The Use of Videocast in Improving the Speaking Ability Integrated in a Drama Class

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Abstract. *The advancement of technology and information in this age has made a greater influence for English teachers and students in improving their capabilities in utilizing the technology in the teaching and learning process. Because the use of technology has an important role as teaching and learning aid, Videocast is proposed to solve some problems encountered in the teaching of speaking skill. The findings were classified into: students' scores improvement and the steps of teaching speaking using Videocast in improving the students' attitude. The improvement of the students' score can be seen in the increased score of the students' speaking from the preliminary study and the score after the implementation of the teaching of speaking using Videocast in the first Cycle. The students' average score in the preliminary study was 60.03, while the average score in the end of implementation of this study was 72. More specifically, 20 students out of 20 (100%) got higher than or equal to 60 in the end of the study while in preliminary study 11 students out of 20 (55%) got the score higher or equal to 60. After the implementation of Videocast in the class, it is expected that all of the students reached the score at least 60 equal or above (C+). Considering the fact that the class is heterogenic means that there is students' classification based on their level of knowledge and skill, the criteria of achieving the success is rendered exactly 100%. It is determined that for Drama subject in IAIN Raden Intan Lampung, the range of score for 55-59 is (C) followed by 60-64 (C+). The result shows that 100% of the students had achieved the equal or higher than 60 in the first Cycle.*

Key words: *videocast; speaking skill; drama class; IAIN Raden Intan Lampung*

A. INTRODUCTION

One of the languages that is mostly used around the world is English as it is an international language. As stated by Finnochiaro quoted by Brown that language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Brown, 1980: pg.4). English has become an International language of communication. English language learners are required not only to understand and deliver message in a written form, but also to understand messages presented orally, such as understanding the content of speech and to deliver their thoughts, feeling and experiences for communicative purposes. Students are demanded to be able to face global competition. This condition encourages the writer to help students to be better prepared.

According to the Content standard of 2006, the greater part of the course is devoted to listening and speaking than reading and writing. In the Content standard, the main purpose of learning is based on the achievement of its competency. All activities carried out in class focused on one goal that is to gain the competency in using language for communication. In other words, it is planned to force the students to master how to use language in different situations for different communicative purposes. Students learn to communicate by practicing communication. This is the main principle of developing students' competencies using dialogues, grammar implementation of each teaching learning process in communicative context and also present functions and conversational expressions.

We can find out that most of the students in our speaking class have some problems, which may be related to the teaching of speaking. First, the students had low motivation and were passive in the teaching and learning process. Second, the students had low speaking ability; the content is not well

comprehended, bad diction (choice of words, vocabulary), low accuracy (grammar, poor pronunciation, stress, and intonation). Third, the students were lack of confidence to communicate in English (they were not able to speak when they are asked to communicate with others in different contexts). Consequently, they were not motivated to engage a communication in speaking class and were always afraid of making mistakes in speaking activity. In addition, the students were given less opportunity to practice and used the language to communicate in real situation.

The problems were not only caused by the students themselves, it may be contributed by the teaching and learning process that used monotonous and inappropriate techniques for teaching speaking. Furthermore, the teacher did not consider the background knowledge of the students to help them express their ideas to speak. For instance, the teacher did not relate and activate the students' knowledge from other subjects they have learned. If the teacher related their teaching of speaking with the students' knowledge or experience, the students, at least, would not find difficulty in expressing their ideas to speak because psychologically, learning results when it is related to the students' need and experience. As Wenglinsky (2000) stated that good teachers are those who make students learn, and a better teacher will enable the same or similar students to learn more.

Among these four basic skills; listening, speaking, reading, and writing, speaking is considered to be the undervalued skills (Bygate, 1987: 3). Perhaps this is due to the assumption that all of us can speak. In Indonesian schools, the students are not well prepared to be able to use English as daily communication but they are still learning the language instead of using the language as it is functioned as a tool of communication. To speak English well, there we have to consider grammar, pronunciation, intonation, stress, vocabulary, and so forth. However, if somebody has mastered all the aspects, we cannot guarantee that he/she can speak fluently.

English teachers need to find a teaching technique in which the students are given opportunities and speak. The use of strategy, somehow, would help the teacher reaches the objectives in teaching. A strategy or technique in teaching through Videocast in the classroom activity is to facilitate the instruction. In this research, Videocast is a part of improving speaking and listening skill efforts derived from the Contextual Teaching and Learning approach (Johnson, 2002). Videocast is a digital file in video based on content. In principle, it is identical to podcasting as a digital file that is created and posted on the internet; downloaded and pooled in a computer or other compatible devices. In this case the content is video based rather than audio. Regarding for some factors that really influence the quality of speaking skill, Harmer (2001:269) emphasizes that to speak well, speakers should have not only a good comprehension on knowledge of language features, but also the ability to process information and language in context. That means, the teacher must be aware for the upcoming factors that will affect the learner in order to improve their eagerness and quality of their speaking ability.

The previous research findings that were found by Yumarnamto and Wibowo (2008) proved that Videocast has successfully indicated significant improvement in students' speaking skill. The students have big enthusiasm to learn and they can learn more independently (Yumarnamto & Wibowo, 2008:16). Hager (2009) finds that Videocast can help students understand wide variety of spoken Norwegian, highly motivated and very enthusiastic to understand authentic speech. The use of Videocast from the Internet as a technological media is an alternative way of teaching English. From the four language skills (speaking, listening, reading and writing), speaking skill is the main focus that the writer observes to ensure the teachers and learners who use Videocast can improve the skill. It is essential that in certain circumstances, certain students can make the learning and the teaching process more effective (Kennedy, 1983:95). Video that we usually watch as a technology product, not only has function as media for fun in our leisure time but also as media for teaching English (Cahyono, 1997:128). In addition, Cahyono

also states that using video and film can support interesting teaching-learning experience for teachers and learners as long as the application of the media are implemented constructively in various activities. The video will be used as students-centered.

Ur (1996:191) supports that video is an excellent media to get authentic material for spoken language. The use of the source can be attractive and motivating the teacher and the learner to use it properly such as to start, stop, run forward or back, etc. It can be used as a teaching media in the classroom that has been set portable. The authenticity of the materials and pedagogical material designed explicitly for language teaching are available from individuals, language schools, internet providers, as well as the established language education publishers. When the teachers can provide authentic materials, the EFL learners can improve their speaking ability. Rost (2002:258) states that a number of websites are now available as resources for commercial video, which is useful for teaching listening and speaking.

The use of authentic material downloaded from internet as the use of technology can improve speaking skill and improve students' motivation to learn. The teachers provide materials to enhance their motivation during language learning. In particular, we examine three possible answers to questions above (Mayer, 2003:459). First, motivation is based on interest. Students work hard when they value what they get from the learning, that is, when what they are learning is important to them. Second, motivation is based on self-efficiency. Students work hard when they perceive themselves as capable of doing well, that is, when they have confidence in their capabilities for a learning task. Third, motivation is based on attribution; students also work hard when they believe that their efforts will pay off, that is, when they attribute their success and failure to personal effort.

The motivation to learn could depend on how the students think about their own competence and about whether hard work leads to success. Stempleski (2002:364) supports that video has an important role in achieving students' motivation and providing realistic speaking practice. Videocast can give a broader chance for the student to express not only more than just their intrapersonal skill of speaking, but also their interpersonal skill which is valued as communication. Having the potential benefits of Videocast in the classroom teaching and learning process to develop the speaking ability in speaking activity, the researcher chooses this strategy in the classroom activity. It is expected through this strategy the student will acquire social intention to speak among the students by having a role-play, peer interviewing, information gap, and discussion based on the assisted model in the video (native speaker). Then, it is projected to invite the students to engage themselves in communication and also to provide classroom activities to develop students' ability to communicate in English according to the situations, purpose and roles of the students. In chapter II it will highlighted about the use of videocast in the classromm activity and outside activity.

1. Authentic Speaking Materials

Language is a constantly developing from and when the language learner listens in native language. Language learners are decoding the message and somehow they can imitate the conversation of the native speaker. Rost (2002:123) states "situated language is the basis of natural, real-time language use and comprehension of this situated, 'authentic' language is the target of virtually all language learners". The role of technology such as internet provides many kinds of authentic sources. The teaching of English authentic materials will help the learners get real language which is alive. Research studies on the use of authentic materials have proved that there is an overall increase motivation to learn, a more positive attitude towards learning involvement and interest in the subject matter (Agustina, 2009).

Internet is modern day reality which most students use to access many different types of materials. Authentic materials enable learners to interact with the real language and context. Learners feel that they are learning a target language as it is used in and outside classroom. When selecting materials from many sources, it is therefore worth taking into consideration that the purpose is to understand meaning and not form, especially when using literary text with the emphasis on what is being said and not necessarily on the literary form or stylistics. "Authentic would be material designed for native speaker of English used in the classroom" (Widdowsons ,1990 cited in Martinez, 2002). Some sources of authentic materials are newspapers, TV program, menus, magazines, the internet, movies, songs, brochures, comics, literature, novels, poem and short stories, and so forth. The literal value of it will synchronize with this verse;

لقد كان لكم فى رسول الله أسوة حسنة لمن كان يرجوا الله واليوم الأخر و ذكر الله كثيرا

 "Ye have indeed in the Messenger of Allah a beautiful pattern (of conduct) for any one whose hope is in Allah and the Final Day, and who engages much in the Praise of Allah." (QS Al-Ahzab: 21).

The verse tells that there is indeed an exemplary exemplarity for those who want to seek the better picture of truth and wisdom. Like Confucius's quote, "I hear and I forget. I see and I remember. I do and I understand."

2. Extensive Speaking Material

Software that has been specially designed for English instruction has received some criticism, but I agree with some other opinions support that the use of computer is really guide the students to learn, especially for guided drills. The use of software can be implemented in classroom teaching process, the example is the students can get any information with online access. The Videocast can be listed

to online by simply clicking on the playing video of each post or it can be downloaded as MP4 files and used offline.

The teacher and the students can easily create original material from Videocast. They can listen while watching the many types provided. The quality of the voice and viewing is good and the words pronounced correctly. Students can even practice a bit of intonation and lines. They can practice more with their friends or their own self to improve their fluency and pronunciation aside the classroom activity. Video has been proved as one of effective method in teaching English as a foreign/second language EFL/ESL. It is one of authentic materials that can be applied in classroom (Rammal, 2006).

The presentation above shows that the technological media support the teaching and the learning achievement in the classroom. Three main points of the way of technology facilitates learning and technology fosters technology. The use of internet in globalization era provides many authentic materials that support to the learning autonomy development. The use of visual element can effect communication and language teaching. The use of Videocast as one of technological media is used to support the teaching of speaking.

The use of Videocast could be an alternative medium that provides materials as intensive Speaking and extensive Speaking materials. The students could definitely get the Videocast by accessing some sort of sites that includes the application of video in their purposive intention of having a Videoscast. Stempleski (2002:364) argues that the video has chances of achieving the importance goals of motivating students' interest, providing realistic listening practice, stimulating language use, and highlighting students' awareness of particular language points or other aspect of communication. In addition, in language learning and teaching field, utilizing Videocast is as an effective and interesting method to increase the motivation of EFL/ESL students, such as

familiarizing learners with target culture, and making classes more interesting. Moreover, the students' can easily access them in the web and also utilize them to be an aid in practicing their speaking ability outside the classroom.

B. RESEARCH DESIGN

From the background given previously, the researcher formulates the research question, that is; How can the use of Videocast improve students' speaking ability of Class 5C of English department at Institut Agama Islam Negeri Raden Intan Lampung?

The objective of the study is to improve students' speaking ability of the students of 5C of English department at Institut Agama Islam Negeri Raden Intan Lampung by using Videocast as an instructional media for teaching. The research is expected to be valuable both theoretically and practically for improving education. Theoretically, this research is beneficially expected to provide relevant contribution about teaching speaking technique, mainly in improving the students' speaking ability by applying Videocast in the classroom activity and also to show that there is a development in English Language Teaching from time to time (paper based through computer based learning). Practically, the findings of the research are able to provide the teachers with a model for fostering strategies for teaching speaking in class 5C of English department at Institut Agama Islam Negeri Raden Intan Lampung. This research is also expected to provide other researchers who want to conduct the research in a similar field of research as a reference.

The design of this research is Classroom Action Research. The design is chosen since the research is aimed at improving the students' speaking ability and solving classroom problems on the teaching of speaking. It is in line with Bassey's statements (as quoted by Koshy, 2005:8) that classroom action research is an

inquiry which is carried out in order to understand, to evaluate and then to change, in order to improve the educational practice.

Since the research belongs to Classroom Action Research, it is done in cyclical process. The steps in each cycle are (1) planning a change, (2) acting and observing the process and consequences of the change, (3) reflecting on these processes and consequences and then re-planning, (4) acting and observing, reflecting and so on, as proposed by Kemmis and Mc Taggart (1988:11 cited in Cohen et. al. 2000:229). The process will be stopped in one cycle whenever the researcher finds that the students reach the criteria of success. However, it will be continued to the next cycle if it is not successful to solve the problem. In order to get the initial data before action is done, a preliminary research needs to be done. It is as an additional input of knowledge about teaching speaking in teaching learning process by implementing Videocast in the class.

In this research, a preliminary study was done to identify the problems in the speaking class. An informal preliminary study done during the year of 2011 found out that most students had the problems in engaging a communication. They found difficulty in speaking activity; the students had low motivation and were passive in the teaching and learning process. Then, the students had low speaking ability; the content is not well comprehended, bad diction (choice of words, vocabulary), miss the accuracy (grammar, poor pronunciation, stress, and intonation). Consequently, the students were lack of confidence to communicate in English (they could not speak when they are asked to communicate with others in different context). Therefore, they were not motivated to engage a communication in speaking class and always afraid of making mistakes in speaking activity, although their achievement in English components is satisfying. Then another preliminary research was still needed to get the more factual information on the problems in the speaking class. Therefore, some interviews to the speaking class teachers and class observation was done. The students'

speaking activity also needed to be analyzed. That was why the teacher was assigned to apply the Videocast in the class in the speaking activity before the action research is done.

1. Teaching and learning activity

The method encompasses presentation, practice, and product. It also provides the students with a prompt and direction for speaking activity based on the previously discussed topic. The students in groups/pairs discuss about the video that they have watched and try to make an engagement in speaking based on the situation and condition given with their own sentences. The teaching and learning procedures are Pre-speaking, Whilst-speaking, and Post speaking.

The action in one Cycle is implemented in four meetings. Three stages of speaking activities were addressed; they are Pre-Speaking, Whilst-Speaking, and Post-Speaking. The stages included with two meetings where the first meeting provides the students knowledge and sharpens their skill in speaking as it is in Pre-speaking stage. While the second meeting was made for their performance stage in Whilst-Speaking and feedbacks for their Post-speaking stage.

Pre-Speaking

Pre-Speaking provides background knowledge and context for the students before they engage the activity. The teacher told the students about the learning objectives and the to-do list, showed the Videocast screen to the students, asked the students questions about the topic learned, including finding some important words about the topic, set the students into groups, and gave them models of expression.

At the first meeting, when the teacher asked students to mention some vocabularies related to the topic shown on the screen, some of them opened their dictionaries looking up appropriate words, mentioned in Indonesian, and did not

give full attention to the teachers' question about the shown Videocast because they could barely aware about what had been played from the Videocast for the first time. In case of that some students in the first meeting could find the meaning of some important words about the topic. The topic was actually familiar with them and they had enough vocabularies about the topic discussed in advance. In the third meeting, there was a significant improvement of the students' attention that they have already familiar with the strategy used in the first meeting so they caught up easily in this meeting.

Further, in this stage the students have to practice many expressions and chunks in order to be performed in the next meeting. They practice the pronunciation, delivering question and responding with their pair based on the model Videocast given. The teacher monitors the students' activity while helping them to ease the difficulties during the session. It is hard when it comes up for the first meeting to start and adjust the strategy but it slowly depletes the anxiousness after the students got their own performance on stage in the third meeting.

Whilst-Speaking

Activities in whilst-Speaking relate directly to the speaking material which was intended to improve students' speaking skill included those advanced criteria given. The students were assigned to work in group to find out more about the expressions and chunks that was played on the screen before they perform it in a form of role-play.

It showed that the students had good attention to the Videocast being played. In case of that somehow in the first meeting they lost the expression from the Videocast because they looked up the transcript without seeing the screen. But, in the third meeting, they did not have any of those transcripts so they must carefully listen and watch the screen in order to be acted later on. The students' progress in the whilst-Speaking showed that during the teaching and the learning process, the

students would be easier to understand the material after joining the previous meeting. The students' difficulty in understanding and expressing the idea from the Videocast will be at ease because they can bring the material and transfer the file to their directory storage to be studied at home and it will be performed in the next meeting.

Post-Speaking

The post-Speaking activities provided opportunities for the students to reinforce what they had already learned. This activity also gave the time to the students and teacher to review the grammatical and structural rules of the Speaking material. Asking students' feedback in the post-Speaking was conducted to check the students' responses about the material learned and their interest to the teaching and learning material using Videocast. Seventy five percent of the students after the treatment had big enthusiasm to learn Speaking using Videocast increased from twenty five percent earlier and Eighty five percent of the students love the way the teacher taught them using Videocast improved from thirty five percent of the students at the beginning of the treatment.

2. The Criteria of Success

In order to determine the students' success, the following criteria are used:

Students are able to generate ideas to speak in speaking activity that are used to indicate by their performances. After the implementation of Videocast in the class, it is expected that all of the students reached the score at least 60 equal or above to 64.99 (C+). In the preliminary study, there are still some students got the score below 60. There is only 55% of the students in preliminary study got 60 above or equal with C+ and the rest got lower than 60. The average score was 60.3 with range 0-100. Because of that reason the researcher wanted to improve their score by having score of 60 (C+) at least or above. Considering the fact that the class is heterogenic means that there is students' classification based on their level of knowledge and skill, However the criteria of achieving success is

rendered 100%. It is determined that for Drama subject, the range of score for 55-59 is (C) followed by 60-64 (C+). Thus, 100% of the students must achieve the equal or higher than 60 to be administered as success.

The scoring rubric of speaking is made from the speaking scoring rubric of Hughes (2003). Therefore, the scoring rubric is highlighted as follows:

Table 1. Scoring Rubric of Speaking

Components of Performance	Level	Descriptors	Weight
Relevant Respond (two-way communication)	1	Does not demonstrate understanding of the question, inaccurate, no communication possible, and no rate able language even in the simplest type of conversation.	30%
	2	Demonstrates minimal understanding of question, still inaccurate.	
	3	Demonstrates some understandings of question, accurate.	
	4	Respond clearly and accurately but sometimes requires occasional repetition and rephrasing.	
	5	Demonstrates an accurate and complete understanding of the question.	
Grammar (sentence structure and pattern)	1	Grammar almost entirely inaccurate phrases.	30%
	2	Constant errors showing control of very few major patterns and frequently preventing communication.	
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	
	4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	
	5	Few errors, with no patterns of failure.	
Vocabulary (choice of words, Diction)	1	Vocabulary inadequate for even the simplest conversation.	20%
	2	Vocabulary limited to basic personal and survival areas.	

	3	Choice of words sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.	
	4	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	
	5	Vocabulary apparently as accurate and extensive as that of an educated native speaker.	
Fluency (speed of utterances, chunks, and pitch)	1	Speech is so halting and fragmentary that conversation is virtually impossible.	10%
	2	Speech is very slow and uneven except for short or routine sentences.	
	3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.	
	4	Speech is effortless and smooth, but perceptibly non-native in speech and evenness.	
	5	Speech on all professional and general topics as effortless and smooth as a native speaker's.	
Pronunciation (stress and intonation)	1	Pronunciation is frequently unintelligible.	10%
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	
	3	"Foreign accent" requires concentrated listening, and misconceptions lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	
	4	No conspicuous mispronunciations, but would not be taken for a native speaker.	
	5	Native pronunciation, with no trace of "foreign accent."	

Standards of Scoring	Range of score
Excellent (A)	80-100
Very good (B+)	73-79,99

Good (B)	65-72,99
Average (C+)	60-64,99
Poor (D)	55-59,99
Very Poor (E)	≤55

C. Findings

Based on the result of the students' test, it is found out that the students Speaking skill was improved as expected by seeing the students' achievement from the criteria of success. It means that there was a positive impact of using Videocast towards the increasing of students' ability in engaging the activity. The students' average score in the first cycle is 72.3. All of 20 students got 60 or above (100%) in the first cycle whether in the preliminary study there was 11 students (55%) got equal to or more than 60 which cannot achieved the criteria of success which is 100% got 60 or above.
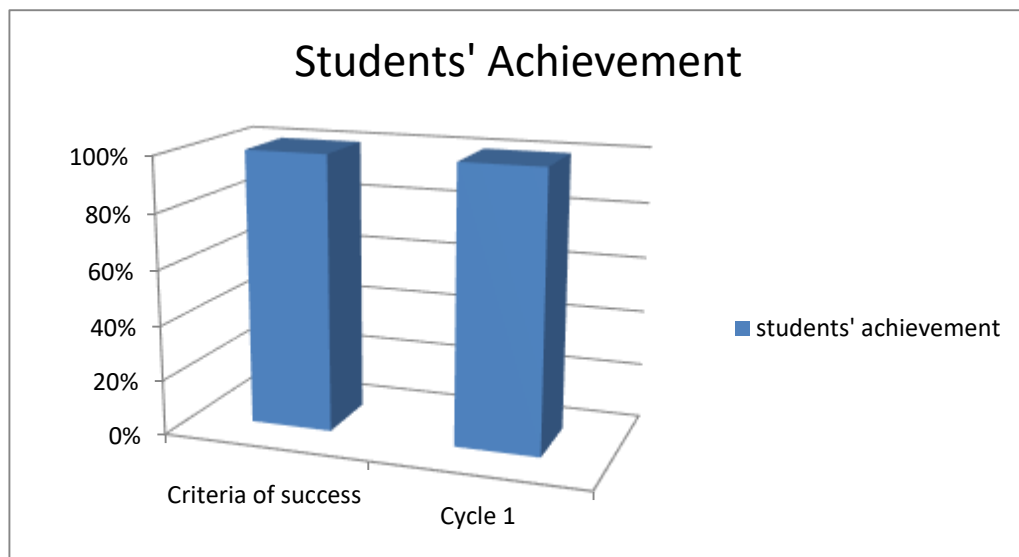

Figure 4.1 Students' Achievement

In the terms of students' attitude and involvement in Cycle 1, it was found that the average score of students' attitude was 25% for the preliminary study. In Cycle 1,

it was found that the average score of students' attitude increased to 75%. The students' involvement was 35% in advance and increased to 85% in Cycle 1. Those data can be seen in the following figure.
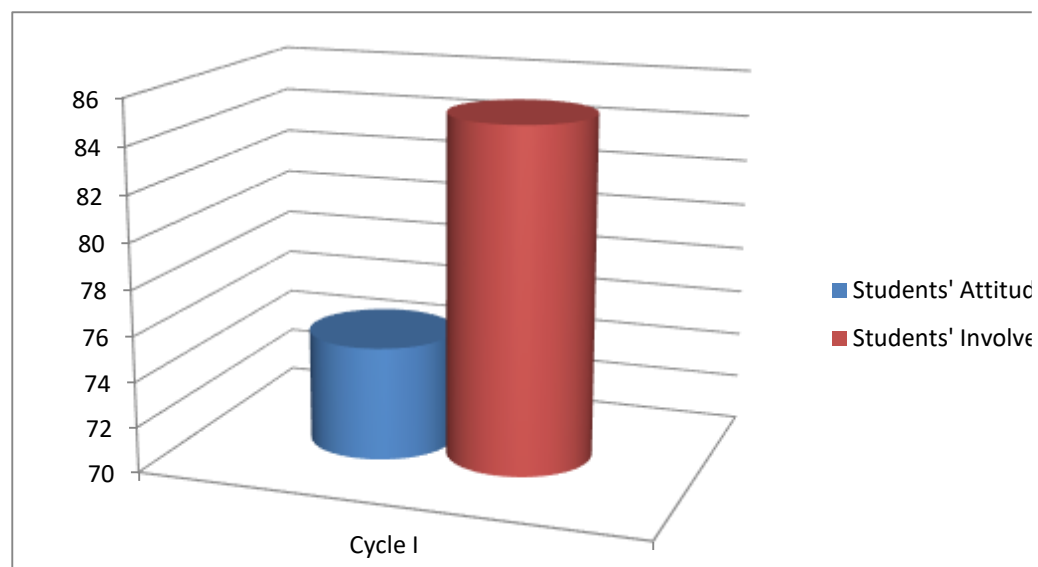

Figure 4.2 The Students' Attitude and Students' Involvement in Cycle I

D. CONCLUSION

This research has examined about the use of Videocast to improve speaking skill of 5C class of English Department students' of IAIN Raden Intan Lampung. Three steps conducted in this study were pre-speaking, whilst-speaking, and post-speaking. Pre-speaking was conducted to activate students' prior knowledge (Schemata) about the issue (topic), performed language by the native, some words and difficult phrases, and brainstorming the topic learnt while looking at the screen. Activities in whilst-speaking were focusing on the play, performances by the students' groups. Post-speaking was conducted by reviewing grammar/structural rules and asking students' feedback. For more practices, the follow-up activities were conducted by asking students to watch the following topic that will be discussed next meeting by giving them a file content videocast downloaded from Internet as an extensive speaking.

The use of Videocast could improve the students' speaking skill and also improve the students' involvement during the teaching and learning process. This instructional media could enhance them in learning English. In addition, the students had positive responses toward the use of Videocast whether in the classroom or outside the classroom. This was proved by the result of the students' test showing the average of students' score was seventy two, and then twenty out of twenty students (a hundred percent) got scores equal to or more than sixty. In terms of students' responses and involvement, it was found that the use of multimedia are really useful and interesting to provide speaking materials for the students containing native speakers' voices as input (authenticity). The combination of sound and video in the multimedia can enhance the development of the students' speaking skills. The students can grasp information faster and feel more confident in dealing with the lesson. With many kinds of materials for speaking instruction used as intensive speaking or extensive speaking materials supported by media for learning speaking and by viewing the message of the target language in Videocast, teachers have many options to creatively plan interactive speaking activities for their students.

E. SUGGESTIONS

The following are some suggestions addressed to English teachers and future researchers.

For English Teachers

Since the researcher has proved that the use of Videocast can improve the students' speaking skill, English teachers are suggested to implement the teaching of speaking using Videocast. This instructional medium can be used as both in intensive speaking and extensive speaking as reinforcement activities to retain the message and rehearse the action as it is authenticity. The teachers should provide a variety of appropriate materials according to their level and provide various

strategies in order to improve the learning process and results. In addition, the duration of Videocast playing should be appropriate with the students' level of understanding and the time allotment.

For Further Researchers

Researchers can conduct more elaborative research studies by developing Videocast materials which are downloaded from the Internet by considering the students' level and their interest using different research design such as Research and Development (R & D) design. Developing research on the use of Videocast in integrated way is also possible. In addition, one of the Videocast facilities is that the students can record and upload themselves, in order that other students can access their performance through the Internet by making a certain blog or site for specific learning in the network. Nowadays, people are familiar with the use of interactive video i.e. Skype and video streaming mode. Researchers are recommended to develop this research by using the recording system of Videocast in the Internet to provide better issues in order to improve the students' interest and their speaking skill.

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