

BEHIND THE SCENE OF VIDEO TASK MAKING: THE PREPARATIONS, THE FEELINGS, AND THE BENEFITS

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ABSTRACT

Making a video based on some particular themes is a kind of assignments in learning English that challenge the students' ability in terms of creativity and the appropriate used of the target language. The aim of this study is to explore the preparations and the feelings of the students studying English at Politeknik Negeri Ujung Pandang when making a video of introducing themselves. Moreover, it aims to understand the benefits and the obstacles of the video task making. In order to have a broad overview of the study, a questionnaire was conducted among 45 students. The questionnaire involves some questions related to the feelings, the benefits and the preparation as well as the obstacles they experience during the video making. It is believed that video task making is a great way to improve students' ability in using English.

Keywords: video task making, preparations, feeling.

1. BACKGROUND

Politeknik Negeri Ujung Pandang (PNUP) which is also known as State Polytechnic of Ujung Pandang is one of the state vocational institutions in Indonesia. As one of the best polytechnics in Indonesia, which occupied 6th position in 2019 among other 50 polytechnics around Indonesia, PNUP targets the alumni to be able to compete globally in 2040 as stated in PNUP's vision. In order to achieve the goal, English is taught in all 6 departments in PNUP for 2 until 4 semesters for each class. The English material taught in Bachelor of Applied Science in Mechatronics and in Manufactures study program is arranged based on the competencies that the students need to acquire during their studies in Politeknik Negeri Ujung Pandang. The students are expected to be able to communicate using English both spoken and written during their study time and after they graduate from PNUP. One of the competencies of graduates of those two study programs is a graduate has to be able to use Bahasa Indonesia and English effectively [15]. Therefore, the teacher needs to teach all the skills in English, which are listening, speaking, writing, and reading in order to improve the students' ability in using English.

Although all skills are taught in each English subject in both study programs, speaking gets more portion in the classroom compared to the other three skills. Speaking skill becomes the most important skill to be mastered by a second or a foreign language learner compared to the other skills [14]. Moreover, the language learners will be judged upon through speaking in real life situation [2]. In other words, it can be said that language learners are considered master the target language if they can use the language to communicate ideas and to communicate with other people. There are some factors which affecting the learners in speaking English. First is the influence of the mother tongue where the learners feel easier to use it with their friends who share the same mother tongue. Second, it refers to the uneven participation. The size of the classroom which is usually big in term of the learners made only one or two students who dominate the talking while others speak very little. The next factor is the students have nothing to say since they have no reasons to talk about themselves. The last factor is inhibition that is probably the most important factor [17]. Different from writing, listening and reading activities, speaking activities need a real interaction to an audience. The learners are afraid of making mistakes in speaking the target language. Lack of vocabulary and lack of self-confident are some factors why most of the learners are afraid of making mistakes. Some students who feel that their English is poor would be worried that others would criticize them while some learners just simply feel shy speaking in front of many people using a foreign language.

Regarding to the teaching of speaking skill in Bachelor of Applied Science in Mechatronics and in Manufactures study program, the teachers use some methods such as Audio-lingual method which focuses on raising the students' respond. In the second semester, the students focus on developing their speaking skill by doing some activities. All the activities in the second semester are the implementation of the materials taught in

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the first semester where the students study all about grammar points in that semester. Most of the activities in the first semester are grammar exercises. The first task given for speaking in the second semester is doing a self-introduction. The students not only have to talk about themselves, such as their personal data, educational background, achievements, but also they have to talk about their family, such parents and siblings. A couple of years ago, the students would do the presentation right before all their classmates. In doing the presentation, they used a power point to help them introducing themselves. Pictures of themselves, friends, parents and siblings were also provided.

After doing the presentation, the teacher interviewed some of the students asking about how effective the task for them. The interview result showed that some students felt so tense since it was the first time for them to do a presentation using English. Lack of self- confidence became the reason why they felt tense. Some of the students who thought their English was poor were also worried of being judged by their friends who became the audience. Those who felt tense and worried did not do their presentation as what the teacher expected. Though they used a power point to help still they couldn't manage their nervousness. Beside that, some of them turned to read a paper that contain the sentences they were going to read. Since they were busy with the papers, the interaction between the presenter and the audience were not engaged. Another thing happened during the presentation, some students were busy practicing their presentation and at the end did not pay attention to their friends who did the presentation. Those were some weaknesses of doing a live presentation for the first year students. The task was only effective for some students while others felt intimidated with the task.

Since improving the students' ability becomes the major problem for English teachers nowadays, the researchers will use a different way to improve the students' speaking skill. Based on the problems faced by the students in speaking class, the use of video recordings is the solution of the problems. Some reasons are considered in this research, first is to expose the students with kind of activity in English learning, second is to accommodate all kinds of students in the classroom. By recording the presentation, some students are expected not to feel intimidated by the task, they will also have more time to practice on the presentation before recording it. In addition, the students can do evaluation on their task before submitting it to the teacher.

The purposes of the study based on the research questions are to get information about the preparation done by the students in doing the task, to get information on how the students feel regarding to the video task and to get information about the benefits that the students get from video task making.

There are some researchers conducted the use of video task to improve the students' speaking skill. The study was about investigating the effectiveness of Video-assisted self-reflection (VASR) in the teaching of EFL students. The study was also investigating about the students' perception of the use of VASR. The results showed that the use of VASR was effective in improving the learners' use of non-verbal elements in communication and the students found that VASR is a good activity to develop their speaking skill [9]. Another one was a research among the first year students of English in Turkish higher education. The study focused on analyzing the design and the implementation a speaking course which face-to-face instruction informed by the principles is blended with the use of video. The analysis showed that the students made an improvement in their speaking skill and they are welcome to the use of technology tool in the learning process [7].

2. METHODOLOGY

The research is using a description quantitative research method. This method is used to describe the situations or the objects related to the research. Moreover, it is not only describing the data collection but also analyzing and interpreting the data collected. The data which will be collected is based on the purpose of the research which are knowing the preparation, the feeling and the benefits of video making task in improving students' speaking skill.

The population of the research is the first year students of Mechanical Engineering Department of Politeknik Negeri Ujung Pandang who study English for Communication. The number of population is 90 students which consist of 4 classes; 2 classes consists of 21 students while other 2 classes consists of 24 students. The researcher will take only 2 classes among 4 classes that study English for Communication. One class will be from Mechatronics study program and another one from Manufacture study program. The number of students chosen will be 45.

The instrument which is used in this research is questionnaire. The type of the questionnaire is open ended one. There are 12 questions focusing on the things that the students do before and after making their video task. The questions in the questionnaire are expected to reveal the things that students do starting from the beginning when the teacher tells about the task. The students are asked to express their true feelings related to the research and later on share about the benefits they get from doing this task.

3. FINDINGS AND DISCUSSION

The questionnaire used in this research consists of 12 questions. Some questions focus on the feelings of the students in making the video task while some questions concern about the preparations the students do and others are about the benefits that the students get by doing this task.

Table 1 Questions related to feelings

No.	Question
1.	How do you feel for the first time when knowing about the video presentation task?
2.	Have you ever made the same task before? If yes, explain when and what was the purpose of making it.
3.	Choose two feelings that represent your feeling related to the task. Explain your feelings. a. Confident b. Excited c. Interested d. Optimistic e. Surprised f. Confused g. Nervous h. Stressed i. Scared j. Enthusiastic k. Shyness

Regarding to the questions related to feelings, the results show that the first time the student knew about the task, they felt nervous, stressed, as well as scared. The number of the students who felt those feelings reached about 40%. On the other hand, the number of students who felt excited but at the same time felt worried were about 31,1% out of the population. Only about 26,7% of the students who felt surprised knowing about the task.

When it comes to the next question about whether the students have ever made the same task before, the result shows that about 66,7% of the students never have this kind of task before. This fact answers the result why there are about 40% of the students felt nervous, stressed and scared when the first time they knew about the task. The students who had made this kind of task before reached about 33,3%. The task was given when they were still at the senior high school in order to complete all the assignments given by their English teacher.

When the students were asked to choose two feelings regarding to the task, the number of students who felt excited and enthusiastic was about 26, 7%. The reasons given were the task was a kind of task they never got before so it was their first experience making this kind of task. While about 42, 2% of the students were excited but felt shy at the same time. They felt shy because they think that they don't have a good command in English. The rest which was about 24.4% of the students felt shy and scared at the same time. The lack of confident was the main problem of the students who felt these two feelings. They believe that their English is poor, their pronunciation is bad and their vocabulary is limited. These three problems that causing the lack of confident of the students in using English.

Table 2 Questions related to preparations

No.	Question
1.	Explain the preparations that you do in making the video task?
2.	Do you make the video by yourself or you are helped by friends?
3.	How long does it take for you to make the video?
4.	Mention the steps that you do in making the video.
5.	How many times you do the recording?
6.	What are the obstacles that you have in making the task? Explain them in details.

In order to know about the preparations some questions are given to the students. When it was asked to explain the preparations in making the video, it was about 77.8% of the students prepare the draft of the things they are going to explain in their video presentation. They made the concept of the sentences, chose the right words and checked the grammar points of the sentences. After preparing the draft, they practiced their pronunciation to be able to say the words correctly. The students practiced the sentences in front of the mirror before recording the presentation. Beside preparing the material, students also prepare the tools or equipment used for recording. Choosing the right place for recording was also one of the things that the students prepared. By looking at the students' answers, it showed that they took the task seriously and did some actions to make the best of their task.

In finishing the task, the students worked by themselves and some students worked with their friends or siblings. It was 68.9% of the students did everything by themselves. Starting from preparing the material, preparing tools and equipment, recording their presentation, editing the video and sending the video. The students who did the task helped by friends and siblings were about 31.1%. The friends and the siblings took part in the recording process. Still the students did the main part of the preparation which was preparing the material of the presentation.

In term of the duration of making the video presentation task, some students did it in several hours and some did it in several days. The number of students who did the task in a day or more was 71.1%. the range of the day of doing the task was from 1 day to 5 days. The reasons why most of students finished the task in number of days were because they did prepare it from the very beginning. It was only about 28.9% of the students who finished their task in hours.

The steps in doing the task are as follows preparing the material of the presentation where the preparations include listing the information that will be given, forming the sentences, choosing the right words, checking the grammar points, reading the sentences out to pronounce the words correctly, practicing in front of the mirror. After the preparations related to the target language were done, they moved to preparing equipment such as camera, laptop or mobile phone that are used for recording. Next is recording the presentation, then the students did some editing to the video. It is about 51.1% of the students did the steps that have been explained.

Regarding to the obstacles faced in doing the task, the main problem that almost 66.7% of the student encountered in finishing the task was the limited vocabulary and the knowledge of grammar points that made the students felt lack of confident in using English. This fact agrees with a study stated that speaking is the most important skill because it is the ability that people need to carry out a conversation. For most learners, English speaking is not an easy task to do since it involves many components such as pronunciation, grammar, vocabulary, fluency and comprehension [8].

Table 3 Questions related to the benefits

No.	Question
1.	If you are given choices, between doing a video presentation task and doing a direct presentation, which will you choose?
2.	What are benefits that the students get by doing a video task regarding to the English learning class?
3.	In what way do you think the task accommodate all types of learners in the classroom?

The results showed that about 55.6% of the students chose to do a video presentation task to a direct presentation and about 44.4% of the students chose a direct presentation in the classroom. The reasons behind choosing the video task mostly because those students are worried of being criticized and simply because they are shy speaking in front of many people using the target language. This showed that many factors which cause difficulty of speaking, one of them is inhibition, where the learners are afraid making mistakes and worried about being criticized, and shy [17]. The students feel worried because they think that their command in English is poor, moreover they seldom use the target language which make them lack of confident to speak out. Talking about the benefits, about 77.8% of the students stated that the task can improve their speaking ability. From the task they can spot their mistakes and do some changes on the material. They also had more time to prepare the presentation in terms of the language and other things related to the task. The students who feel shy are pretty much helped by doing this task since they can still improve their speaking ability without feeling afraid nor nervous since not too many people see the presentation. Regarding to whether the task can accommodate all types of learners, about 80% of the students strongly agree that this kind of task can accommodate all type of learners in the classroom. Different types of learners will have different kinds of preferences in learning language. Some students have guts to speak out the target language without being intimidated by people around them, but some students are just simply shy to use the target language in this case English in front of many people. The students also stated that it is important for the English lecturers to vary the tasks given in the classroom to accommodate all types of learners. This is important since the teachers have a big role in helping and encouraging their students to master the target language.

4. CONCLUSION

The conclusion of this study are: the students do some preparations starting from preparing the material for the presentation, preparing the tools or equipment for recording. They also choose the places where they want to do the recording and prepare themselves in term of mentally. Most of the student feel nervous, stressed, as well as scared when they know about the task for the first time. Only some of them feel excited because they have made a video task when they were still at the senior high school. The main benefit of having this task is that it can accommodate the students who are shy to do the direct presentation in the classroom. The teachers as the facilitator in the classroom must think about variety of the activity as well as the tasks given to the students in order to improve students’ ability in using the target language. Other benefit is the students have more time

to do their best in doing the task as well as have time to spot their mistakes from their video and can do some changes to improve the task.

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6. A THANK-YOU NOTE

The researchers would like to thank all people who have helped to finish this papers. The researchers' biggest gratitude goes to the students who have been the samples of the study and who are willingly to answer all the questions in the questionnaire. We also address our gratitude to P3M as the unit that has helped in the process of proposal selection and arrange all the activities regarding to this research.