning, and it can reflect the strengths and areas for personal improvement, reinforce learner motivation, and relate learning to individual needs (Oscarson, 1989, Nunan, 1988, and Dickinson, 1987, Harris, 1997). In addition, video recording in the classroom has been widely used in language testing for oral language communication skills, and self-assessment provides the checklist for evaluating students' presentation performance. One way to accommodate students speaking practice is through digital work, in this case, self-recording.

Knowing mistakes in pronouncing the words can be facilitated by applying the "Recording Yourself" method. Smartphones, tablets, or laptops can be used to record. Start by finding a book to read, and then open the audio recorder and start recording. Keep recording the English-speaking sessions. After that, move the recording into a different device and challenge with more advanced vocabulary (Brateiko: 2020).

Speaking Skill

Heaton (1988:100) classified three criteria in speaking skills into accuracy, fluency, and comprehensibility. The criterion that concerns grammar, vocabulary, and pronunciation is fluency. In order to make the listener understand the utterances of someone who speaks English, the understanding of the English grammar should be paid attention to. It means he /she should produce grammatically correct utterances. Accuracy is the way for the students to produce language clearly when they speak. Correct pronunciation of individual sounds and words allows the listeners to hear and distinguish the words they hear. Fluent speak without a wide range of expression is odd because speaking without proper expression cannot be called speaking accurately. They search accurately for words occasionally but only one or two unnatural pauses. Comprehensibility makes it the listeners easy to understand the speaker's intention and general meaning.

Speaking is categorized as a productive skill. Its speech is used to express meaning to other interlocutors (Syafii et al., 2019). The students have some problems dealing with language skills, especially speaking skills.

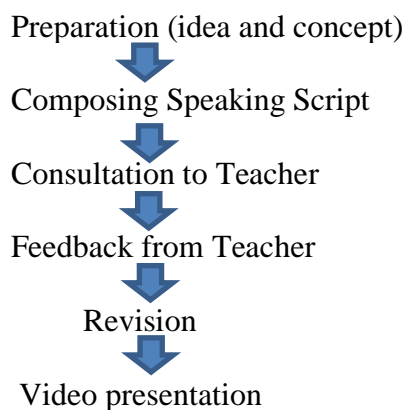
Based on the definition of speaking above, it can be concluded that language learners need to recognize that speaking involves the areas of knowledge (pronunciation, grammar, and vocabulary). Speaking with the right words in the proper order with the correct pronunciation, function, and knowing when clarity of message is essential. Knowledge about social and cultural rules and norms, then understanding the context of communication are also essential in speaking activities.

The Practice of Self Recorded Presentation

The video seems to be increasingly used for professional development, and it is an excellent tool for students' oral presentations (Sucharitrak: 2018). Students can learn best when physically, emotionally, and cognitively stimulated and involved in the teaching-learning process. So, the researcher should make the teaching-learning process more communicative, contextual, and attractive. The teaching-learning process cannot run well without any teaching media to support it. In other words, media has an essential role in the teaching-learning process.

One of the media that can be used is video. Teaching speaking through videos can be beneficial for effective and joyful learning. Videos may have positive effects on the students' interest and motivation in studying English and increase their speaking skills. The students may obtain meaningful contexts for language that is being learned through videos.

The following is the procedure of students conducting task related with IT and speaking' skills;



RESEARCH METHOD

According to Ary (2010:29), “A basic interpretative study provides descriptive accounts targeted to understanding a phenomenon using data that might be collected in a variety of ways, such as interviews, observations, and a video review. The purpose is to understand the world or experience of another.” Qualitative data in this study are in the form of words rather than numbers. Therefore, the research results are in the form of description and interpretation of phenomena that exist during research.

In conducting the research, the researcher described and investigated students' speaking skills, which they used in conducting the task. Qualitative research has a natural setting. In this study, the observer observed students' video process and interviewed them to get information and share a questionnaire to describe their speaking skills progress.

Subjects and Setting

Purposes sampling was used in this study by choosing a homogenous type. Homogenous sampling was used in this study. Ary (2006:430) stated that homogenous sampling selects a group considered homogeneously, such as attitudes and experiences. In addition, Creswell (2012:208) suggests that identifying the characteristics and finding individuals or sites that possess them is essential to use this procedure. The characteristic of the subgroup is the same, especially in speaking skill and attitude to language.

The subjects in this study were eleven students (five male and six female) from the fifth-semester English study Department, Pattimura University. The range ages are between 17 – 19 years old. They are homogenous in their ages, ability in English, and the reason for the researcher to choose them as the subject.

Instrument for data collection

The data of this study were the students' verbal activities while using recorded video in performing the speaking skill in the teaching-learning process. The verbal data is in the form of sentences and utterances of the students that they used in the recorded presentation. The provided topic was “Keeping Environment Healthy.” This single topic was given to students because the researcher wanted to perceive blatant and accurate results. Students should prepare

their writing script before record their presentation. The script consists of three paragraphs, and each paragraph should have at least seven sentences, so they were twenty-one sentences.

Another instrument used in this research is applying questionnaires and interviews. The researcher asked the students to fill in the questionnaire related to some matters. The questions are about the following items in the table;

Table 1. questionnaire Question

Questions
Students' comprehension about the task
Preparation in making speaking script
Process in making video
Students' barrier
Students' problems
Problem solving
Students' speaking skill progress

The questions were given to all students and they were interviewed one by one to validate their written results in questionnaire.

Instrument for data Data Analysis

According to Matthew B. Miles (2014), Qualitative Data Analysis consists of three concurrent flows of activity: (1) data condensation. The researcher got data from observing videos, then collected and followed by classifying them. (2) Data display. The researcher displayed data in a form that was easily understood to analyze. Displaying data in narration and description will help people to understand the scheme and result of the research. (3) Conclusion drawing/verification. Making a summary is the last way to present data. It has been the final information provided in this research.

Consequently, based on Miles' three concurrent flows of activity, this research followed the activity in analyzing the data. To answer the first research question, the researcher used the self-recorded presentation by the students. To gain these data, the researcher observed and analyzed students' speaking performance through video. Then, the researcher acquired the result of students' performance to their speaking skills. The researcher used questionnaires and interview to gain detailed information about all things related to the task they made.

The questionnaire shared with the students was to know students' preparation, barriers, and problems they got. It was also seeking information about their willingness and efforts to solve barriers and problems, and last was to distinguish students speaking skill project.

The interview was delivered to students to emphasize the result of the questionnaire that the researcher got. Interviewing students validated the written result even by direct discussion with the students. The researcher gained new information related to the phenomena that occurred in the students' activities in conducting the task.

In observing the students' self-recording video, the researcher tried to gain students' vocabularies, pronunciation, and fluency. The video was the final data as the valid proof from the students. By observing students' video, the researcher gained information related to

vocabularies they used in their speaking. Students' pronunciation was also observed to know whether corrections and revisions were made after getting some feedback.

Fluency was also one of the researcher observations. Students' fluency was the final result after the teacher's assistance and researcher used those 3 components in speaking to acquire students' speaking progress.

RESULT AND DISCUSSION

After collecting data gained from the questionnaire, and video observation then researcher classified, analyzed then displayed data and finally made summary of the research.

Students' Barriers

On the procedure that the students made started from Preparation (finding idea and concept), Making Speaking Script, Consultation to Teacher, Feedback from Teacher, Pre-Presentation, Making Video students faced some barriers and problems in each phase.

In the Preparation step, students took a longer time in choosing the idea and concept of the video. They were confused to find the topic and what to say in the presentation. The teacher suggested they find something familiar related to the topic. In a process of writing a speaking Script, the students faced the problem related with vocabulary, but they try to overcome it by discussing with their friends and using internet as the other alternative in finishing their projec in order to record and present it.

After composing a speaking script, they met their teacher for consultation. The scheduled consultation was arranged to assess the students' script. The teacher explained the concept in writing and opened a discussion to help students to improve their writing. It was important process since students were involved in the process of setting up the idea. Moreover, this process also as a means to give chance to students to express their minds in writing.

Feedback from the teacher was given after they made the script, and after students underlined vocabularies mistakes or grammatical errors in their writing. Feedback was indeed needed by the students so that they know which part they made mistake. For the teacher, by giving feedback she can get information that certain student had a problem in vocabulary and/or grammar. After getting feedback from the teacher, students revised their video presentation and submitted it to the teacher.

Students' Speaking Skill Development

This recent research only focuses on 3 elements of speaking skills; they are vocabularies,

This recent research focuses on three elements of speaking skills such as vocabulary, pronunciation, and fluency. These elements of language are essential to students because they need them for communication.

Based on the valid data gained in the process, students made progress in their speaking skills. However, their progress was different from one another.

Vocabulary

Vocabulary was one of the essential aspects of speaking that upholds students' communication. It was clear that speaking needs adequate vocabulary mastery, by having enough vocabulary competence, the student can express their mind and feeling. People got difficulty comprehending the speaker if speakers apply improper terms for a particular intention.

There are two types of vocabulary: active and passive. The active vocabulary refers to the words taught to students, and they can use these words in speech or writing as oral or written expressions. The passive vocabulary refers to the words that students recognize and understand

in a context. Such a passive type of vocabulary occurs in listening or reading material (Harmmer, 2007).

Based on their speaking script and video result, we found that students used familiar terms to represent their idea. Their vocabularies were limited and they did not use proper words. Words that they used were simple.

Most of the students wrote their scripts with a simple idea. They mostly wrote how to keep the environment healthy and talked about garbage, garden, house, and half of them wrote in common idea and not more than three paragraphs.

Students vocabulary components that were found on students writing script are as follows:

Table 2. Students' Vocabulary Component in Writing Script

Vocabulary Components	VG	G	F
Using new vocabulary	3	7	1
Spelling	5	3	3
Understanding meaning	6	3	2
Using properly	3	5	3

Based on the data in the table we can observe that there were only three students who used new vocabulary very well, seven students were in good criteria, and one student was in fair criteria in using new vocabulary. However, they found difficulty in spelling, understanding meaning, and using vocabulary properly. The result also clarifies that six students who understood the meaning of vocabulary.

The sources of students' new vocabulary are mostly from browsing and some of them from books. After making the script of the presentation in Bahasa Indonesia then they translated it into English. Tools to help students in searching meaning mostly used Google translate.

The following is a table of new vocabulary used by the students;

Table 3. Students' New Vocabulary

New Vocabularies		
Reusable	Waste	Recycle
Compost	Vehicle	Bamboo
Fertilizer	Less paper	Microbeads
Chemical	Unplug	Drain

All vocabularies were found in the student's scripts, and only three out of eleven students wrote the vocabulary randomly on the paper. From the review, they admitted that they did the task together. Therefore, three of them have the same writing script with different video performances.

Almost all students understood how to use vocabulary properly, however, few of them did not understand the meaning of the words. They also could not use the words properly as they did not understand the difference between those words. For instance, the words effect and affect, pollution and pollutant, hazards and poisons. In addition, most students' pronunciation problems reviewed from their video were about vowels and consonants. Based on IPA (International Phonetic Alphabet) most students found difficulties in pronouncing the following words; environment, fertilizer, waste, unplug, recycle, bamboo, microbeads, drain,

fuel, consumption, and reduce, chemical, study. In sum, we can classify that the problems that students faced were about vowel and consonant. They also found it difficult to differentiate long vowel vocabularies such as bamboo.

Table 4. Consonant and vowel

No	Symbol	How to read (In Bahasa)	Example
1	ɪ	Started with i or y (contoh)	bin, kit, bid, minute, institution
2	E	Same as ember atau bebek, e	bed, head, dress
3	ɒ	A add little with O (ao) (example)	wash, lot
4	ʌ	like ə + ɑ: (əɑ)(example)	mud, love, blood
5	ʊ	like ə + u, oo / (u)	food, good, foot
6	ɜ:	Like ə + r	refer, learn, bird
7	Æ	like a + e	laugh, plain, drain

Vowels problems, or near equivalents, that are not found in modern Ambonesse, the vowels are [e], [ɔ], and [ʌ]. The central vowels with and without /r/ coloring do not exist. Therefore, the /a/-/æ/ variation (typically /æ/) or /u/ is substituted or /ʌ/. Consonant problems are identified some consonants (i.e. /p/, /v/, /ŋ/, /θ/, /ð/, /r/, /l/) as problematic for Maluku students to pronounce.

To find the development of students' speaking fluency ability, the teacher recorded students' voices in the classroom. Then she transcribed the students' performance on the oral tasks. Al-Tamimi and Tamimi (2014) stated online learning by using recorded video with cooperative learning could encourage students.

The teacher gave tasks to students because it could help students speaking ability, especially fluency. The observation of students' fluency was about Pause (5 – 10 seconds), Repetition (1 – 3 times), Confidence (low – high).

Table 5. Students' Presentation Pause

Pause	Students
5 seconds	5 students
8 seconds	4 students
10 seconds	2 students

There are only two students that made pauses in 10 seconds. They made it because they were not confident to speak up in front of the camera while the good result is almost all students made pauses in the presentation in about 5 – 8 seconds.

The result of students' presentation repetition is as follows;

Table 6. Students' Presentation Repetition

Repetition	Students
Once	7 students
Twice	3 students
Three times	1 students

With good preparation, students who are not good at speaking have good presentations without doing repetition. From the result, we found only one student who made it three times repetition.

Table 7. Students Presentation Confidence

Confidence	Students
High	3 students
Fair	6 students
Low	2 students

Based on the table above, we can see that only three students have high confidence in conducting a presentation. Most of the students were shy and being nervous in their performance. Students with average academic knowledge and limited speaking skills were not confident. They said they were too afraid of making mistakes. They also did not follow the script.

CONCLUSION

Giving the task to encourage students speaking skills is varied, but teachers must choose better for their students. Using technology is perfect way, especially in this online learning system.

Students speaking skill through presentation video is beneficial for both teacher and students. Students do not have any difficulties as they are now in the digital era benefit their life. Even the students are getting more confident and they make videos creatively.

From the presentation, the teacher can also assume that they have good speaking skills, especially in terms of vocabulary, pronunciation, and fluency.

The researcher realized that the accomplishment of this research would not run well without any help from the others. Therefore, she wishes to give her sincerest gratitude and appreciation to her colleagues and students who had supported with valuable comments in any part of this manuscript. Finally, this article is still far from being perfect. Hence, any criticisms or suggestions from the readers and users are welcome to the researcher to make improvements. Simultaneously, the researcher hopes that this research can be helpful to other writers, teachers, and students.

REFERENCES

- Akkakoson, S. (2016). Speaking Anxiety In English Conversation Classroom among Thai Students. *Malaysian Journal of Learning and Instruction*. (13), 63-82
- Al-Tamimi, N. O. M. (2014). Public Speaking Instruction: Abridge to Improve
- Ary, Donald. 2006. Introduction Research in Education. Canada: United State. English Speaking Competence and Reducing Communication Apprehension. *International Journal of Linguistics and Communication*, 2(4), 45–68. <https://doi.org/10.15640/ijlc.v2n4a4>
- Ary, D. Lucy Cheser Jacobs, and Chris Sorensen, Introduction to Research in Education, p.29
- Creswell, John W. 2012. Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (Fourth ed.). Massachusetts: Pearson Education, Inc.
- Dickson .D., (1987). Self-Instruction in Language Learning: Cambridge University Press.
- M Diyora, X Diloza - International Engineering Journal For Research & ..., 2020 - iejrd.com
- Harmer, Jeremy. 1998 . The Practice of English Language Teaching. UK: Longman.
- Harmer. (2007) The practice of English of English Language Teaching. Fourth Edition
- Heaton, G, B. (1988). Writing English Language Tests. Harlow: Longman group limited.

- Jasno. (2012). Communicative Competence in Teaching English. *Journal English and Arabic Language Teaching*. Vol. 3. No. 1.
- Newton Jonathan, M., (2021), *Teaching ESL/EFL Listening and Speaking*, New York: Routledge (di article New Jonathan)
- Mckay, Sandra Lee. 2000. *Teaching English as an International Language: Implications of Cultural Material in the Classroom*. *TESOL Journal* No. pp.
- Matthew B. Miles, A. Michael Huberman & Johnny Saldana. 2014. *Qualitative Data Analysis: A Methods Sourcebook* (Third ed.). Los Angeles: Sage Publications, Inc.
- Nunan. D., (1998). *The Learner Center Curriculum* : Cambridge. Cambridge University Press
- Oscarson, M. (1989). Self-assessment of language proficiency: Rationale and applications. *Language Testing*, 6, 1-13
- Ozsevik, Zekariya. 2010. *The Use of Communicative Language Teaching (Clt): Suphatra Sucharitrak, International (Humanities, Social Sciences and Arts) Volume 11 Number 5 July-December 2018*
- Syafii, M. L., Sugianto, A., & Cendriono, N. (2019). Improving students' speaking skill by using multimedia presentation strategy. *English Review: Journal of English Education*, 7(2), 125-132. <https://doi.org/10.25134/erjee.v7i2.1690>
- Sucharitrak, S. (2018). Using video self-assessment to improve students English oral presentation skills. *Veridian E-Journal, Silpakorn University*, 11(5). 94-104.
- Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching Forum*, 47(1), 32-34. Retrieved from <https://exchanges.state.gov/englishteaching/forum/2009/09-47-1.html>