Videotaping Students' Perception in a Graduate Program EFL Class

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Abstract

The use of videotaping with various purposes and types in the teaching – learning process is an interesting modality in the digital technology era. This article reports on a study that explored the practices of students' group presentation in an EFL classroom using videotaping. Participants in this study were five groups of 23 second-year English study program students with ages ranging from 22 to 35 years. Videotaping is employed to activate students' motivation in a variety of activities in a group presentation. The videotaping was analyzed based on researchers' observation and assessment. At the end of the group presentation, scores from other groups were collected using scoring matrix in which the members of group gave scores based on some criteria on students' group presentation. The results of the study therefore reveal that students were active to express ideas and thoughts in the classroom discussion which ultimately enhanced their language performance. Some benefits of this learning model are even though the lecturer is absent in the classroom, the learning process runs well, and this model becomes alternative solution for lecturers who have management position at the university, and the students' scores are also from the other students in other groups

Keywords: videotaping, group presentation, EFL, graduate program

Introduction

There is no doubt that English is one of the most vital subjects at schools and universities in Indonesia (Weda and Sakti, 2018, p. 1). Mastering English provides many benefits. This is because, as an international language (IL), English becomes a mandatory subject at secondary schools and universities in Indonesia. Dealing with the quality of teaching English as a foreign language (EFL) in Indonesia, many researchers reported that the quality of teaching English is still low (Weda and Sakti, 2018, p. 1). The low quality of English teaching in Indonesia is influenced by many factors, like lack of classroom and teaching facilities, students' lack of motivation, and other influential factors.

To enhance students' English communicative competence, the Government of the Republic of Indonesia therefore sets some educational policy in English language education. The multi modalities are improved in EFL classroom, technology and information in a variety of settings is also designed to enhance students' involvement in the language classroom. Inclusion of technology in the process of second language acquisition has always been a priority for both teachers and theoreticians (McNulty & Lazarevic, no year, p. 49).

To maximize pedagogical benefits, the appropriate use of multimedia equipment as a medium for the learners' active L2 production should be explored (Fukushima, 2002, p. 349). The video camera and videotaping under the umbrella of technology becomes very vital in improving students' English proficiency. There are some research reports focusing on the utilization of video camera (Huang and Hung, 2013; Santoni, 1973; Wachob, n.d.; Crouse & Noll, 1980; Dufon, 2004; Korb & DeMeritt, 1990; Fukushima, 2002; Orban, 1997; Bledsoe, 2016; Kavoshian, et al., 2016; McNulty & Lazarevic, n.d.; and Buehler, 1982).

Videotaping is also an important facility to toil students' participation in the classroom setting as these researchers did in their study to maximize students' participation in EFL classroom and to improve students' English mastery through videotaping. Huang & Huang (2013) argue that EFL learner' perceptions of the utility of participating in a video-based online discussion forum as a way to improve their English proficiency. Huang & Huang therefore add that EFL learners regarded the v-forum discussion as a highly promising activity that could function to strengthen the

mutual scaffolding and bonding among peers, increase the opportunity for English writing and oral practices, and cultivate public speaking skills. Wachob argues that using videos in and out of the classroom is one way to achieve students' autonomous learning and to activate their critical thinking skills.

Videotaped materials not only provide students with variation in the medium of classroom materials but also give the closest approximation to real life situations (Stempleski and Tomalin, 1990 cited in Dufon, 2004, p. 66). Videotaping in speaking class can enhance students' knowledge of technology, and perhaps broaden their exposure to faculty outside the language department. Students also hear authentic input and actively use structures to produce comprehensible output and through contextualized "real talk" input, students produce "real talk" themselves (Orban, 1997, p. 481).

Videotaping is one of the interesting strategies in EFL classroom. To enhance students' learning outcomes, in learning English, students are employing language strategies that they use to improve their achievement (Dollah & Mustaqimah, 2016, p. 22).

Review of Literature

What is Videotaping and Why do we use it?
Modern language teachers have given considerable thought to the ways in which video technology can be utilized in the classroom (Korb & DeMeritt, 2016, p.112). One of the video technology tools used in the EFL classroom is videotape or videotaping. Videotape is a versatile medium, one which can generate interest for any number of reasons (Crouse & Noll, 1980, p. 392). In videotaping, materials and a wide variety of classroom activities can be incorporated. Videotaped materials in classroom instruction have some advantages over other means of input such as naturalistic interactions and textbooks (Dufon, 2004, p. 66). The classroom presentation using videotaping gave the students opportunities to create good atmosphere in the EFL classroom which in turn enhances students' learning outcomes and motivation. Videotaping the classroom presentation is interesting way to improve students' motivation, which in turn, can improve students' learning outcome and the curriculum target. Weda, et. al. (2018, p. 142) emphasize that incorporating motivation and other influential factors, like multimodalities, specifically videotaping the classroom presentation is vital to improve students' English communicative competence.

Previous Related Research Findings
Buehler (1982, p. 103) argues that the videotape recorder has become a legitimate, effective teaching device in innumerable settings at all levels of instruction. Buehler therefore adds that one area that has been completely overlooked is the incorporation of the videotape recorder into college foreign language conversation and composition courses.

Kavoshian, et al. (2016, p. 1) indicate that the contents of reflective teaching through videotaping in an English Teaching Course in Iran can be summarized into a framework including eight categories of communication patterns in the classroom, the affective climate of the classroom, classroom management, error correction, teacher's physical appearance, teaching techniques and strategies, professional development, and teacher's command of English.

Wachob emphasizes that it is important to note that simply videotaping students for the fun of it or to allow them to see themselves on the little screen (or even the big screen) is limited unless teachers use this as part of a learning experience. Wachob therefore adds that the activities described can be the basis for teachers to provide opportunities for students, and the skills training necessary to take advantage of those opportunities, to help their students towards autonomy.

Videotape lends itself remarkably well to both experimentation and innovation (Crouse & Noll, 1980, p. 392). Crouse & Noll (1980, p. 392) therefore suggest the following examples of what the foreign language teacher might undertake.
  1. **Dramatizations**. Have small groups of students write short scripts using their current expected level of language proficiency. Scripts should be memorized, rehearsed, performed, and taped, either in or out of the classroom. Our experience has shown that adaptations of fairy tales, myths, legends, or well-known dramatic scenes are especially

interesting. More advanced students might also dramatize scenes from narrative literature. Cindy Skibell et al. have also reported success with this activity and have suggested that such dramatization projects be used to generate other activities such as in-house academy awards presentations, contests, exchanges with other classes, and PTA programs.'

2. **Interviews**. Assign students to develop questions, then tape interviews in school or on the street to discover stereotypes, attitudes, and general knowledge people have of a certain foreign country or language area. The tapes, edited or unedited, can be used to stimulate discussions. Although the interview itself will probably have to be in English, subsequent discussions may be in the target language. Students will often be shocked to discover real ignorance or total rejection of whatever is 'foreign.' For example, in one interview conducted on our campus, the only association one woman could make with Paris was the Leaning Tower of Pisa. And one man reported he just didn't enjoy his travels in France "because everyone refused to speak English." Such statements can make students very cognizant of the importance of and the need for foreign languages in our educational system.

3. **Everyday Situations**. Without microphones, videotape short (2-3 minute) vignettes containing objects and actions familiar to the students. Typical situations we have used are shopping in a grocery, visiting a bank, driving a car, arriving at the airport, etc. In the classroom, as the tape is played back the students take turns narrating as fluently and as completely as possible. A "frozen" frame can be used for a question and answer exercise. This activity, which can be used to stimulate quick thinking in the target language and to build a practical vocabulary, can be introduced at any level. The tape itself can be shared by teachers of different languages. When taping in a public area, it is a good idea to carry an identification sign. As a side benefit, the unusual

4. **Off-the-Air Dubbing**. Tape a TV program such as a soap opera or a slow paced drama (most situation comedies move too quickly for this project).6 Rerecord the sound track on an audio cassette recorder and have the students each take a short portion to transcribe and then to translate into the target language. Shortening of phrases and substitution of words and idioms should be encouraged. With practice, students using the foreign language can rerecord their own voices onto the videotape as they watch the image on the monitor. This is easily done by using the "audio dub" device on all VTR's. When a mistake is made, only a small segment needs to be erased in order to correct and to rerecord. Sound effects are not necessary, although students will probably insist they are, and lip synchronization should not even be attempted. This whole process is obviously a long-term project to be undertaken by only a few students working together. With time and patience, the end result turns out surprisingly well.

5. **Creative Dubbing**. As a variation of Number 4, record a TV program without the sound track and let various groups create their own in the target language. This can take the form of a dialogue, or it can become a verbalization of the thoughts of each character, an exercise John S. Irving has used successfully with films and which could just as easily be set up with videotape.' For this project, the less specific the video action the better, because students are then forced to use their imagination. A soap opera is ideal.

6**. Self-Analysis**. Self-analysis using videotape is a standard part of many teacher-training programs and is probably the most studied aspect of VTR usage in language education. All language teachers, though, can profitably use videotape as a feedback device for showing students their own work. Georges Santoni has discussed the values of this technique in his work with advanced conversation classes.' Ronald E. Smith describes the benefits derived from a videotape analysis, and he has devised some practical guidelines for using the critique session.'

7. **Field Trips**. Consider the possibility of taking a portable VTR into a nearby ethnic community; or take it on an interim or a summer trip to areas where the target language will be spoken. Tapes can be prepared showing people in dialogue, being interviewed, or narrating video material which has been shot separately.

These are only a few suggestions from Crouse & Noll (1980), there are certainly many more suggestions on videotaping activities. We and other researchers can provide some videotaping activities in the classroom and outside the classroom setting.

Procedure for Videotaping
The students in this study conducted videotaping activities in Curriculum and Material Development (CDM) subject at TEFL Study Program Graduate Program State University of Makassar Indonesia. The students conducted videotaping activities through group presentation.

Picture 1. Group Presentation

The group presentation began with an in-class presentation and another member of other groups videotape the classroom presentation. During the first week of the semester, the lecturer explained the objective of the subject (Curriculum and Material Development/CMD) to students, talked about the lesson plan and lecture contract, and divided students into six groups for presentation. The second week of the semester, the lecturer asked students to present their group task in front of the class. The activities in the third to the seventh week of the semester are also group presentation. In group presentation, all groups gave evaluation to group presentation and the score will be accumulated with the score from the lecturer in the end of the semester. The last week of the semester was the reflection and evaluation from the lecturer to all group presentations.

Preparation for Videotaping

The steps in preparation and performance for videotaping are as follows:
1) Students prepare script in a certain contextual and structural parameters determined by the discussed topics.
2) Students practice script in class with the help of the lecturer.
3) Other students videotape the students' performance or classroom presentation.
4) Lecturer and students evaluate the students' classroom presentation through videotaping.
5) Lecturer gives feedback to students' classroom presentation.

After Videotaping

After classroom or group presentation, the group asked the person who videotaped the presentation. The group presentation recording is therefore given to the lecturer for further feedback and evaluation. The score of the group presentation is the accumulation of the score given by all groups and the evaluation by the lecturer.

The evaluation from the lecturer is objective and the evaluation is based upon the materials, the classroom management, team work, the ability to explain the materials, and so on.

Method

Participants

A total of 23 participants from English education study program Graduate Program Universitas Negeri Makassar, 7 male and 16 female, participated in this study. They were in the third Semester and attended Curriculum and Material Development (CMD) course in 2018/2019 academic year. The ages of students ranging from 22 to 35 years.

Procedure of Data Collection

In order to provide complete data, observational techniques using videotaping and self-observations employed by the researchers. To begin with, the researchers give the topics to be presented in the classroom presentation. The researchers therefore set the dates of the videotaping.

The study period encompassed duration of 8 weeks. In the first week of the lecture, the researchers explained the lecture scope including the lesson plan, the lecture mechanism, evaluation mechanism, classroom activities, group discussion/presentation, and explained in detail videotaping activity as a main activity in the classroom.

In the second to seventh week, each group presents its presentation in front of the classroom and other students other than members of the group videotaped the activities. This activity continued to the next meeting by other group presentations.

Data Analysis
The data obtained from the study were analyzed using a mixed method approach, descriptive statistics and qualitative analysis.

Findings and Discussion

Activities
The activities that the authors have successfully employed in the EFL classroom at graduate program Universitas Negeri Makassar (UNM) using videotaping are as follows. The broad themes arose from the data analysis that observed from the students' classroom presentation through videotaping.

1. Videotaping is to improve students' motivation to participate actively in the classroom presentation.
2. Videotaping is to promote students' self-confidence to share ideas and thoughts in the classroom presentation.
3. Videotaping is to promote students' critical comments on other comments.
4. Videotaping is to enhance students' classroom management.
5. Videotaping is to promote students' social awareness in the classroom setting.
6. Videotaping is to promote students' team work.
7. Videotaping is to promote students' knowledge sharing.

As revealed in the video that the students were motivated to participate actively in the group presentation. One of the successfulness determinants in learning a second language (L2) or a foreign language (FL) is motivation (Weda, et al., 2018: 143). This motivation can be seen in the video that all students were motivated to express their ideas and thoughts. Detail information of the students' motivation is shown in the following picture.

Picture 2. The Group Members Present Materials Enthusiastically

The students can improve their self-confidence in classroom presentation using videotaping. This is because, the students are enthusiastic to participate in the classroom without anxiety. This can be seen in the following picture.
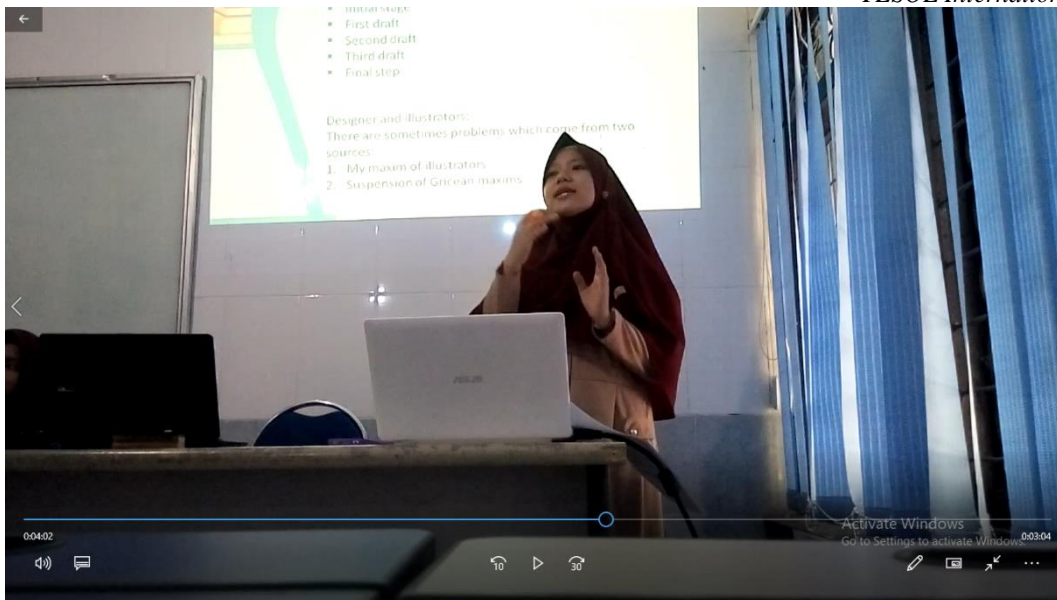
Picture 3. The Group Member Explains the Materials with Good Self-Confidence

The critical comment is one of the vital participations of the students in classroom presentation using videotaping. In the group presentation in EFL classroom, the students can express their ideas and thoughts to offer critical comments on the discussed topic. This vital participation is illustrated in detail in the following picture.

Picture 4. The Group Members Elaborate Materials Critically

In the group presentation, the students can manage the class well. Classroom management is one of the crucial determinants in the learning outcomes in the EFL classroom. The language instructors who can manage the classroom well and professionally will contribute to the learning target. Kagan in Sakui (2007, p. 41) argues that classroom management has been an important area of discussion and research in general education for quite some time. Sakui therefore claims that, to achieve effective instruction, teachers need to possess two types of knowledge: knowledge of subject matter and knowledge of classroom management. The classroom management practices can be seen in picture 5 in which the students run their roles based on the appointed topics as managed by the group members within the group presentation .
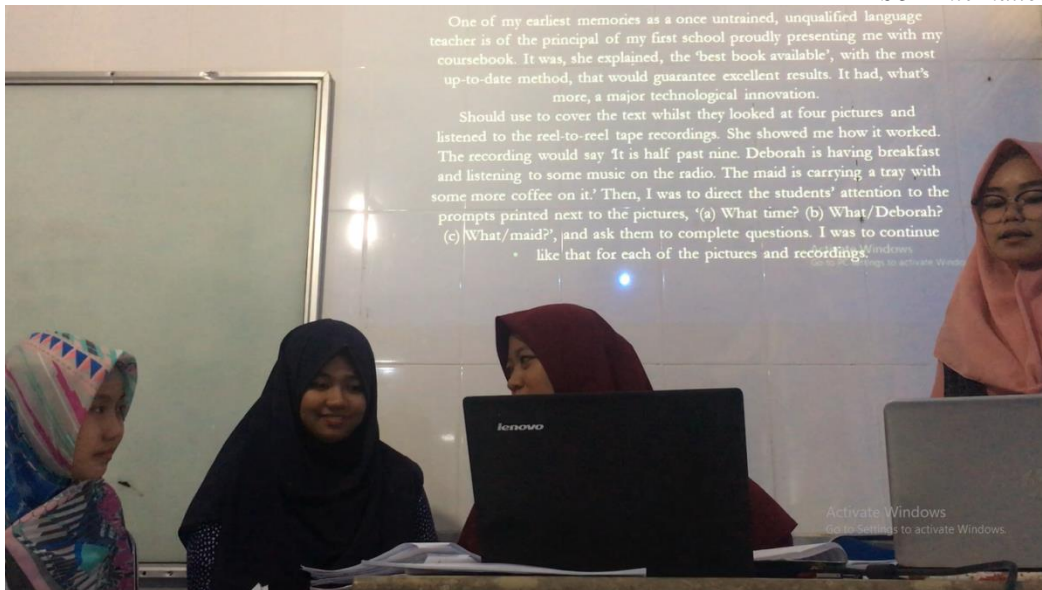
Picture 5. The Group Members Do Presentation in Good Classroom Management

Social awareness in the classroom presentation occurs during the presentation in which the students explain the materials one by one. They therefore give and respond the questions equally, and no discrimination practices in the classroom setting. Students' social awareness becomes social capital to promote tolerance and social harmony in the society.
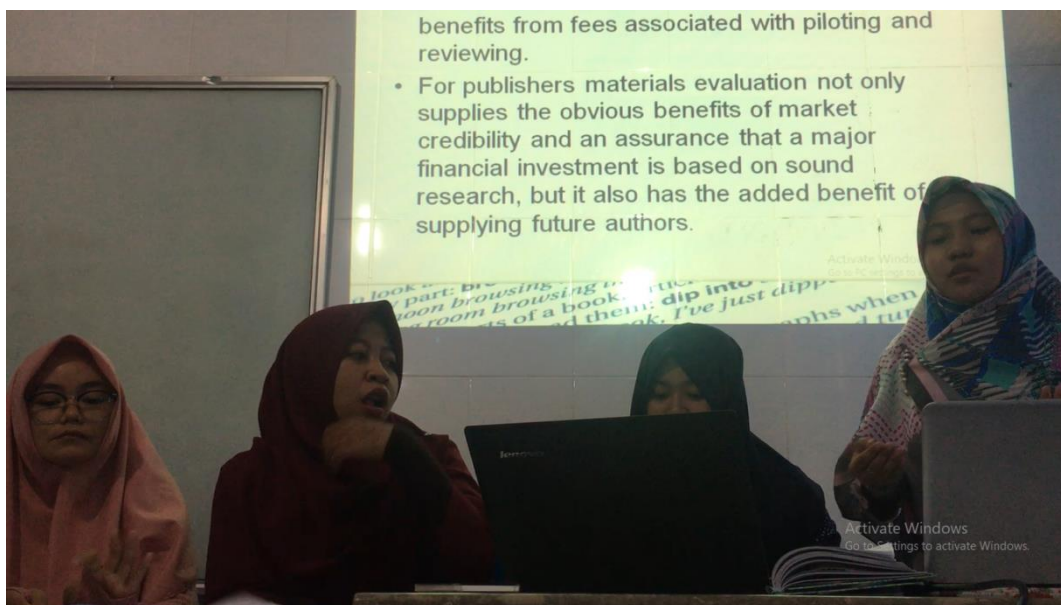

Picture 6. The Group Members Do Presentation in Good Social Awareness

Team work is one of crucial ways in the learning process in the classroom. In the classroom presentation, team work is important because the successful presentation is determined by a good team work in which all group members give critical comments, either in the presentation section or in the question and answer section. In good team work, there is no superior person who presents his ideas all the time and other group members become marginal.

Picture 7. The Group Members Do Presentation in Good Team Work

Knowledge sharing is one of the practices of knowledge management in the EFL classroom. Through knowledge sharing, the students can acquire new knowledge (knowledge acquisition) and they can create new knowledge (knowledge creation).

Picture 8. The Group Members Share Knowledge to Classroom Participants

Some attributes occur in the videotaping classroom presentation. Those attributes are students' motivation, self-confidence, critical comments, classroom management, social awareness, team work, and knowledge management: knowledge sharing, knowledge acquisition, knowledge creation, and knowledge documentation. These attributes become vital in enhancing students' involvement and participation in the classroom and in turn, they can enhance students' learning outcomes.

Conclusions

With group presentation in EFL classroom, the students were enthusiastic to participate in the classroom presentation.

The high level of enthusiasm of the students was demonstrated in students' group presentation in which they perform excellently. This videotaping practice in the EFL classroom gave the students opportunities to integrate language components and language skills in the classroom. The videotaping group presentation successfully employed multimodalities and classroom management to maximize pedagogical implications of the EFL learning.

Pedagogical Implications

The pedagogical implication of the study is that the videotaping of students' group presentation becomes vital in the language learning classroom. The video recording of the group presentation can be used as an authentic material in the EFL classroom to enhance students' communicative competence in English. The videotaping classroom presentation as one of the trend multimodality in the Industrial Revolution 4.0 also becomes vital in the EFL classroom and the teachers at school and the lecturers at higher education are recommended to conduct videotaping in their language classroom. Videotaping classroom presentation also benefits for school or university management. This is because, even though the instructor is absent in the classroom, the classroom can run well.

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