

THE UTILIZATION OF *HOMEWORK VIDEOTAPING* TO ENHANCE THE STUDENTS' ENGLISH SPEAKING SKILLS

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ABSTRACT

Enhancing students' oral proficiency is a key objective of English courses, and one effective pedagogical approach is assigning video-based homework that features English conversations aligned with the curriculum. English language students encounter numerous challenges when attempting to enhance their speaking abilities. One limitation is the restricted amount of time available for in-class practice. One possible homework assignment is to create video recordings. This offers a chance for students to enhance their creativity and boost their self-assurance as the homework encompasses various elements of oral assignments, such as productivity, intention, challenge and authenticity. Hence, this webinar aims to disseminate knowledge on the specific teaching methods and procedures that teachers can implement when utilising this instructional approach. The purpose of this webinar was to provide the teachers, instructors and practitioners in the field of English education with an interactive forum for discussion. Participants will have the chance to share their experiences and ask questions, which will lead to a fruitful exchange of knowledge. Engaging in activities can yield fresh perspectives and impart useful skills that are immediately applicable to the classroom or other educational setting.

Keywords: homework, videotaping, speaking skills

A.INTRODUCTION

In today's world of global communication, where English has become the language of instruction on many occasions, the ability to speak English is one of the most important skills that one can possess. Renandya & Widodo (2016) and Indrawati et al. (2021) stated that that global English as a foreign language (EFL) courses are primarily utilized by non-native English speakers who require English communication skills to interact with other non-native English speakers in non-English speaking countries. In addition, Burns & Siegel (2018) and Kamarullah & Muslem (2018) argued that it is widely acknowledged that having a command of the English language is not only a

useful instrument for communication, but also a significant asset in the face of challenges in a variety of fields, including education.

In addition, English is taught as a foreign language in Indonesia, and it is also a subject that is taught at a variety of educational levels, including middle school and high school. According to Surkamp & Viebrock (2018) and Yusob (2018), understanding language as a formal system, which emphasizes structural aspects and demands appropriate activities, has different implications for teaching and learning than a functional view of language, which emphasizes communicative aspects and practises various language skills. Listening, speaking, reading, and writing are the four key skills that are required to become proficient in the English language. According to the opinions of teachers working in middle school and high school and Handrianto & Rahman (2018), the level of English speaking competency that students achieve is frequently not up to the standards that are expected of them. This can be attributed to a number of factors, such as a lack of opportunities to practice outside of the academic environment, shyness or a lack of self-confidence, and limited practice time in the classroom.

When it comes to overcoming this challenge, one strategy that teachers can implement is the utilisation of videotaping homework assignments (Harmer, 2007). In the method known as videotaping homework, students are given the task of recording their speaking assignments outside of the classroom. Nunan (2015) argued that the recordings are then played back for the purpose of interpretation and evaluation. This approach provides a number of benefits in comparison to more traditional methods, such as speaking in front of a class with a very limited amount of time. Based on According to Burns & Siegel (2018), the students have the opportunity to see and hear themselves speak, which can be helpful in identifying weaknesses such as incorrect pronunciation or inappropriate use of grammar. Secondly, students have the opportunity to see another student speak. As a second benefit, the teachers are able to provide more in-depth feedback because they are able to review the assignment multiple times. Additionally, this approach gives students the opportunity to

practise speaking in an environment that is less stressful and free from the pressures of the classroom, which can ultimately lead to an increase in their level of self-confidence.

It is anticipated that the implementation of videotaping homework will have a positive impact on the development of students' speaking skills, both in terms of fluency and the accuracy of their pronunciation, as well as the complexity of the sentence structures that they use. Based on Harmer (2007), there is an expectation that students will gradually improve the quality of their speaking and correct any mistakes they make through the process of continuous evaluation. However, despite the fact that this approach has a great deal of potential, there are still a number of questions that need to be answered through additional research. What is the difference between the effectiveness of videotaping homework and the effectiveness of more traditional methods of teaching speaking speech? What is the extent to which this method can be implemented in a variety of educational settings using a wide range of accessible resources? What kind of reactions do students have to this approach, and do they feel that this additional assignment makes them feel more burdened or more helped?

Webinars are used as a means to educate teachers about this method. The objective of this webinar is to enhance comprehension of the concept and advantages of recording homework assignments in the context of English language acquisition. This webinar will introduce teachers, lecturers, and education activists to techniques and strategies for implementing the use of videotaping homework in a teaching context. This webinar will also address the potential difficulties encountered when implementing this approach and provide strategies for overcoming them, with the aim of enhancing English language teaching methodologies in diverse educational establishments.

B. LITERATURE REVIEW

1. Speaking Skills

English Speaking Skills are the students' ability to speak English fluently, clearly, and effectively. This ability encompasses a variety of aspects, including pronunciation, grammar, vocabulary, fluency, and the ability to comprehend the context of communication. As stated by According to Burns & Siegel (2018), the ability to speak English is essential, especially in an increasingly interconnected global world where English is frequently used as a lingua franca or connecting language between people from various cultural and linguistic backgrounds. Developing these skills entails not only active speaking practice but also listening to English spoken by native speakers or other students. The ability to speak good English allows for more effective communication in a variety of contexts, including education, work, and social interactions.

In oral communication, it is crucial to master several primary components of English speaking skills. Initially, pronunciation encompasses the capacity to pronounce words accurately in a manner that is comprehensible to the listener. Secondly, a more natural mastery of language is demonstrated by fluency in speaking without excessive pauses or repetitions. Third, vocabulary encompasses the knowledge and application of suitable words in suitable contexts (Harmer, 2007). Fourth, grammar is the capacity to employ appropriate grammatical structures, including prepositions, articles, and tenses, in sentences. Fifth, the capacity to logically organize ideas and information and connect them in a manner that is easily comprehensible to listeners is referred to as coherence and cohesion. Finally, intonation and stress involve the ability to control the tone of voice and emphasize specific words in order to clarify the message and convey the intended meaning (Kamarullah & Muslem, 2018). The effective speaking skills in English are the result of the interaction between all of these components.

2. *Teaching Speaking*

Teaching Speaking in the context of English language teaching is the process by which instructors assist students in developing their speaking skills in English. These skills include the ability to speak fluently, clearly, and with a solid understanding of grammar, vocabulary, and proper pronunciation. Conversation exercises, presentations, group discussions, and simulations of real-life situations are common methods of teaching speaking with the goal of increasing students' communication confidence. As state by Handrianto & Rahman (2018), teaching speaking includes strategies for assisting students in overcoming language barriers, such as nervousness or a lack of vocabulary. To foster a supportive learning environment, instructors frequently employ a variety of techniques and approaches, such as direct communication models, role-playing, and the use of technology.

3. *Videotaping Homework*

Videotaping Homework is a speaking practice technique used in language learning settings in which students record themselves speaking and then review the recording to assess and improve their speaking abilities. According to Renandya & Widodo, students may find it less burdensome to access and examine educational material outside of class, rather than completing traditional homework tasks. They may also find it more stimulating to participate in a flipped classroom, where they receive support and interact with their teacher and classmates while engaging in productive activities. This technique enables students to see and hear mistakes that they would otherwise miss when speaking in person. Aside from that, students can focus on nonverbal aspects like facial expressions, gestures, and intonation, all of which are important in oral communication. Students can improve their confidence and speaking skills by conducting self-evaluations using video recordings (Bryan & Volchenkova, 2018).

C. IMPLEMENTATION AND METHODS

The study utilized a descriptive qualitative approach, incorporating observation as a method of data collection. Observation enables the researcher to closely observe, engage with, and gain a thorough understanding of participants in their authentic setting. The zoom application is utilized for this purpose. There were a total of 12 individuals who took part in the event.

Community Service (PkM) is a fundamental component of the Tridharma of Higher Education in Indonesia, which is designed to make a meaningful impact on society by implementing a variety of pertinent and beneficial initiatives. Holding webinars or online seminars is one form of PkM that is rising in popularity. Webinars offer the benefit of a broad audience and the ability to adjust the schedule, which enables participation from a variety of groups without being constrained by geographical boundaries. A webinar with the theme "Using Homework Videotaping to Improve English Speaking Skills" has been selected as the subject of this PkM activity in order to enhance the quality of education, particularly in the teaching of English.

This activity aims to enhance teacher comprehension of the "*The Utilisation of Homework Videotaping to Enhance The Students' Speaking Skills*" with a specific focus on the integration of videos in the learning process. This activity is a webinar scheduled for April 2, 2022, from 10:00 to 11:30 WIB, utilising the Zoom application. A total of 12 individuals participated in this webinar. The participants consist of teaching staff, educators, and instructors from various regions in Indonesia, such as Jakarta City, Sukabumi Regency, Bandung City, and Malang City. The webinar activity commences by having participants complete a registration form using Google Form.

D. RESULTS AND DISCUSSION

Based on the participants on the webinar, the english language students encounter numerous challenges when attempting to enhance their speaking abilities. Some of the participants argued that one limitation is the restricted amount of time available for in-class practice. Because of that reason,

it is advisable for the teachers to assign homework to their students as a means of allowing them to consolidate and review the material covered in class. According to Handrianto & Rahman (2018), the potential homework assignment is to create video recordings which offers a chance to enhance the students' creativity and confidence as the homework involves various elements of oral assignments: productivity, purpose, challenge, authenticity, and academic consistency (See Figure 1.). Surkamp & Viebrock (2018) also argued that working on the students ideas as homework was great idea as they could complete the lesson.

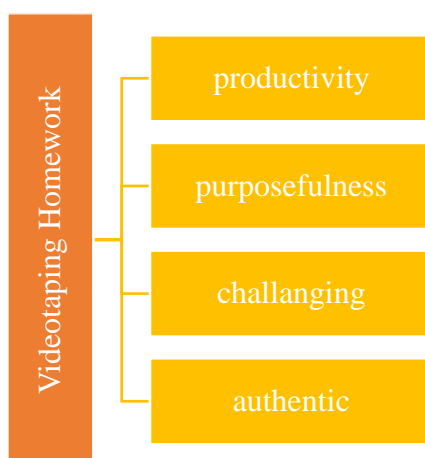


Figure 1. Main findings

First, productivity in speaking refers to the implementation of speaking exercises that allow students to speak at their highest level of proficiency. The goal is to optimise students' proficiency in English language acquisition. Recording homework on video motivated students to engage in more practice of English expressions, while the remaining students found the activity highly motivating. This type of homework promotes increased verbal communication among students outside of the classroom with their peers. Based on Perdani (2022), video recording necessitates mastery of the script, leading to multiple repetitions of expressions until they are memorised accurately. Offering video recordings of homework is an effective approach to encourage students to freely express themselves while practicing English language skills. It is in line with Surkamp & Viebrock (2018) and Bryan & Volchenkova (2018) who argued that the area of foreign language learning is becoming

more closely linked with technology, such as video platforms and programs for images, audio, and video recording. These technological tools can be utilized to understand and produce a foreign language.

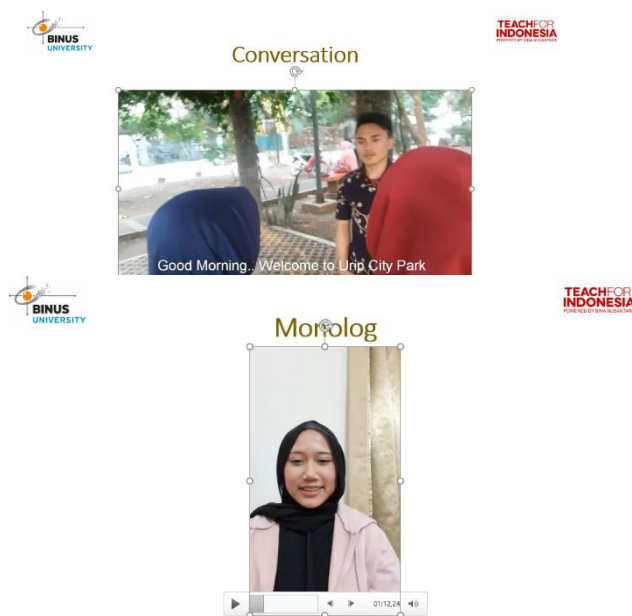


Figure 2. Students' Videotaping Homework

The second finding was that videotaping homework had purpose. Based on Nunan (2015), one advantage of videotaping homework is that it allows learners to collaborate with their classmates to create a short video that showcases the English expressions they have learned. The primary objective of this activity was to afford learners the chance to engage in additional English language practice with their peers outside of the classroom (See Figure 2.). According to Arifin & Ilyas (2020), the virtual reality technology allows students to engage in additional practice opportunities. Participant 3 acknowledged that there was ample opportunity to practice English expression outside the classroom. In order for her to speak in a natural manner, it was necessary for the students to derive pleasure from the process. The students have the opportunity to enhance their proficiency in English language expressions. Videotaping homework had a distinct objective that provided learners with the chance to enhance their oral communication skills through collaborative work with their classmates.

Third, the homework needed to strike a balance between being too difficult and too easy in order to be considered challenging. The challenge in completing this homework assignment stemmed from her propensity to overlook the transcript, similar to how some students may forget their lines, resulting in multiple attempts to recreate the video. Based on Bryan & Volchenkova (2018), the challenge entailed technical issues such as video editing, inaudible voice recordings, and coordinating the team's availability for shooting due to their other commitments. The learners found videotaping their homework to be of moderate difficulty. The teacher prepared the speaking rubric to evaluate the students' video after that (See Figure 3.)

Speaking Rubric

	Poor	Fair	Good	Excellent
Pronunciation	Poor Student's pronunciation was incomprehensible.	Fair Student's pronunciation made understanding difficult.	Good Student's pronunciation was understandable with some error.	Excellent Student's pronunciation understandable with errors that did not interfere with comprehension.
Fluency	Poor Student spoke with significant hesitation and pauses, awkward and incomprehensible.	Fair Students were awkward and incomprehensible to understand at times	Good Pausing and hesitations did not interfere to comprehend the speaker's message.	Excellent Students were able to communicate clearly with no difficulty.
Grammar and Vocabulary	Poor Student used a minimal amount (1 or 2 words) of the grammar and vocabulary of the lesson.	Fair Student used enough of the grammar and vocabulary of the lesson.	Good Student used some of the grammar and vocabulary of the lesson.	Excellent Student was able to use vocabulary and structure of the lesson.

Figure 3. Speaking Rubric

Forth, the activity of doing videotaping homework enabled the learners to have assignments that were directly applicable to real-world language usage. The activity will facilitate the students in expressing themselves more spontaneously compared to speaking in the classroom. Videotaping homework offered learners the opportunity to experience authentic language use and natural expressions. Moreover, it also enables students to collaborate with their classmate. According to Surkamp & Viebrock (2018), the students have been actively participating in speaking, and after the material, they worked on a mini project consisting of a brief video clip on activities that can be done in their hometown. They also added that a key characteristic of communicative language teaching is the use of classroom activities that accurately reflect real-life communication. Advocates of the

communicative approach viewed the development of practical communication skills as a primary objective in language acquisition.

In conclusion, videotaping homework enables students to enhance their proficiency in English language articulation. The purpose of videotaping homework is to enhance students' speaking abilities through collaborative work with their peers. Homework should be appropriately challenging, striking a balance between being too difficult or too easy. videotaping homework also enable students to engage with language use that is relevant to real-life situations. Videotaped homework offers students the chance to engage in authentic language use and express themselves naturally. The participants of the webinar were provided with information regarding the utilisation of videotaping homework. This included details about the objectives, benefits, steps, and assessment rubric that can be employed for implementing this method.

E. CONCLUSION

Community service activities having a web-seminar or webinar concept with the theme "*The Utilisation of Homework Videotaping to Enhance The Students' Speaking Skills*" have been implemented. These activities are intended to improve English speaking skills. The participants in community service activities are not only provided with the material, but they are also given the opportunity to ask questions and receive answers, which can deepen their comprehension of the material. It is therefore possible to draw the conclusion that there is an increase in the participants' comprehension of the significance of preparing themselves to present themselves in English during job interviews.

This webinar is intended to help teachers adopt and adapt the videotaping homework method in their classrooms. This approach can significantly improve students' English-speaking skills, thereby

contributing to the overall quality of English education in Indonesia. This activity also strengthens universities' role in supporting the teachers capacity development through community service programs that address real-world needs and challenges.

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