VIDEO RECORDING ASSIGNMENT ON ENGLISH FOR DAILY CONVERSATION CLASS: AN INVESTIGATION ON STUDENTS’ AFFECT

Silfia Rahmi
A Lecturer at English Education Department at IAIN Batusangkar
silfiarahmi@iaimbatusangkar.ac.id

ABSTRACT
Video recording assignment becomes one of necessary and beneficial efforts for enhancing students’ speaking ability. However, that attempt will be advantageous and will not waste the time if the students own positive respon toward them. Therefore, this research aims at investigating students’ affect toward video recording assignment on English for daily conversation class. This belongs to descriptive research. There were 78 students participated. The instruments used to collect the data were questionnaire along with interview guide. The data got from the questionnaire were analyzed based on formula suggested by Heaton and Djemari et. All. Meanwhile, the data got from interview guide were analyzed based on the theory suggested by Miles and Huberman. The finding of this research revealed that there were fifty seven or 73.07% students had strongly positive affect toward video recording assignment applied by the lecturer on English for daily conversation subject. It indicated that most of students like to do video recording assignment since it can increase their creativity and they have more time to speak. Moreover, it also can reduce their anxiety in speaking. It can be concluded that there is no psychological problem of the students to do video recording assignment. It means that video recording assignment can be applied by the lecturer in order to increase their speaking ability.

Keywords: Video Recording Assignment, Affect

INTRODUCTION
Unavailability of English speech communities for EFL students like Indonesian students do not allow them to practice their English in real situation. Besides, the limited time they have in the classroom also makes them lack of opportunities to expres their ideas freely and creatively in English as well as also caused by other factors which become obstacle for them to speak such as anxiety. For that reason, lecturers have to create many ways as the efforts to give the students more chance to practice their English. One of that efforts is through giving the task or assignment such as providing classroom recording assignment. It seems to be a really significant and advantageous effort for improving students’ speaking ability since through that effort, they will have more opportunities to use target language in authentic and meaningful setting as well as they can express their ideas and opinion. Moreover, the students also can develop their critical thinking and organization of idea. They have more time to expose speaking which is limited in the classroom (Dal, 2010:3). In addition, through the video recording assignment, they also can see their performance more than once and they can replay the video as many times as they need. Thus, the students can make self-evaluation. It is hoped that the students can be serious and they can do that effort maximally. As a result, they will have capability to speak well based on the real situation. Finally, the lecturers’ purpose to give this assignment will be achieved.

In line with that explanation, based on prelimanary observation, it was found that the lecturer who teach on English for daily conversation have tried to give the students video recording assignment every week. The students have to record their perfomance based on the material discussed on that week. The activities that they recorded can be in monologue or in dialogues form as well as games and other activities. After recording their performance, the lecturers checked that assignment and discussed them in classroom for any suggetion or correction. It is hoped that the students will be active and they can practice their English freely without any obstacle. As a result, their speaking will be improved.
Actually, the success of video recording assignment is affected by many factors, one of them is students’ affect toward them as one of perception component. It is concerning with students’ like and dislike toward video recording assignment applied by the lecturer (Walgito, 2004). All this time, the lecturers more pay their attention on how to apply that assignment. Meanwhile, the response whether the students like to do that or not more tend to be ignored. Moreover, many previous studies regarding video recording assignment have mainly focused on applying video recording assignment on students’ speaking. For example: Gromik (2013) conducted the research about Investigation of the Cell Phone Video Recording Feature by Japanese Undergraduate EFL Learners. On that research, there were 67 participants were asked to record a video for 30 seconds given prompt weekly for 14 weeks or one semester. The data were collected through cell phone video recording performance, reports, survey, and interview. The result of this study revealed that this task is effective to enhance speaking skill. Then, Rahmi Rahayu(2015) conducted a research regarding the Effectiveness of using vided–recording speaking task on students’ speaking skill” (A Quasi experimental study at the tenth grade students) of SMA Negeri 1 Kota Tangerang Selatan in 2015/2016 Academic Year. The result of this research revealed that using video recording on students’ task was effective. However, it is only few research which focus on investigating students’ affect toward them. For that reason, the researcher is interested in investigating students’ affect toward video recording assignment on English for daily conversation. It will be the information for the lecturer for continuation and evaluation toward this task, whether it can be continued or not. It is in order that providing that assignment is not useless.

**What is Video Recording?**

Video recording becomes one of the activities and tasks which can be given by the lecturers in speaking class. It is a kind of project based learning to develop and support learning language. It is to observe and practice their language (Hyun-suk, Sub and Jin-il, 2000). Video recording is an assignment in speaking class that is made by the students by recording their performance. The students record it by using the camera (and/or the microphone) based on the topic that they learn every week. The purpose of this assignment is to help the students in assessing their speaking ability. They will know the quality of their speaking and also they will know their mistake for evaluation. This activities becomes a suggested way and a central learning aid. As a result, through this task, the students can work cooperatively by using a wide variety of language both in the process and the product of making audio or video recording (Harmer, 2004). Then, it becomes closely related to task based learning which refers to language learning activities which ask students to actually perform language skill or ability (Penny, 1996:123). It refers to language learning activities which ask the students to actually perform language skill or ability. It also becomes utilizing camera inside phone for educational purpose (Korsvold and Ruschoff in Rahayu, 2016:19).

**Why Video Recording?**

Video recording assignment gives several advantages to stimulate the students to practice their English for improving their speaking ability. Dal (2010:3) argues that there are some positive relations of the use of video recording to some principles of teaching a foreign language. Firstly, the use of video production can involve communicative activity, such as, problem solving and role play. Secondly, it provides opportunity to use target language in authentic and meaningful setting. Then, video recording lets students to express their ideas and opinion. The students are provided an opportunity to improvise and use the target language by themselves. Moreover, the students are given a choice not only about what to say, but also how to say it. Next, the process of video making will enable students to use their target language without excessive anxiety since they will have enough remedial and will do it outside the class, even they can develop critical thinking and organization of idea. The last, it also provides the students more time to expose speaking which is limited in classroom.

Meanwhile, Lonergan and Tomalin & Stempleiski in kurgoz (2011:2) state that integrating video recording of students’ speaking in language learning offers several advantages. First is the students can watch and see themselves and their fellow friends’ performances. Similarly, the teachers can use video to help students become better speakers in English. Then, the students have
enough opportunity to view the recording on video more than once. Next, it allows the students to replay the video as many times as they need. Thus, they can make self-evaluation as well as their fellow friends. As a consequence, students become self-critical because they can see their problems and trace their improvements. According to two experts above, it can be concluded that there are seven advantages of video recording. It involves communicative activity, such as, problem solving and role play and provides opportunity to use target language in authentic and meaningful setting. Besides, it also lets the students to express their ideas and opinion. The process of making video will enable the students to use their target language without excessive anxiety. Moreover, it provides more time to expose speaking. The students can watch and see themselves and their fellow friends’ performances and offers opportunity to view the recording on video more than once. Then, Mayer (2001) states that some students who have passive behaviour can give the best result through video recording assignment and they can increase their motivation.

Moreover, according to Fraser & Oman (2003), there are four reasons why video recording assignment is meaningful for the students. Firstly, the students can put all their activities to create the video. It means that it can be a facility to explore their knowledge to produce the good videos. The second is through video recording assignment, the students can relate the new experience with their previous experiences. The third is authentic. In the video recording assignment, the students have to make video about their own biographies. The last reason is cooperative. The students work in their group well. Then, Prabu in Ruso (2007:2) states that Video recording can increase students’ speaking ability.

The Ways To Use Video Recording Assignment

According to Gromik (2013:20), there are some procedures in using video recording technique. First, the lecturers explain the regulation, the duration for making video, the topic, and the aspects of speaking would be assessed. It is intended to build students’ understanding in the task. Then, the teacher shows an example of the task. The example can be the video of native speaker so that the students can have the target model of English.

Furthermore, the students make the video with the particular topic in class or students’ experience. Therefore, the use of video can be authentic speaking training. After students complete the video, the teacher seeds to give feedback to the students’ performance. Hence, the students know their strength and weakness. In addition, the number of video created by the students can be adjusted to the meeting or duration of teaching and learning process.

Affect

Affect (Emotion) is one of component of perception. It is concerning like and dislike toward an object which indicates attitude’s direction, positive and negative. Like refers to positive thing, meanwhile dislike means negative thing (Walgito, 2002:12& Masbow, 2009:4). In this case, the students’ affect refers to students’ like and dislike in doing their video recording assignment which applied by the lecturers on English for daily Conversation. Affect (Emotion) becomes important since it will influence the students to do the action (Horowitz, 1988; Sakui and Gaies, 1999; Victori and Lockhart, 1995 in Navarro and Thornton, 2011: 191). In this case, to make video recording assignment, the students have to like this task. As a result, they can get the good result. It influences the students’ success in learning English (Kleinke, 1994; Davis, 1999). Moreover, it also can increase their attitude and motivation in learning English (Szilagi and Wallace, 1978).

METHOD

Participants & Instrument

The participants of this research were all English department students who take English for Daily Conversation subject. There were 78 students. Then, they were two instruments used on this research. First was questionnaire. It used five choices of likert scale. They were sangat setuju (strongly agree), setuju (agree), ragu-ragu (neutral) tidak setuju (disagree) and sangat tidak setuju, (strongly disagree). Then, there were 10 statement given. Those were compiled in Indonesian language in order that the respondents or the students could answer the items easily. That questionnaire was used to know students’ affect toward video recording applied by the lecturers in
English for daily conversation subject. The score for each item of the questionnaire will be explained as follows:

**Table 1**
Table of Score for Categories Statement

<table>
<thead>
<tr>
<th>Categories</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree (SA)</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Agree (A)</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Undecided (U)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Disagree (DA)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Disagree (SD)</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Then, interview guide was used to get the more information related to the students’ reason to have affect like that.

**Data Collection**

The questionnaire was administered on December 2018 at the end of semester. There were 10 statement given. It consists of positive and negative statement. It was administered at the classroom. Meanwhile, interview was also done on December 2018 after the questionnaire administered. It was to get the comfortable atmosphere on December 2018.

**Data Analysis**

After collecting the data, mean score of students’ affect domain toward video recording assignment applied by the lecturers on English for daily conversation subject was calculated. It used the formula from Heaton (1991:176). It is as follow:

\[
M = \frac{\sum fx}{N}
\]

\(M\) = Mean Score of the Students’ Affect  
\(\sum fx\) = Sum of the Students’ Score of Each Item. 
\(N\) = Number of the Students

After calculating mean score of the students’ affect, it was categorized based on Oxford theory. It is as follows:

**Table 3**
Table of Data Interpretation

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥(0.80 x max score)</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>(0.60 x max score)- (0.80 x max score)</td>
<td>Positive</td>
</tr>
<tr>
<td>(0.40 x max score)- (0.60 x max score)</td>
<td>Negative</td>
</tr>
<tr>
<td>≤(0.40 x max score)</td>
<td>Strongly negative</td>
</tr>
</tbody>
</table>

After that, the data got through interview were analyzed based on the theory from Miles & Huberman.

**Result and Discussion**

After administering the questionnaire, it can be gotten that the total score of students’ affect was 2889 with maximal score was 49 and minimal score was 19. Then, for positive statement, most of students tended to choose agree and strongly agree. Meanwhile, for negative statement, most of students chose disagree and strongly disagree. It implied that most of them had positive affect
toward video recording assignment. Then, the researcher calculated mean score of students’ affect toward video recording assignment applied by the lecturer in English for daily conversation subject. It can be seen in the following table.

Table 4
The Table of Mean Score of Students’ Affect toward Video Recording Assignment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean score for each item/ Quality</th>
<th>Mean score For each Indicator</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Like</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like video recording assignment applied by the lecturer because it helps me to solve my anxiety</td>
<td>4.10 (Strongly agree)</td>
<td>4.1</td>
<td>4.03</td>
</tr>
<tr>
<td>I am happy to do video recording assignment because I can see my performance more than once.</td>
<td>4.05 (Strongly agree)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like video recording assignment that applied by the lecturers because I can express my ideas freely.</td>
<td>4.05 (Strongly agree)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like video recording assignment used by the lecturer because I have many opportunities to practice my speaking ability and improve my creativity</td>
<td>4.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am happy to do video recording assignment because by applying video recording assignment, I can practice my speaking in real and meaningful situation.</td>
<td>4.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dislike</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t like to do video recording assignment because it can not improve my creativity.</td>
<td>4.02 (Strongly agree)</td>
<td>4.06</td>
<td></td>
</tr>
<tr>
<td>I don’t like to do video recording assignment because I think it waste the time and no improvement for my speaking ability.</td>
<td>4.03 (Strongly agree)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I dislike video recording used by the lecturers because it can not decrease my anxiety.</td>
<td>4.06 (Strongly agree)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am disappointed with video recording assignment used by lecturer because I can not know my strength and weaknesses.</td>
<td>4.07 (Strongly agree)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t like video recording assignment because I can’t express my idea freely</td>
<td>4.16 (Strongly agree)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4 above, it can be seen that from two indicators with 10 statements given to the students, it discloses that most of students strongly agree with the statement who state that they like to do video recording assignment. It indicated that mean score for two indicators is 4.03.

Then, after calculating the mean score of students’ affect toward video recording assignment, the researcher calculated class interval along with the percentage of students who have score on that interval. It is to interpret on what level of affect that students have. It can be seen in the following table:
Table 5
The Table of Interpretation of Students’ Affect Level toward Video Recording Assignment on English for Daily Conversation Subject

<table>
<thead>
<tr>
<th>No</th>
<th>Class Interval</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>≥ 40</td>
<td>57</td>
<td>73.07</td>
<td>Strongly positive</td>
</tr>
<tr>
<td>2</td>
<td>30-40</td>
<td>12</td>
<td>15.38</td>
<td>Positive</td>
</tr>
<tr>
<td>3</td>
<td>20-30</td>
<td>8</td>
<td>10.25</td>
<td>Negative</td>
</tr>
<tr>
<td>4</td>
<td>≥20</td>
<td>1</td>
<td>1.28</td>
<td>Strongly negative</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, it can be revealed that the biggest percentage was in class interval ≥ 40. There were 57 or 73.07% students. It was categorized into strongly positive. It means that most of students had strongly positive affect toward video recording assignment applied by the lecturer in English for daily conversation subject. In other word, most of students like to do video recording assignment on English for daily conversation. It depicts that most of them has good response toward video recording assignment. Meanwhile, it was only one student or 1.28 % who categorized into strongly negative affect. It indicated that only 1 student who did not like to do video recording assignment.

**Students’ Reason for Having Strongly Positive Affect**

In order to know students’ reason regarding for their affect, the interview was administered. Based on the reasons given by the students, there were not various answers gotten. Thje answer of each participants was rather the same. Most of them stated that they like to do video recording assignment since it can reduce their anxiety and they can express their idea freely. Through making video recording, they are used to speak in English. As a result, when the lecturers ask them to speak in front of the class, their anxiety can be reduced. In addition, most of participant also stated that through making video recording assignment, they can explore their creativity. Finally, they can have many ideas to make how the conversation look like. The conversation or dialogue is not monotonous. Moreover, they also can have enough opportunity to prepare their assignment. Besides, they like to do video recording assignment as it can improve their ability in speaking.

**DISCUSSION**

The result of this research showed that most of students have strongly positive and positive affect toward video recording assignment. Then, the result of interview shows that they like to do that because they can explore their creativity and reduced their anxiety. In addition, it also can give enough opportunity for the students to speak. As a result, their speaking will be improved. The reasons stated by the students are quite similar with the opinion of Lonergan and Tomalin & Stempleski in kurgoz (2011:2) and Del (2010:3). They state that the process of video making will enable students to use their target language without excessive anxiety as well as providing more time to expose their speaking ability. Students can watch and see themselves and their fellow friends’ performances. Furthermore, they can offer opportunity to show their performance on video recording more than once.

The result of this research is in line with what the expert suggest to the students to have. The students have to have good affect toward what the lecturers apply in this case video recording assignment. It is in order that it will be usefull and it can increase their speaking ability (Prabu in Ruso, 2007:2). Through video recording, the students will be able to have more time to make rehearsal. As it is mentioned above, affect as internal factor becomes one of the crucial factor which influence student’s success in speaking ability. What the researcher found on her research have become good basis for the students to increase their speaking ability since affect influence
students’ success in learning English (Kleinke, 1994; Davis, 1999). Moreover, it also can increase their attitude and motivation in learning English (Szilagi and Wallace, 1978).

CONCLUSION

In line with the result of this research, it can be concluded that most of students have good or positive affect toward video recording assignment. It means that there is no psychological problem of the students to do video recording assignment. It implied that it does not matter for the lecturer to apply video recording assignment. It seems that it will not become useless for the students in improving their speaking ability.

BIBLIOGRAPHY


