

Video Recording As a Tool for Reflective Practice in a Public Speaking Class A Case Study

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Abstract

In this study, the researcher wanted to investigate how the use of video recording facilitated reflection for students and how reflective practice helps students to develop their aspects of public speaking. The participants of this research were 13 fifth-semester students of the public speaking class in one of the universities in Surakarta consisting of one male and 12 females within the age 19-21 years old. This research is a qualitative study. The data of this research were collected through observations, interviews, and document analysis. The finding reveals that firstly, the reflection process by viewing video recording not only helped the students in improving their personal development, which in this context is aspects of public speaking but also their collaborative space where the relationship between students with either other students or teacher was better. Second, from going through a reflective cycle in the public speaking class, the students gained enhancement in their aspects of public speaking that are voice control, body language, the content of oral presentation and effectiveness.

Keywords: Public Speaking, Reflective Practice, Video Recording.

INTRODUCTION

Reflective skills may be vital for professionals since reflecting on the process of action is valuable to solve a problem. Also, Dewey (as cited in Farrell, 2012, p. 9) argues that one primary goal of education is to facilitate people acquire reflection habits so they can engage in intelligent action and thought rather than conventional ones. Therefore, reflective practice and emerging reflective learners have a high significance in the 21st century (Li & Peng, 2018, p. 139).

In the teacher education context, reflective practice is broadly applied to enable pre-service teachers in evaluating their practices in teaching and learning. Widodo & Ferdiansyah (2018, p. 923) state that since teachers function as reflective practitioners in their daily educational practices, reflection becomes a vital element of teacher education.

The reflective practice facilitates pre-service teachers to improve their practices since they enable them to look back at their past experience, analyze why an action occurs, and find a solution to the problem. Thus, it is essential for teachers and students to conduct reflective practice in the classroom.

In English language teaching, speaking is one of four skills that have a vital role because the goal of learning language is being able to communicate using the target language both in oral and written forms. This is supported by Amiri, Othman, & Jahedi (2014, p. 120) who state that the active language learning in English as a Foreign Language (EFL) or English as a Second Language (ESL) classroom can be seen by the learners' speaking skills. Public speaking is a part of speaking skills that are necessary to be taught in the language learning process since it is an inseparable part of people's daily lives. The necessity of public speaking skills are emphasized for pre-service teachers since they are prepared to conduct teaching activities which involve public speaking (e.g., delivering a presentation in front of the class, explaining a learning subject, delivering ideas while in the discussion, and others).

However, public speaking may be challenging for students since they need to deliver their ideas using a language that they are not fluent yet. This is supported by Jr (2007, p. 6), who argues that conducting public speaking can cause anxiety for speakers when it is done in an unfamiliar setting. They also find it challenging since public speaking does require not only speaking fluency but also the willingness to speak, confidence, and bravery to face the audience. However, due to the lack of using the target language outside the class, they do not get used to it. Students mostly speak English when they are in the classroom only where the teaching and learning process occurs. They hardly have a chance to speak English even in the classroom.

There are several psychological factors which cause a limited opportunity for students to speak English such as fear of making a mistake, shyness, anxiety, lack of confidence, and lack of motivation (Juhana, 2012, p. 100). Since teachers have an essential role in conducting the teaching and learning process, they should be aware of those backgrounds to make students speak more both inside and outside the classroom. There are many things that teacher educators can do to overcome the problems. They can choose the correct method, implement suitable learning styles and teaching techniques, and select exciting activities and media to support the teaching and learning process.

Reflective practice can be a good option for teachers to implement in public speaking class. Reflective practice allows the students to involve themselves directly in evaluating themselves, which leads them to be autonomous learners. This is caused by the occurrence of the critical thinking process in which the students try to find their strengths and limitations. According to Woolley (as cited in Mortaji, 2018, p. 104), learners who looked back at their performance are more likely to put more attention to their appearance, gestures, and facial expression than they were to their voices. This means that reflective practice has some functions for the students to improve their public speaking performances.

Besides, few studies have been conducted about the use of reflection in public speaking class. One of them is a study conducted by Mortaji (2018, p. 114). She states that the students gained a more collaborative and positive attitude after watching their

previous performance. She elaborates that there are other enhancements that the students got by watching their video recordings. They were able to understand their ability better, whether it was good or bad and how to fix it if it was not satisfying. They were also able to prepare their speech better and set new goals for it.

In this case, video is a potential medium for teaching and learning. Video can be used as an instructional tool to engage the students with the teaching and learning process since it is unusual for the learners. By using video, students not only listen and watch the occurring communication but also analyze the facial expressions and gestures of the communicator.

Nowadays, students and teachers are not only users of videos on any platform but also creators of video recordings. They use several tools such as a camera, video recorder, and even smartphones. With the widespread use of smartphones, people can easily create videos either for themselves or to be uploaded on social media for the public. Despite the fun and exciting thing that video recording offers, it also has the potential to be implemented in the language learning process.

The ease of gadget access has now changed the situation of the current classroom. Optimizing the use of video recording in the EFL classroom is possible since both teachers and learners have better technology literacy compared to the prior generation. Video recording is useful for students, especially pre-service EFL teachers. A study conducted by Orlova (2009, p. 31) reveals that video recording provides significant assistance for pre-service EFL teachers to reflect on their language skills and nonverbal aspects of their teaching. By video recording, they can look back at their own performance and analyze it critically to develop a better one in the future.

By understanding the previous studies and theories above, the researcher was eager to conduct this study since the studies about the use of video recording for reflective practice in a public speaking class are still rarely found, especially in Indonesia. Consequently, the researcher considered that this is a unique phenomenon. In this study, the researcher wanted to investigate how the use of video recording facilitated reflection for students and how reflective practice helps students to develop their aspects of public speaking.

LITERATURE REVIEW

Public Speaking

Nikitina (2011, p. 10) argues that public speaking is an act, a process, and an art of creating a speech before an audience. She elaborates that everybody has been in a situation when he or she needs to speak publically. Fujishin (2009, p. 32) defines public speaking as an activity that includes physical and mental presentations that are dissimilar from social conversational abilities. This means that in conducting public speaking, people need to pay more attention to both physical and mental aspects. The process of delivering and receiving verbal and nonverbal messages occurs since it is a form of communication whose goal is to generate shared meaning. Public speaking is a process of formulating and presenting a message to an addressee (Wrench, Goding, Johnson, & Attias, 2012, p. 8). Paradewari (2017, p. 101) adds that the ability to design, organize, and present a topic is required to be an effective public speaker. Moreover,

Ibrahim and Yusoff (2012, p. 573) argue that a decent speaker needs mental focus, physical management, content arrangement and skills training, and a wide range of experience.

Wrench, Goding, Johnson, & Attias (2012, pp. 10-12) state that public speaking has three categories based on the intended purpose, they are informative speaking, persuasive speaking, and entertaining speaking. According to Shea (2009, pp. 19-22), public speaking tasks such as debate and presentation require students to conduct research, demonstration, and review language and content. In the context of English language teaching, there are three significant advantages of using public speaking tasks (Shea, 2009, pp. 18-19). There are: 1) public speaking offers opportunities in practicing all four language skills, 2) public speaking enhances critical thinking skills, and 3) public speaking promotes learning.

In discussing public speaking, Lucas (2009, p. 239) states that good speakers are aware of how to use language, how to promote a proper delivery, and how to use visual aids. Meanwhile, Abbaspour (2016, pp. 146-147) mentions seven factors of speaking effectiveness, which include grammar, accuracy, fluency, strategy, discourse, interaction, and sociolinguistic factors. Yamashiro and Johnson (1997) argue that good speakers must be aware of their voice control that includes projection (speaking in appropriate volume), pace (speaking in a reasonable rate), intonation (speaking using proper pauses and pitch patterns, and diction (speaking clearly without interfering accent and mumbling). Besides, they need to pay attention to their body language such as posture, eye contact, and gesture. Next, they also need to have a good content of oral presentation consisting of introduction, body, and conclusion. Lastly, good speakers require to consider the effectiveness, which consists of choosing an interesting topic, using language correctly, using vocabulary appropriately, and also fulfilling the purpose of the speaking task itself.

Reflective Practice

Finlay (2008, p. 1) defines reflective practice as the learning process through and from experience in order to gain new understandings of self and/or practice. Widodo and Ferdiansyah (2018, p. 923) state that reflective practice is a way to make sense of routine pedagogical practices and events to enable practitioners to perceive their own or other's practices as a plan for change or learning. Mathew, Mathew, and Peechattu (2017, p. 126) argue that reflective practice refers to a process that provides learning, teaching, and understanding, and it has a vital role in practitioners' professional development.

Burhan-Horasanlı & Ortaçtepe, and Farrell (as cited in Widodo & Ferdiansyah, 2018, p. 923) argue that there are three kinds of reflective practice: reflection-on-action, reflection-in-action, and reflection-for-action. Reflection-on-action means the reflection process takes place after an action (metacognitive action). Reflection-in-action refers to the reflection that occurs during an action (spontaneous reflection). While in reflection-for-action, the reflection takes place before an action and involves planning (proactive reflection).

Loughran (2005, pp. 84-87) states that the reflective cycle consists of five elements or phases with varying levels of use. There are problems, hypotheses, suggestions, reasoning, and testing.

Video Recording

Cook, James, and Lee (2014, p. 5) define video recording as a recording in any form, from which a moving image that may be reproduced by any medium and includes data stored on a computer disc or by other electronic media which can convert into a moving image. Rahardiani (2014, p. 25) states that video recording is a process of the technology of electronically capturing, recording, processing, storing, transferring, and recreating a moving image and audible component stored into a data of computer disc or other electronic media.

Hockly (2018, p. 1) argues that using video recordings in the classroom appears to be an effective medium to support and enhance reflection and analysis for pre-service (PS) and in-service (IS) teachers. Handerson and Phillips (2015, p. 52) state that "the use of video recordings of the educators as a part of assessment feedback in academic studies has received little consideration in the research literature." McNulty and Lazarevic (2012, p. 52) argue that video advantages the students with extra instructional value for being able to assist them in identifying the sync of audiovisual based performance such as facial expressions, tone, and gestures. In EFL context, Orlova (2009, p. 31) states that video recording has exceptional value for EFL learners because it facilitates them to put more attention on nonverbal aspects of their performances and reflect on their communicative abilities such as understanding of essential language functions, proficiency, and their interaction style.

RESEARCH METHOD

The design of this research is the case study under a qualitative approach. According to Johansson (2003), a case is an occurrence definite to space and time. He elaborates that a case study concentrating on a particular phenomenon might be seen as an investigation of a unique phenomenon. Yin (2009, p. 18) argues that "a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when and the boundaries between phenomenon and context are not clearly evident."

The research was carried out in the fifth semester of English Education students at one of the universities in Surakarta the academic year of 2018/2019 from September 2018 until December 2018. The sample in this research is 13 students of B2 Class consisting one male and 12 female within age 19-21 years old. The writer used observation, interview, and document analysis as the instruments to collect the data for this study.

RESEARCH FINDINGS AND DISCUSSIONS

How The Use of Video Recording for Reflective Practice Supports Students to Develop Their Aspects of Public Speaking and Collaborative Space

Video recording as a reflective tool in the public speaking class was implemented starting from the fourth meeting that was held on Monday, September 24, 2018. Each meeting of this course consists of two teachings (100 minutes).

There are four public speaking performances done by the students such as impromptu talk without preparation, impromptu talk with preparation, Pecha Kucha,

and poster presentation. All aspects of reflection-on-action using video recording were implemented by the students in conducting a reflection process in the public speaking course. There are four aspects of reflection-on-action: (1) metacognitive action, (2) memoir, (3) past experience, and (4) ability to position themselves as professionals and learners Burhan-Horasanlı & Ortaçtepe, and Farrell (as cited in Widodo & Ferdiansyah, 2018, p. 923). Meanwhile, using video recording has two aspects that are personal development and collaborative space (Hockly, 2018).

The process of recording the videos occurred four times within a semester. The process of reflection occurred after the learning and teaching process (metacognitive action). The students used video recording as their reflective tool outside the classroom. The lecturers asked the students to write a reflective journal regarding their performances based on their video recordings. In writing a reflective journal, the students wrote about the things that they did better and things that they should do better in their speech. Before the students wrote a reflective journal, the lecturers gave a scoring rubric as a reference for students so that they were able to evaluate themselves and gave them a score based on their opinion. Also, the use of video recording after the teaching and learning process helped the students to enhance collaborative space either with other students or with the teachers since the reflection process did not stop in writing reflective journals only. However, after watching the video recordings and writing reflective journals referring to them, the lecturers invited the students to conduct a reflection process in the form of discussion in the classroom.

In conducting reflection-on-action, the students also wrote a memoir as a part of their reflection process. The students created a memoir in the form of a reflective journal after watching their video recordings. Viewing video recordings of their performances helped the students to remember precisely about the things that had been done while performing public speaking. Each of the students had four reflective journals based on the performances they had done within a semester. The lecturers checked their reflective journals. In the reflective journals, the students reflected on their public speaking performances. The students gave their own opinion on their aspects of public speaking. Besides, they also wrote about the strengths and weaknesses of their previous performances.

The third aspect of reflection-on-action is the past experience. In conducting reflection-on-action, the students in the public speaking class were able to look back at their past experiences by utilizing video recording. They reminisce about their public speaking performances before they entered the public speaking subject.

The last aspect of reflection-on-action is the ability to position themselves as professionals and learners. While reflecting using video recording, the students saw themselves both from students and professionals' perspective, such as an excellent public speaker or even a teacher. Also, the students also viewed themselves from the audiences' perspectives.

How Reflective Cycle Supports Students to Develop Their Aspects of Public Speaking

In practicing reflective practice, there are five steps to be done, and they are classified into three levels. 1) The first three stages are problem, hypothesis, and suggestion, 2) the next level is reasoning, and the highest level is testing (Loughran, 2005). These five steps in the reflective practice cycle helped students to develop their aspects of public speaking such as 1) voice control, 2) body language, 3) content of oral presentation, and 4) effectiveness (Yamashiro and Johnson, 1997).

In the reflective practice process, the first three stages, which are problem, hypothesis, and suggestion, supported the students to identify the problems or the aspects of public speaking they found unsatisfying in their performances. The students were able to recognize their weaknesses easier by viewing the video recordings and writing it in reflective journals.

In line with it, a student with initial RP stated that she initiated the reflection process by identifying the problem. In one of four her reflective journals, student RP pointed out her issues in one of her public speaking performances through her reflective journal. She formed a hypothesis of why it happened and suggested a possible solution. In the interview results held on March 14, 2018, reported:

When conducting the reflection process, I did those three steps. Firstly, I identified the problem and then the reasons why it happened. Afterward, I tried to find a solution. However, when we did reflection, we already had the guidance or rubric such as what aspects that needed to be analyzed. It could help us in finding what to reflect.

(Interview with RP, March 14, 2019)

Student SR, in her another reflective journal stated the reasons why the problem occurred after she mentioned her issues in her public speaking performance. In her reflective journal of impromptu talk without preparation, student SR pointed out that the body of the speech organization was not good and lacked content. Besides, there was no conclusion. In reflecting on her fluency, she argued that she was not fluent, and there were many pauses because she lacked background knowledge regarding the topic presented. Lastly, she talked more than the time limited which was four minutes

Besides the voice control aspect, there was also another issue regarding body language, especially in a matter of gesture. A student with initial ZAA argued that she made an excessive gesture. By conducting reflection, she was able to improve her body language in public speaking. In the interview, she voiced:

I could improve my body language, especially gestures. Apparently, my gesture was excessive. After I conducted reflection, indeed it was too much, so I lessened it.

(Interview with ZAA, March 14, 2019)

In line with that, a student with initial RP identified that her problem related to the content of the oral presentation was about time management. She argued that she needed more time to cover her speech. Not only did she describe her issue about her time management, but also she did elaborate on the reason why she was unable to cover

her speech as well as propose the solution for the problem itself. In another aspect of public speaking that is effectiveness, there are some elements such as topic, language use, vocabulary, and purpose. The three students with initial RP, SR, and ZAA that were interviewed on March 14, 2019, found that their issue was mostly about vocabulary.

The next level of the reflective cycle is reasoning. The students in the public speaking class conducted this process after doing the first three stages of the reflective cycle consisting of problem identification, hypothesis, and suggestion. In reasoning, students analyzed and put more consideration regarding the formed hypothesis of why some problem occurred in their public speaking performances.

According to the interview results with three students of the public speaking class, all of them had gone through the process of reasoning. For example, student RP stated in the interview:

By knowing my error in voice control, I dug deeper whether or not the cause was accurate. It was caused by nervousness, for instance. Was it really caused by nervousness? In fact, when presenting the speech I was indeed nervous. There were two lecturers: one native and non-native. The presence of the native lecturer made me nervous and affected my voice control.

(Interview with RP, March 14, 2019)

The final step of the reflective cycle is testing. The first level and second level of the reflective cycle that are problem, hypothesis, suggestion, and reasoning are followed with testing. In this process, the students tested their solution to the issues that occurred in their public speaking performances. After considering further from a different perspective about the hypothesis of why some problem occurred, the students did testing to acknowledge whether or not the suggested solution they had could solve the issue. In the interview, the three students of public speaking class argued that they conducted testing in their reflection process. Based on the interview results, those three students of the public speaking class stated that testing could improve their aspects of public speaking. This is due to the fact that they were able to testify to the possible solution that originated from the suggestion and reasoning process to the occurred problem.

IMPLICATIONS

The implication of this study is that the lecturers can utilize video recording in a public speaking class since it facilitates reflection for the students of the public speaking class. Students can also use video recording for the tool of their reflection towards their learning performance. By using video recording, the students could look back at their previous performances which helped them to evaluate themselves regarding their learning performances in public speaking class. The reflection process by viewing video recording not only helped the students in improving their personal development, which in this context is aspects of public speaking but also their collaborative space where the relationship between students with either other students or teacher was better. From going through reflective practice in the public speaking class, the students gained enhancement in their aspects of public speaking which are voice control (projection,

pace, intonation, and diction), 2) body language (posture, eye contact, and gesture), 3) content of oral presentation (introduction, body, and conclusion, and 4) effectiveness (topic, language use, vocabulary, and purpose).

CONCLUSION AND SUGGESTION

The utilization of video recording had a vital role in teaching and learning process in the public speaking class, especially for students in conducting reflection process.

In conducting the reflection process, specifically reflection-on-action, the students applied four aspects of reflection-on-action. They are (1) metacognitive action, (2) memoir, (3) past experience, and (4) the ability to position themselves as learners and professionals. Reflection process with the help of video recording helped the students to gain both personal development and collaborative space. However, based on the finding, the collaborative space between the students and the lecturers was more generated compared to the collaborative space among the students. It happened due to lack of discussion among students about their reflection.

In this context, the students' personal development is their aspects of public speaking. The students acquired improvement in their aspects of public speaking skills which cover (1) voice control, (2) body language, (3) content of oral presentation, and (4) effectiveness. Meanwhile, collaborative space deals with the students' relationship with either other students or teachers.

In conducting the reflection process, the students applied five steps of reflection. These five stages of the reflective cycle are divided into three levels. They are (1) problem, hypothesis, and suggestion, (2) reasoning, and (3) resolution.

Those five stages of reflective cycle done by the students in the public speaking class have supported them in developing their aspects of public speaking. There is voice control (projection, pace, intonation, and diction), 2) body language (posture, eye contact, and gesture), 3) content of oral presentation (introduction, body, and conclusion, and 4) effectiveness (topic, language use, vocabulary, and purpose).

As it is known that video recording is helpful as a reflective tool in public speaking class. So, designing teaching and learning activities in a public speaking class utilizing video recording as a reflective tool is a right decision for the lecturer. Through the utilization of video recording, the students are able to identify their errors in their public speaking performance in which they can be more independent in improving themselves in their learning process. Besides, students should be aware of the utilization of video recording as a reflective tool which can help them to reflect and evaluate themselves in public speaking class.

Moreover, it is better for the institution to provide reflective practice by implementing video recording, especially in a public speaking class. Due to that program, the students can gain more understanding regarding their ability due to the reflection process. By designing this program, the students can better themselves in teaching and learning activities which later cause them to enhance their public speaking ability. This can lead the students to be professional in public speaking.

For the other researcher, the author suggests investigating the impact of utilizing video recording as a reflective tool in a public speaking class not only for the students'

public speaking ability but also for the students' character such as their confidence and independent learning.

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