

## USING VIDEOTAPING HOMEWORK TO IMPROVE SPEAKING ABILITY

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**Abstract:** Improving learners' speaking ability is the main purpose of Conversation 1 Class in Tadris Bahasa Inggris STAI Bandung. One of the strategies that were given is homework. The homework was in the form of video, which was called videotaping homework. The videos contained conversations using English expressions learned in the form of roleplay. The research design was qualitative research and the data collection was questionnaire. The result showed that 75% of the learners thought that this strategy was able to improve their speaking ability in terms of Productivity, Purposefulness, Challenge, Authenticity, Academically. In addition videotaping homework had academics purpose also that it could improve speaking ability of the learners, especially English expression knowledge by re-watching the video and finding the lackness through those videos.

**Keywords:** *speaking ability, videotaping homework, role play*

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## INTRODUCTION

One of the English learners' difficulties in learning English is improving speaking ability. As founded by Thornbury (2005:27), speaking is one of two skills are quite difficult to be mastered besides listening. He finds that the learners are fine with reading and writing that they do not need to speak and spell the words correctly while in writing, the learners face the paper only and no eye contact at all.

Then, in the matter of speaking, they need face-to-face interaction and the difficulties occur when they lose the words and re-use the same sentences. It happens because speaking occurs on the spot, right in that time of speaking. After that, correction in speaking is also happens at the time of speaking, if the learners realize that they make mistakes then they can fix it and if they are not, then it will not be fixed forever.

Those problem is also arises in Conversation 1 class in Sekolah Tinggi Agama Islam Bandung, that some of the learners get difficulties in delivering their ideas and react to some English expressions. They need much time to think and even use Bahasa to answer the questions. It reveals from early observation in early semester.

As the problem occurs, Thornbury (2005:28) suggests doing more practice and training in order to improve the learners' speaking skills. Additionally, Nation and Newton (2009, 168) write that there are some point to be pointed out in speaking homework; they are reliability, validity, practicality, the effect of the homework on teaching. And one of the appropriate homework is role-play (Nation and Newton, 2009: 175). Moreover, Richard (2008, 38) also states that giving a homework is categorized as Independent construction of the text.

In addition, Thornbury (2005:96) says that role play provides beneficial springboard for language use in real life. It can be simulated the learners to practice English for their real-life conversation. Moreover, Nation and Newton (2009: 165) also suggest that both the lecturer and the learners to have their performances recording as an observation of learning result the learners can also do self-assessment of their speaking ability that the recordings show their improvement week by week.

However, there is a limit time of classroom activity for speaking. It is proved by what the Participant 1 feels that videotaping activity provide more time to practice than in class (point 2.8). In addition, some learners' find it difficult to act naturally on conversation in the classroom. They tend to be shy and have inappropriate pitch and facial expression. In order to solve they lackness of naturalilty of acting the English conversation, giving videotaping as they homework become one of the solution. Through videotaping, they can express their selves better than doing conversation in the classroom. Based on Thornbury (2005:108) suggest the outside-class speaking as the task to improve speaking ability of the learners.

Similar to Tape diaries (Thornbury 2005:108) the learners tape themselves outside the class and submit the video to the lecturer for the feedback. . Besides, some awareness-raising activities also suggest by him, one of them is using recording and transcript (Thornbury, 2005:43). In conclusion, this research focused on whether the videotaping outside the class was useful in improving students' speaking ability.

Moreover, there are some purposes of this study. Firstly, this study found out whether giving video tapping homework will improve learners' speaking ability or not. And then, this study found out how this technique will help the learners to improve their speaking ability. Moreover, this study discovered the learners' experience and opinion after they implement this technique. And finally, this study that can be used.

Speaking is one of two skills are quite difficult to be mastered (Thornbury, 2005:27). He finds that the learners are fine with reading and writing that they do not need to speak and they face the paper only. In the matter of speaking, they need face-to-face interaction and the difficulties occur when they lose the words and re-use the same sentences over again. It usually happens because the learners have no time to think and answer.

In addition, in early observation of this research, it was found that some of them response by using bahasa. It is not because they do not know how to answer, but they just forgot how to response it at the time of speaking. That is why speaking is more challenging that writing for them. In writing they have time to think before write, have chance to check and correct it several times.

Moreover, Cole et.all (2007:5) thinks that speaking and listening is probably the least carefully taught aspect of the communication skill and mastery qualifications. The learners as the speaker, need to do speech production, have conceptualization and formulation, have good articulation, have self-monitoring and repair when they do wrongly, have automaticity, have fluency and managing talk (Thornbury, 2005:1-9).

Furthermore, maintaining those problems can help learners to improve their speaking ability. Nation and Newton (2009, 23) suggests some activities and approaches for teaching and learning to improve speaking ability of the learners, one of them is memorizing useful

phrases and sentences. This method can be applied on role play. In role play, the learners need to memorize their line, include appropriate gestures and expressions.

As the problem occurs, Thornbury (2005:28) suggests doing more practice and training in order to improve the learners' speaking skills. The more they practice, their ability will improve.

Additionally, Nation and Newton (2009, 166) write that there are some point to be pointed out in speaking homework; they are reliability, validity, practicality, the effect of the homework on teaching.

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Based on Thornbury (2005:108) suggest the outside-class speaking as the task to improve speaking ability of the learners. Similar to Tape diaries (Thornbury 2005:108) the learners tape themselves outside the class and submit the video to the lecturer for the feedback. . Besides, some awareness-raising activities also suggest by him, one of them is using recording and transcript (Thornbury, 2005:43).

In conclusion, this research focused on whether the videotaping outside the class was useful in improving students' speaking ability

## RESEARCH METHODOLOGY

The design of this research was descriptive qualitative method and this research was a theory-driven (Holliday 2005, p. 19; Sugiyono, 2008, p. 7). This research focused on the investigation whether videotaping homework could improve learners speaking ability, especially expression in English. As the nature of qualitative research, this research figured out the learners' experiences in videotaping homework (Dawson, 2002, p. 14; Sugiyono, 2008, p. 7 and Day, 1990).

Moreover, the findings of this research was explained deeply to the theories of learning speaking (Thornbury 2005, and Nation and Newton, 2009) and cross-checked with the existing theories (Wallace 2002, p. 38).

This research was held in Conversation 1 Class of Tadris Bahasa Inggris in Sekolah Tinggi Agama Islam Bandung. The participants of this research were the learners in Conversation 1 Class of Tadris Bahasa Inggris in Sekolah Tinggi Agama Islam Bandung.

The questions in the questionnaire were based on Thornbury (Thornbury 2005, and Nation and Newton, 2009). It checked some points for learners videotaping homework, they are productivity where the tasks use language production maximally; purposefulness where the tasks have clear outcome; interactivity where the tasks provide the effect for the audience; challenge where the task not too easy nor too difficult so they can abroad their ability maximally; safety where the tasks are also build their confidence since it is not too difficult; and authenticity where the tasks have relation to real-life language use. Others questions were taken from Nation and Newton (2009, 168), they are reliability, validity, practicality, the effect of the homework on teaching and whether it was an appropriate homework in role play (Nation and Newton, 2009: 175)

The data were analyzed by using grounded theory or was called inductive process (Gray 2004, p. 346). It is the “the analytic process through which data is fractured, conceptualized and integrated to form a theory” (Corbin in Frankel, Wallen, and Helen Hyun, 2012, p. 436).

## RESULT AND DISCUSSION

### 1. Productivity

Productivity in speaking is providing the activity of speaking that enable learners to speak maximally (Thornbury, 2005:90). It is to maximize learners' competency to practice their English. Based on the questionnaire result, 75% learners agreed that videotaping homework encouraged them to practice English expression more, and the rest thought that this kind of activity was very encouraging. This kind of homework facilitated learners to speak more when they were outside classroom with their classmates. Since videotaping required the fluency of the script, they repeated the expression several times until they remembered the expression correctly (Appendix 2.2, point 2.4).

In addition, based on learners' answer in questionnaire, only one learner has tried videotaping before. She has been given videotaping homework when she was in senior high school. However, the rest of the learners have never tried videotaping homework as homework to improve speaking ability before (Appendix II.2, point 1). In short, giving videotaping homework was a good strategy to facilitate learners to express themselves freely in matter of practice English expressions learned.

### 2. Purposefulness

One of the advantages of videotaping homework was enable learners work with their classmate to produce a short video that contained English expression has learned. The main purpose of this activity was to provide opportunity for the learners to practice English expression more outside the class with their classmate. That was what Thornbury (2005:90) categorized as a purposefulness. 25% of the learner was very agree, 50% of the learners agreed and the rest of them was less agree of what Thornbury thought (Appendix II.2, point 1.8).

In addition, from (Appendix 2.2, point 2.8), it can be seen the learners emphasized that this homework did helped them to have more practice time. Participant 1 and 2 said that there was more time to practice English expression outside the class. Participant 3 felt that the same way, she just needed to enjoy the process so that she could speak naturally. So, in general, the learners thought that videotaping homework enabled the learners to improve their ability in English expressions. In summary, videotaping homework had clear purpose that gave opportunity to learners to improve their speaking ability by working together with the classmate.

### 3. Challenge

The homework could not be too difficult nor too easy, so that it was called challenging (Thornbury, 2005:91). 50% of learners thought that videotaping was not too difficult to do, and the rest felt that this homework was a bit difficult to do (Appendix 2.1, point 1.3). Participant 1 said that the difficulty in doing this homework was because she was easy to forget the transcript. She sometimes forgot her dialog that it took many times to recreate the video. She also added that arranged the time of all learners was also the main problem in making this homework (Appendix 2.1, point 2.5). Participant 2 thought that the difficulty was technical problem such as editing the video, unheard voice, and collected the team to take a shoot because they had others activities to do. Having the same thought with the participant 2, participant 3 and 4 said that she got difficulties in technical problem and time in gathering the team (Appendix 2.1, point 2.3).

Moreover, the result of questionnaire exposed that there was 75% of the learners thought this homework was not too easy (Appendix 2.1, point 1.3). In summary, videotaping homework was not too difficult nor too easy to do for the learners.

### 4. Authenticity

Videotaping homework facilitated the learners to have a homework that related to real-life language use (Thornbury, 2005:91). It was proved by the questionnaire result that showed 25% of the learners thought that it was very true, and 75% of them agreed with that statement (Appendix 2.1, point 1.5). Furthermore, 75% of the learners felt that this homework helped them to express themselves naturally than speaking in the classroom (Appendix 2.1, point 1.6). It was clear that videotaping homework provided the chances to the learners to have real-life language used and natural expressions.

### 5. Academically

Videotaping was one of the tasks for improving learners' speaking ability (Nation and Newton, 2009, 23). It was proved by the result of questionnaire that there was 75% of them agreed that videotaping was indeed improved their ability of speaking and the rest of them even were very agree (appendix 2.1, point 1.7).

Additionally, appendix 2.1, point 2.6 showed that Participant 1 said videotaping homework helped her to remember the English expression because the repetitions of the script. In line with participant 1, participant 2 also said that through videotaping homework, she could learn with flexible time, improved her creativity and teamwork, and developed herself. She added that videotaping homework helped her to remember the English expression because of the repetitions of the script. She added that this activity provide the opportunities to improve her self-confidence so that she could enjoy to speak English, especially English expression

learnt. Furthermore, and the same opinion also stated by participant 3 and 4, that they could expressed themselves better when they were outside the class.

Furthermore, through videotaping, the learners could also found out their lackness of speaking by watching how their produce English expression through their video (Nation and newton, 2009, 23). It could be seen in appendix 2.1: point 1.8 that showed all of them was agreed. In addition, participant 2 thought that through watching her video, she could evaluate her speaking ability and developed them. Consistent with participant 2, participant 3 said that she could re-watch the video and found out her lackness so that she could improve them (appendix 2.1, point 2.5).

In addition, this homework also helped learners to remember English expression. All of the learners thought so (appendix 2.1, point 1.9). Participant 2, 3 and 4 thought that they got easier to remember English expression by doing this homework. Moreover, participant 3 also said that her main concern was to know how and when the expression used. (Appendix 2.1, point 2.7). Finally, this activity was also effective to be applied in speaking class. Participant 2, 3 and 4 said so (appendix 2.1, point 2.11). Participant 3 added that she could understand the application of those expressions in real-life situations.

In conclusion, videotaping homework had academics purpose also that it could improve speaking ability of the learners, especially English expression knowledge by re-watching the video and finding the lackness through those videos

## CONCLUSION AND SUGGESTION

There were some difficulties faced by English learner in improving their speaking ability. One of them was there was a limited time to practice in the classroom. Some experts suggested that the lecturer of the instructor gave homework to their learners in order to give them a chance to re-learn what they have got in the classroom.

One of the homework that can be given is videotaping. It gives chances to build their creativity and self-confidence since the homework covers some aspect of speaking homework; Productivity, purposefulness, challenge, authentic, academically.

There are some suggestions based on the findings of the research. The next research can try this method to another subject. The findings of this research only focus on creating roleplay, that the next research can try another subject. It can also apply in multiple classes of the learners from different level of ability.

In short, based on the findings of this research, videotaping homework is effective to be applied in conversation 1 class in STAI Bandung.

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# JOURNAL OF ENGLISH TEACHING, APPLIED LINGUISTICS AND LITERATURES (JETALL)

English Language Education Study Program, FKIP Universitas Lambung Mangkurat Banjarmasin  
**Volume 3 Number 1 2020**

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