THE PRACTICE OF REFLECTIVE VIDEO-LOGGING IN TEACHING EAP SPEAKING FOR PHARMACY STUDENTS

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Abstract

Among the four skills in learning English, speaking skill is often considered as one of the most challenging skills for students. Many aspects contributed to the development of this assumption that speaking in English is the most difficult skill compared to the other 3 skills, both from speaking itself and internal factors of the students. So, new breakthroughs are needed in teaching speaking to help students improve both speaking skills and confidence in speaking using English. This study aims to examine the implementation of a reflective video-logging in teaching speaking at Akademi Farmasi Surabaya. The main subjects of this study were pharmacy students, who took English as a Compulsory Course, and three English lecturers. Data were collected through observation and questionnaires filled out by students and lecturers. Generally, the results of this research showed that the technical application of reflective video-log is different for each lecturer. The difference can be seen from the technique of collecting the videos and providing feedback to students. In addition, there are similarities regarding video content that must be made by students, which is reflections on learning activities at the previous meeting. Meanwhile, student responses showed positive results regarding the application of reflective video-logs in speaking activity. Further research is recommended to see the effectiveness of video-logging in improving students' speaking skills.

Keywords: *teaching speaking, speaking activity, reflective video-log*

1. INTRODUCTION

Learning English as a foreign language means learning the four language skills: listening, speaking, reading and writing. Among the four skills, speaking is known as the most challenging and complex skill to learn. It requires not only accuracy and fluency of speech (Lambert & Kormos, 2014; Taylor, 2020), but also ability in organizing ideas as a whole. However, there is a stigma that successful EFL students in the learning process are marked by their ability to communicate well using the target language that has been studied. This, fortunately, encourages students to continuously improve their speaking skills (Richards & Renandya, 2002).

As mentioned above, speaking does not only involve students' language and communication skills, but also requires knowledge of the topic of conversation to maintain the continuity of the conversation. Bachman (1990) describes three aspects involved in speaking, which include organizational, strategic and pragmatic competencies, which further build students' speaking skills. In other words, not only knowledge and ability to apply grammar and pronunciation also determine the success of delivering the desired message. In addition, the background conditions in a conversation or conversation require a response in a relatively very short period of time from both the speaker and the interlocutor. Therefore, maintaining the reciprocity is very crucial to make the communication flow run well.

A study conducted by Rabbah (2005) revealed that there are many factors contributing to the speaking difficulties. Some of those factors are related to the students themselves, while the others involving the some stuff like strategies of teaching, the curriculum, and the learning environment. To minimizing the problem relating to the teaching strategies, teaching innovations is needed to be able to provide the students an interesting learning environment so that they can make the most out of it. In fact, various speaking activities have been practiced in several countries in all over the world. In Indonesia, form-focused instruction is a precursor to the teaching speaking strategies where activities focus on the language aspects, such as pronunciation and the formation of phrases and sentences. Furthermore, activities such as repetition, substitution, drilling, and memorizing dialogues are very commonly found in the practice of classroom activities (Lightbown & Spada, 2013; Widiati & Cahyono, 2006). These learning activities are considered less effective because it only makes students perform well when they are in the class. Meanwhile, the students might undergo some difficulties when they practice their speaking in the real life as they are only familiar with the speaking format presented by the teacher during the teaching and learning activities in the classroom. This encourages an innovation in learning activities that emphasize more on meaning-focused instruction. This learning trend shows the shift of the learning model from teacher-centered to student-centered where it is able to facilitate the students with learning experiences, instructional approaches, and academic support strategies through learning activities (Chang & Chen, 2009; Ma & Zhou, 2000; Widiati & Cahyono, 2006).

Student-centered learning provides opportunities for students to participate actively in learning activities, which in turn it could develop the students' creative thinking (Wardani, 2016). Student-centered learning emphasizes on active, creative, independent, collaborative, cooperative and contextual learning. Thus, students gain the freedom to search for learning resources independently and are trained to build knowledge from these learning resources, both individually and in groups. Several speaking activities from this learning model have been widely practiced, both individually and in groups. Some group activities such as role-plays, presentations, and debates involve interactions between individuals to maintain the continuity of the activities. As for individual activities, story-telling, speeches and describing items are mostly practiced in classroom learning activities in the context of learning speaking in Indonesia.

Recently, the use of video to improve students' speaking skills is being widely practiced in several areas both in Indonesia and other countries. Thus, this paper attempt to report the result of the current study on the use of video in the teaching of speaking at Akademi Farmasi Surabaya. Specifically, this study aims at observing the practice as well as the evaluation of the teaching EAP speaking through reflective video-logging for pharmacy students.

2. RESEARCH METHODS

This research is a qualitative descriptive research by mean of a case study approach. In general, qualitative descriptive research describes, explains, and elaborates the object under study (Arikunto, 2006). In line, this study aims to observe and describe how the implementation of teaching speaking through the use of reflective video logs, especially at the Akademi Farmasi Surabaya. The first procedure of the study included observations during the teaching and learning process to obtain information about the technical implementation of the proposed teaching strategy. Second is observing the video made by students to see students' discipline in responding to instructions. The last, the participant filled out questionnaires to see the responses and evaluations regarding the application of this teaching strategy.

This study observed the practice of teaching of EAP speaking on three classes. So, there were three EFL lecturers and thirty six EFL students involved in this study. Before filling out the questionnaire, research participants will fill out informed consent as proof to be involved in this study. The observation were done during the first six meeting on the first semester.

Meanwhile, the questionnaire was shared after the six meeting was completed. Furthermore, the data in this study were grouped into two categories, namely the results of observations and the results of questionnaires. The questionnaire aims to determine the response and evaluation of the use of reflective video-logs from the students' and lecturers' point of view. The results of the questionnaire will, then, be used as evaluation material for improving the implementation of this teaching strategy.

In general, the data analysis was carried out in two stages. The first stage was processing the data from the observations by means of a detailed description of the procedure for implementing speaking learning. This procedure included the observation about what activities were carried out during class, instructions on how to make the reflective videos, and how feedback was provided. All explanations regarding these aspects was elaborated in detail through observation. Meanwhile, in the second stage, the analysis process focused on the results of the questionnaires filled out by students. The results of the questionnaire was, then, analyzed using descriptive statistics.

3.   RESULTS AND DISCUSSION

From the data collection process, there were 36 EFL students and 3 EFL lecturers involved in this study. The answer to the first research problem will be elaborated from the result of the observation and the questionnaire filled out by the lecturers. Meanwhile, the result of the questionnaire filled out by the students will explain the answer to second research problem.

3.1 Implementation of Teaching Speaking Using Reflective Video Log

The results of the research on the first point will focus on the explanation of the technical procedure of the implementation of reflective videos in English speaking class at the Akademi Farmasi Surabaya. Several things were observed including instructions for making videos, technical video submission, the use of videos in speaking learning activities, as well as providing feedback to students.

Regarding the instructions for making reflective videos, students were asked to make videos with a duration of 1-2 minutes. The content of the video is that students have to do a reflections on online learning activities in the previous class meeting, which include what activities were carried out in the class, which activities they like, and which activities they do not like, as well as the learning difficulties they might have faced. Furthermore, students were asked to make the video every week and submitted it before next meeting on the following week. Regarding the technique of video submission, each lecturer has a different method. However, the three lecturers asked the students to upload their videos to their YouTube channel so that it is easier for the lecturers to access the videos. Then, the students share the video links to the lecturers. One lecturer uses a padlet as a medium to collect video links collectively every week. Another lecturer asked the class committee to coordinate the collection of video links and then sent it via chat in the class group. Lastly, one lecturer asked students to send video links via WhatsApp class groups individually.

Regarding the use of reflective videos in learning activities, two versions were found. One lecturer uses a reflective video that has been made by students as a way to improve speaking skills in English:

> *Sy menggunakan video reflektif ini sebagai sarana belajar mahasiswa melatih keberanian speaking mereka dan memperkaya vocabulary mereka*

Meanwhile, the other two responses explained that they use the videos to teach vocabulary, grammar and pronunciation:

> *Saya garis bawahi error yang sering dilakukan mahasiswa, kemudian dibahas di kelas. Misalkan saja error falam hal pronounciation, saya tampilkan di kelas bagaimana pengucapan yang benar, dan saya putarkan native bahasa Inggris dalam mengucapkan kata-kata tersebut.*

> *saya mengambil beberapa contoh kasus pada pronunciation, word choice, expression, dan sentence structure yang salah dari video yang dibuat siswa untuk dibahas dalam kegiatan di kelas.*

As for feedback, the three lecturers provided feedback in different ways. One lecturer used reflective videos collected by students as one of the assessment materials. This relates to the determination of the final scores that will be obtained by students.

> *Video yg telah dibuat sy lihat satu persatu kemudian sy analisis dan evaluasi untuk penilaian hasil belajar mahasiswa.*

Meanwhile, the other two lecturers provided feedback by quoting utterances produced by students which seem to be problematic and discussing them in class. The things discussed include mispronunciations, incorrect word choices, and the wrong sentence structures. One of the lecturers gave an example of correct pronunciation by playing an audio about the correct pronunciation.

> *Saya kategorikan per-kesalahan yang dibuat, kemudian saya tunjukkan dikelas untuk dipelajari lebih dalam*

Meanwhile, one lecturer added feedback on student YouTube pages by giving "likes" or "comments" about student videos.

> *ada dua cara saya untuk memberikan feedback:*
> *- memberikan "like" dan beberapa komen yang memotivasi pada postingan mahasiswa di akun YouTube mereka*
> *- feedback disampaikan di kelas yang disertai penjelasan*

Giving feedback is very necessary in learning, especially foreign language learning. Feedback is conceptualized as information about a person's performance or understanding conveyed by an agent (Hattie & Timperley, 2007). In its simplified version, feedback refers to information a learner receives about their learning and mostly refers to information about their language production (Turner, 2020). Some experts believe that feedback has enormous power in relation to student learning success (Ellis, 2009; Hattie & Timperley, 2007; Ormrod, 2008). Providing appropriate feedback can make students more motivated and active in the learning process (Sawitri, 2007; Unit, 2009).

Feedback can be summative (evaluation) by giving scores, on the student work or at the end of the study period and formative (information or explanation) that helps students in several ways and is given continuously throughout the learning process (Lee, 2017). In foreign language learning, feedback is often associated with error correction which is better known as corrective feedback where the aim is usually to facilitate the improvement of the learner's accuracy in their language production. Meanwhile in a broader context, feedback should refer more to the increase in fluency, accuracy, and complexity of the language produced by students (Turner, 2020). In addition, providing motivation and developing learning autonomy is also included in the purpose of providing feedback.

Linking back to the results of the research that have been described previously, there are two types of feedbacks given to the students during the use of reflective videos in the teaching speaking, namely summative and formative. There is one lecturer giving a score on the video that has been made by students, while the other two lecturers applied formative feedback, involving providing information, explanations and motivation to students to improve their speaking in the next videos.

3.2 Students' responses

This section will explain the students' responses about the implementation of the teaching strategy observed in this study. Student responses were obtained from the results of self-assessment questionnaires distributed at the end of the sixth meeting. Self-assessment is an assessment technique carried out by assessment subjects on their own competence (Kusminto & Poernomo, 2013). Meanwhile, in relation to this research, self-assessment refers to the assessment done by students evaluating their own speaking competence. Students were asked to fill in scores according to the score range that had been determined by the researcher for the reflective videos they had made at the second week, fourth week and sixth week meetings.

The results of the questionnaire focused on three aspects of evaluating the implementation of the teaching speaking using reflective video logs by the students including the perception of the benefits of reflective video logs on their speaking skills, the improvements they made, and the challenges they faced during the video production.

Students' perception

Table 1 below shows a recapitulation of the results of student assessments concerning on their perception of the teaching strategy implementation on their speaking skills.

Table 1 Perception on the speaking skill

Category	Number of students
Improve	24
Stagnant	6
Decrease	6

Table 1 presents the data on the recapitulation of the results of the self-assessment conducted by students regarding the students' perception on their speaking skill. It can be seen from a total of 36 students who participated in filling out the questionnaire, 24 people assessed that their speaking skills had improved with the application of reflective videos every week. Meanwhile, 6 students rated their speaking skills as stagnant and 6 other students rated their speaking skills as declining.

Table 2 Students' responses toward the activity

Responses	Number	Percentage
Fun	18	50%
Not fun	17	47.22%
Neutral	1	2.78%

The next self-assessment point is the student's response to the activities during the implementation of the teaching speaking using reflective videos. Table 2 shows students' responses to this point. Surprising results were obtained from the questionnaire that had been filled out by students because the difference was quite close. At this point, there are 18 students or 50% stated that they enjoy the activities, but the other 17 students or 47.22% stated the other way around. Meanwhile, there is only one students voting neutral towards the activity.

However, this results of this assessment, of course, cannot be used as a reference to draw conclusions that the use of reflective videos can significantly improve students' speaking skills. Further assessment by the rater and statistical calculations need to be carried out to be able to obtain the conclusion. Furthermore, there are things that need to be underlined from the use of self-assessment. The real purpose of this self-assessment is to see the students' confidence in speaking activities after the implementation of the reflective videos logs. During the implementation of this teaching strategy, the students will get used to practicing their speaking skills independently. In addition, self-assessment is useful for recognizing self-performance, practicing critical thinking, and opening opportunities to evaluate the performance that has been done and improve the next performance (Kusminto & Poernomo, 2013; Mohamed Jamrus

& Razali, 2019).

Improvement in making videos

The next category of self-assessment includes aspects that undergo some improvement during the making of videos. Table 3 shows the results of the self-assessment of these points.

Table 3 Aspects of Improvement

Improvement aspects	Percentage
Pronunciation	44.12%
Grammar	25.00%
Word choice	14.71%
Manner	8.82%
Content	7.35%

From Table 3 above, it was found that there are five improvement aspects in making the next videos. Furthermore, it can be seen that the pronunciation gets the greatest focus among the other 4 aspects. 44.12% students pay attention at this aspect in each of their reflective videos. In the second position there is grammar, especially in sentence structure where 25% of students always make improvements to this aspect. One level below grammar, there is smaller language component, namely the choice of words which is also something that needs to be considered. 14.71% students agree that they always pay attention to this aspect when making reflective videos. The last two aspects, namely manner and content obtain 8.82% and 7.35% respectively. The manner category referred to the intonation, pause or stop time, and gestures such as eye gaze to the camera as well as the hands movements. Meanwhile, content refers to the material or topic that will be delivered in the video. Even though at the beginning of the meeting it was explained what needed to be discussed in the video, it seems that some students still find it difficult to develop contents.

The emergence of pronunciation as the most considered aspect that needs some improvements can then be said to be something natural. Pronunciation has a great contribution as a measure of student success in speaking skills which can be directly observed by the interlocutor (Sholeh & Muhaji, 2015). In addition, proper pronunciation helps students to convey the message they want correctly which ultimately affects their confidence in speaking (Levis, 2005; Szczepek Reed, 2012). It indicates that there is a bigger challenge when the students deal with pronunciation stuff compared to the other aspects. Moreover, the inconsistency of the pronunciation patterns is assumed to be the source of student difficulties in pronouncing words in English (Studies & Demirezen, 2017).

Challenges during video making

The next aspect that was observed in the self-assessment was the challenges faced by the students during the making of reflective videos. Table 4 presents the results of self-assessment by students.

Table 4 Challenges in making the videos

Challenges	Percentage
Linguistic aspects	59.46%
Other factors	29.73%
Devices	10.81%

Table 4 shows the results of self-assessment regarding the challenges faced by students in the process of making reflective videos. The results of the questionnaire are categorized into three aspects, namely aspects of linguistic aspects, devices and other factors. Linguistic aspects is the main challenge the students faced in the process of making reflective videos which obtained 59.46% votes. In the second position, 29.73% students stated that several factors other than language and equipment were the second biggest challenge. These other factors

include the situation when making the videos which are often not conducive because the video was taken at home, not in the studio. In addition, self-confidence and laziness are also categorized in this other factor. As for devices, it refers to gadgets and internet connections. 10.81% students stated that this aspect was one of the obstacles in making reflective videos.

CONCLUSION

The purpose of this study is to see the application of teaching speaking through reflective video-logs in the practical English course at the Akademi Farmasi Surabaya. Broadly speaking, the research results show that the technical application of reflective video-logs is different for each lecturer. The difference can be seen from the technique of collecting and providing feedback to students. In addition, there are similarities regarding the instruction about the video content that must be made by students, which is reflections on learning activities at the previous meeting. Meanwhile, student responses showed positive results regarding the application of reflective video-logs for teaching speaking. Students believe that making reflective videos helps them to improve their speaking skills. However, a deeper analysis is needed to support the results of the questionnaires related to this point. In addition, five main aspects were found to be the focus of improvement in making reflective videos in the following weeks. These five aspects include pronunciation, grammar, word choice, manner and content. The results of the latest research show several challenges faced by students in making reflective videos. The challenges are grouped into three main categories, namely challenges in terms of language, tools and other factors.

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