Encouraging Students in Speaking Through Videoing Activity

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Abstract: English has become one of the universal communication tools connects people around the world. For Indonesian people, English is their foreign language. Thus, in this globalization and internationalization era, Indonesian people must realize that speaking foreign language has become an important skill in workplaces worldwide. Bandung Institute of Tourism students, who are prepared to be professional staff in tourism industry, must be able to communicate in English fluently.

Good English communication is needed by tourism students to be able to provide good services for their guest’s satisfaction. Their capability in communicating using fluent English influences their chance to work in chain hotels or to get a good job. The main goal of learning a foreign language is able to communicate. It is through communication that people send and receive messages effectively and negotiate meaning (Rubin and Thompson, 1994: 30). In this era, digitization era, communicating in foreign language effectively becomes very important. Therefore, communication strategy becomes a very interesting and crucial topic for all foreign language learners and teachers. This research is aimed to establish an integrated learning and teaching model by using video making activity for ESP or English for Specific Purposes named English for Hotelier.

As part of efforts to improve the effectiveness of English education, both learning and teaching theories and approaches that combine learning with educational technology have been used nowadays. Due to that situation, the writers are applying a mixed learning approach with educational technology to ESP courses. The students were given a task in a group to prepare a video recording of their activity, about Handling Guest in a Restaurant. The activities were involved various tasks that related to integrated English skills. The group learning activity and their video making were evaluated together both by students and teacher then they were given the feedback. Finally, it was found that the learners felt so excited to do the activities due to their findings (their mistakes in the procedures, their explanations, their explanation and their expressions) as they know their mistakes they promised that they would not make the same mistakes again by doing the last task, it was the evaluation by doing the activity in front of the class.

Through having the activities, the students could have better self –confident in handling the guests in a restaurant. The students could also improve their unforgettable mistakes. This activity gave fun learning activities in learning English language. Applying a mixed learning approach by using one tool from digitization era seems to be interesting and motivating students to speak effectively and fluently.

Keywords: Communication tool, Communication strategy, Learning approach, Good service, Fluent English
1. Introduction

Era of globalization and internationalization, in which there is a competition among all aspects in this world, need to ensure of our survival. Communication becomes one of our needs. Therefore, English, as an international language, becomes the universal tools to connect everybody around this world. Due to the condition, English becomes an important skill in any areas in the world.

The ability in speaking English will influence their position on the job. In this competitive era, English is vital, as communication tool. To have a good job position in worldwide, English will take an important role. In business, sciences, and technology, they will find candidates who have capability in both written and spoken English. They will provide better position and careers for those people. Another one, some programs are presented in English, for example: TV programs. So, when they need to improve their English, they can learn from those programs, too. However, there are still some students only know English passively. Even, they do not like English as their subject in the class. This condition can be caused by the method or by media of both learning and teaching.

As the ability of mastering English well becomes very important in the worldwide communication, there are some methods for making the English teaching and learning effective. Thus, some methods for teaching and learning English as a second language have been delivered by some researchers and educators. Therefore, the users, both learners and teachers, must be able to choose the best methods for their effective mastering of English. There are so many materials and multimedia tools and sources can give more opportunities for both learners and teachers. Learners and teachers are provided many resources from multimedia platforms and materials for communication and interaction, so that the effectiveness of teaching and learning process is enhanced thus it can promote self-directed or self-regulated learning (Wu, Tennyson & Hsia, 2009; Wu, Tennyson & Hsia, 2008).

Due to the need of mastering English in globalization era, especially in speaking the second language, we are asked to be able to maximize all of the helps from those media. One of them is using video as the tools for supporting the process of both written and spoken English. The use of this media will be experienced in our process of teaching English especially speaking activity.

L2 learning process that incorporate technology in combination with face-to-face instruction has been found to promote L2 learning effectively as they can give students flexibility to work independently, at their own pace, promoting language acquisition (Felix, 2003; Collentine, 2000; Singh, 2003). The learners also feel comfortable using technology.

As the students of Sekolah Tinggi Pariwisata Bandung need to be able to survive in this competition, their skills in mastering English is a must. They have to be able to compete with other candidates from other countries in finding a job around the world. English is the basic language for them beside other foreign languages. The combination among skill, knowledge and attitude is the basic competence in gaining their success in the future.
2. ELT and STP Bandung

Teaching English in most Indonesian schools is through grammar translation method. The students need to memorize the rules of grammar and practice them in written exercises. The students never had the opportunities to practice the rules of grammar communicatively. In other words, the lesson is more focused on the form than the meaning, and the traditional method is teacher-centered. However, gradually there are many things in the education system that are changing and improving. In the 1990s the approach to teaching English leads to the communicative approach.

Teaching English at the writer’s institution is also changed gradually from grammar translation method to communicative approach. This means that the emphasis is on enabling the students to communicate effectively and naturally in English. In other words, it focuses on fluency and accuracy as well. To achieve the aims, various activities are used, such as pair/group work, role-play, simulation, games, self-study, songs, information gaps, warm-ups, authentic materials, discussion, individual work and et cetera.

STPB students have English for General Purposes (EGP) and English for Specific Purposes (ESP). First, the sixth, seventh, and eight semesters have 4 hours for English lesson in a week, whereas the other semester classes have 3 hours a week. As we know that the purposes of EGP are to give students confidence in their ability to speak and understand English and communicate in common situations. It is also aimed to improve their basic general English so that they will feel more simulated and more relaxed to talk or communicate effectively and appropriately in variety of everyday situations. Whereas the ESP has purposes to provide English based on their need and also hoped at the end of the course, the students will be able to communicate within their fields.

The syllabus will be decided by the course books for each semester which has a balance between functions and structures. As the students are learning English for specific purposes, whenever appropriate the ESP used will be integrated with the EGP lessons plan. For example, if general English is being given on “Giving Advice “, it will include an activity in which “ advice “ is given to tourists. The course book will be supplemented with additional structures, functions, topics if the teachers consider it is necessary.

All classes are taught by two English teachers, each partner has different agreement in teaching. Some of them decide to teach using the course book and supplementary materials, as long as they teach communicatively, there will be no problem and another one teaches vocational English based on their department. Basic Professional English is for basic classes, Intermediate Professional English is for middle classes or students who are at fourth semester, and Pre Advanced Professional English is for upper semester.

The institution that the writers have been working in is the Bandung Institute of Tourism (STPB). STPB had worked cooperatively with Switzerland for many years. Therefore, STPB’s and Swiss teachers composed the course books. Since English is an international language, the course books for vocational subjects have been written in English. Consequently, all tests are written in English except the explanation is
English is a core subject for STPB students and the hours for English lesson are more than the other lessons in a week. In fact, STPB students have practice and theory weeks in one semester. The Institution has 3 departments. The first one is Tourism department, then Travel Department and Hospitality Department. Hospitality Department has got one week practice and one week theory in the campus while Travel and Tourism Department have the practice outside the campus like guiding and field study.

STPB has Strata 1, Diploma 4, Diploma 3 and Diploma 2 and 1. Strata 1 is for Accommodation and Catering Study, Tourism Destination Studies and Travel Industry Studies. Diploma 4 for Travel has 2 programs, Business Convention Management and Travel Arrangement. Diploma 4 for Tourism has 2 programs, Tourism Destination and Business Tourism. Diploma 4 for hospitality is Hotel Administration. Diploma 3 for hospitality has 5 programs. They are Rooms Division, Food and Beverage Management, Food Production Management and Bakery and Pastry Management. Diploma 1 is for all hospitality studies.

Strata 1 doesn’t have a job training program but doing the research at semester 7 only. Diploma 4 for hospitality, they have twice job training program on the 4th and 7th semesters in some hotels in Indonesia or abroad. Diploma 4 for Tourism and Travel, they have only Field Study on the 5th and 6th semester. Diploma 3 for hospitality, they have job training on the 4th semester. Diploma 1 has job training at the second semester and Diploma 2 has the job training at the second and fourth semester. The object of this small research is Hotel Administration (Diploma 4). They learn about English for Pastry, English for Food Production, English for Accommodation and English for Food and Beverage. In the second semester, they learn about English for Food and Beverage so in this research, the topic of the subject is about Handling Guest in a restaurant include: Welcoming, Seating, Taking Order and Billing.

3. Literature Review

The recent trend preferred by the students recently is about using technology. The availability of supporting media in language learning is now very popular. As it is mentioned in the media support for an interactive teaching method, video is one of the elements. There are three types of support media can be used for this method. The first one is low tech support media which are the white board, flip chart, hands-out, hands-on objects, models and cutaways, posters and charts, and also visual presenter/document camera. The second one is technology-based support media options which are electronic slide presentation (PowerPoint), CD/DVD(video), interactive video, computer-based instruction, computer software, digital media and multimedia. The third is web-based platforms and options which are web-based platforms (course management system), distance education-online course, blended learning, wikis, education blogs, Google, You Tube, and Facebook. There are some reasons for choosing support media, for example it is used to identify and understand the key points, to increase comprehension, to increase retention of topic-content, and to increase engagement.

The availability of variety of media technologies allow users to record audio and video files in a reasonably short amount of time leading to the increased use of video cameras in lecture hall and other learning environments (Odhabi & Nicks-McCaleb,
So that some lectures have started to find out the usefulness of the activities of recording the lectures and also recording the student activities or task. Therefore, the utilization of video in process of learning would be the Computer Assisted language Learning (CALL) context. This context is now very popular model of CALL use in second language learning, which provides face to face instruction with an efficient use of human and material resources (Salaberry, 2001: 51).

There are some advantages offered using a video recording of student speaking in language learning. They can watch themselves doing speaking and so can their friends. They will learn their mistakes from the video and people’s comments. By doing this, they will evaluate each other. Teachers can use video to help students become better speakers in English (Lonergan, 1984, Toamlin and Stempleski, 1990). By recording their speaking activities, they will have opportunities to view to play and replay the recording many times so that they could learn from their mistakes. It is better to make mistakes than never try. They will learn from their self-evaluation and also from their friends’ comments and teacher’s feedback. Therefore, they are able to be self-critical as they can learn the mistakes and solve their problem assisted by the teacher.

According to Nunan (2004), an exposure to input is needed in interactive and communication tasks. Task-based instruction blended with the use of technology, would be more conducive to developing students teachers’ ability to communicate as fluent speakers of English. While stressing is focused on meaning and communication as its priority, the present course also considers form and accuracy mainly in the context of meaningful classroom interaction.

There are 16 students in the second semester of Hotel administration at Bandung Institute of Tourism. None of the students had any prior experience in using video for language learning purposes.

Students’ perception on the effectiveness of video-recorded that video-recordings proved to be a very useful learning tool in recording and evaluating the speaking tasks with the learners involved in this study. Most students acknowledged that recording their speaking was a real challenge, watching and evaluating their recordings increased their awareness of their mistakes, as well as enabling them to trace their own progress.

Analyzing students’ speaking ability used Speaking Band Scale adapted from the ESU Framework 1997. The rating scale featured five band scales, they are A: native like fluency and no hesitation and completely comprehensible, Band B almost no hesitation and highly comprehensible, Band C: occasionally hesitation but still comprehensible, Band B : frequent hesitation difficult to comprehend, Band E : extremely hesitant and incomprehensible. A score is awarded for each category is from 1 to 4.

4. Findings

a. Determining the tasks
Target tasks were determined in accordance with the findings of need assessment. The guiding principles in determining the themes and content for tasks included the
students’ needs in the real industry later. Thus, tasks focusing on a variety of actual topics which are related to their major. In this observation, the topics are taken based on their job description in a restaurant for craft level, as a waiter or waitress. As a waiter, they must be able to welcome guests, take guests seat, take an order and present guest’s bill.

b. The Procedure
Based on their syllabus mentioned that their ability is to communicate with the guest politely and correctly. So one of the instructional objectives in the second semester is their ability in communicating with the guests using polite and correct English in any situation through a role-play after having explanation from the teacher of the expressions used in handling guest in a recorded video. So it was decided to try this method. Firstly, the students were explained about the instructional objectives. And there was a lecturing of the expressions used in Handling Guests. They were given a drill and practiced the conversation with their partners. After that the students were asked to make a scenario of Handling Guests.
Example of the scenario

One day, Annisa and Dhortina come to a wonderful restaurant. Andreas as the waiter is ready to greet them in front of the entrance. After greeting the guest, the waiter asks Annisa and Dhortina about the reservation. They have made the reservation. Then, the waiter escorts the guests to their table. It is the first time they come to the restaurant, they don’t know anything about the restaurant. So when the waiter asks them whether they are ready to take order, they ask about the specialty of the food in the restaurant. When Annisa takes order, she teases the waiter because he is handsome. He also asks Andreas’s phone number but the waiter can’t do that while he is serving. Annisa and Dhortina are confused to choose the food and the waiter recommends some food. The waiter mentions some specialty of the restaurant. They are Lamb of Steak Mixed with Fried Fish and Spaghetti Bolognise. Dhortina and Annisa agree. The waiter also suggests some the wine so they order red wine as it is suitable with the steak.

After that, the waiter serves the food ordered one by one. After they finish the food, the waiter clears up the table. The waiter asks about the meal to the guest and they say the food is very good. Finally they ask for the bill. Then they pay for the meal. The waiter says thank you and hopes they will come back.

The teacher then proofread their scenarios. After they had finished their scenario, they had to record their conversation by using any technology media. They might use a video recording or a camera. The next meeting, they watched their recordings together. While they were watching the videos, the students must pay attention to their friends’ conversation and also theirs, especially their English expressions used and also their performance. The general outcomes the students’ need are skill and attitude. They assessed each other by giving their comments on their friends and their own video. They wrote the comments. The teacher gave feedbacks to their video.

Example of video

c. The Result of their self-evaluation.
1. Students’ opinion on their video
   a) There are 37.5% (6 students) of 16 students in that class stated that they felt excited, happy and motivated of being recorded their speaking ability due to their awareness of their mistakes, their spontaneous responses, their face expression, their gestures or body movements. In general they could see or they were aware of their attitude politeness and their communication skill.
   b) There are 18.75% (3 students) explained this speaking activity is their new experience that could make them realize how good/bad their speaking ability and that information is kept remaining in their mind which motivated them to improve their speaking skill consciously.
   c) It was found that 18.75 % ( 3 students) told that this activity is good for them for self-learning so they could focus on their own weaknesses not only on their English communication skill but also on their behavior or attitude in providing good services and how good they could work in a team
   d) It was found that 25% (4 students) said that even they felt nervous doing that activity, they felt happy evaluating what they have done due to their mistakes and their weaknesses can be improved consciously.

2. About the method
   a) There were 75% (12 students) said that this method of videoing their speaking activities is very effective. Students could see and compare their communication skill with their friends’ ability.
   b). There were 25.% (4 students) stated that they felt fun learning and practicing their speaking ability through this activity. This method is enjoyable. It motivated them to practice their speaking better.

3. About the encouragement
   a) It was found that 81.25% (13 students) stated that the activity is encouraging them to speak up even they felt nervous for the first few minutes. However, they didn’t want to have their bad performance in their recording finally they felt that they could show their speaking ability better and more confident in serving their guests or in responding their guests due to their responsibility in providing guests’ need.
   b). It was found that 18.75% (3 students) stated that this activity is advantageous due to the self-evaluation so that they could remember the mistakes and avoid making the same mistakes. They felt really proud of good comments they got from both teachers and friends.

The comments from the students
   In this session, we learned much about English because in taking video, if we did something wrong, we could start again and try to fix the mistakes that we saw in the video.

My comment about this activity is although we still do many mistakes I am so proud with my task. I am so excited with this task. It makes us learn more about the English communication but also the gesture about how we face the guests when we were in charge as a waitress.
5. Conclusion

Recording their activities in speaking English ability through a video was very effective to be used in the English learning process. As the students could see and realize their weaknesses or their mistakes not only their English but also their performance in serving their guests so they could fix those inappropriate things. In other words, the utilization of support media in a classroom was very useful for the students. It creates a self-learning and can make them have good confidence in English communication.

6. References


