Original Research Article

Implementing Video Recording to Improve The Content of Opening Speech

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ABSTRACT

This study investigated the implementation of video recording to improve the students' ability in presenting opening speech which focused on the content delivery. A classroom action research was used to collect the data from three cycles. The result showed all students could meet the minimum requirement after doing the process of recording their performance for three cycles. It improved the content delivery significantly after looking at and evaluating the video of performance. Students could accomplish the clear purpose of the presentation by introducing the topic clearly, tell the thesis statement and preview the points of the speech. Finally, video recording also improved the students' performance such as movement of gestures and body language, and the eye contact.

Keywords: Video Recording; Content; Opening Speech

1. Introduction

Presenting academic speech in front of many people, even their classmates, makes most students nervous. Numerous researches discussed some problems of speaking for students were caused by minimum vocabulary, poorness of producing utterances, lack of ideas, and afraid to communicate either with friends or teachers (Yunus, 2012); Efrizal, 2012; Wahyuni, 2012; Romero, 2015; Santoso, 2015). Limited resources about teaching academic speaking especially related to presenting good content of the opening speech, this research was proposed to fill in the gap.

Most speeches are usually delivered based on issues happening around the society to clarify the original situations to keep the condition calm. In academic purposes, at school, college, or universities, speech usually takes five to seven minutes, one minute opening, five minutes body, one minute summary and closing. Opening speech means at the very first minute, a speaker begins the speech by introducing the speech generally, not self-

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introduction. A speaker should define the topic, express the issue of the topic and analyze critically the issue and bring the audience to understand the whole context of speech, give understanding about the focus based on the speaker's opinion, and it matches the discussion between the speaker and the audience. So, speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener (Kransch, in O'Malley and Pierce, 1996). Besides, speaking is also defined as a fundamental instrumental act. Speakers talk to gain effects from listeners, assert things to change their state knowledge, give information by questioning, request do things for themselves. It all refers to oral proficiency and is similar to the notion of communicative competence (Clark and Clark in Yunus, 2012).

One of the basic types of speaking according to Brown (2004) is extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is highly limited or ruled out altogether.

Speakers need to organize their thought before speaking. Rybold (2006) offered a linear model organize speech or paper; introduction, thesis statement, preview, body, summary, conclusion. Because this paper discussed about the opening speech, introduction, thesis statement, and preview were used.

The introduction generally aims to attract the audience's attention. Some of the audience is usually still talking when the speaker starts speaking, thus, the speaker must win the audience's focus about the topic discussing. Rybold (2006) suggested stories, statistics, a direct quote, or a joke for presenting introduction.

Many problems happened at the class of **speaking for academic purposes**. Most students are not afraid to make grammatical mistakes, although they still have a lot of errors. Besides, they have collection of vocabulary and understand how to use it. They could not accomplish the clear purpose of the presentation, introduce the topic unclearly, but directly told the thesis statement and main idea.

The researcher told the third semester students of Speaking of Academic Purposes that at the very first 1-2 minutes of the speech, a speaker opens speech by telling the illustration of the common issue. But most of them usually open the speech with greeting, self-introducing, and then telling the topic they want to share. The use of video recording here is to let the students see their weakness and strength when presenting the opening speech.

One student recorded another student's performance, then evaluated themselves what are missing and what are good in their opening speech. Therefore, this study asked how video recording could improve the content of the opening speech for the third semester students who joined Speaking for Academic Purposes class.

Many researches showed that the use of video recording in language teaching is beneficial to increase students' competence in oral presentation. Today, video recording is used in many ways such as uploading videos, posting live video to personal webpages or social media (Guo, 2013; Kırkgöz, 2011; Talanker, 2013; Whatley & Ahmad, 2007).

In line with the development of technology, the researcher thought to use the video-recording to improve the students' ability in presenting opening speech which covered excellent content by evaluating their own performance. Video technology has contributed much to teacher education, particularly as a means of promoting reflection and reflective practice. Attention drawn to a number of potential advantages of integrating technology into face-to-face interaction, and it is suggested that video cameras represent a language learning resource worthy of further investigation (Guo, 2013). Therefore, at the end of the research, the researcher expected to understand how the students could improve the content of the opening speech by video-recording their performance in the classroom.

2. Methods

This research aims to investigate the students' improvement of the opening speech content. The design used is Classroom Action Research (CAR) with the four steps of planning, acting, observing and reflecting as explained by Kemmis and McTaggert (1998). It was implemented to the 26 students of English Education Study Program class A1 who joined *Speaking of Academic Purposes* class.

In planning stage, the students worked in pair, one student of each pair student performed one minute opening speech, and one other recorded the performance; and then switch role. The video camera is needed to do recording. In this case, each student used their personal gadget to record their own performance. The theme was about education system in Indonesia. The students could break the theme into specific topic they like. The criteria of success was determined that all students could meet minimum score 76 of the range from 0

to 100. The scoring rubric was prepared for assessing the content of the opening speech by adapting Rybold's theory.

In acting stage, all students work in pair performing speeches in front of their video camera, recorded by the partner. In observing stage, the data were collected from video-recording, field note and test. The field note was used to collect verbal data as the reports of the students' participation and attitude during the activity of the learning process. The test was used to collect numerical data taken from the score of the preliminary study and the post test. Reflecting stage covered the analysis of the actions during the cycle as the result of the observation by giving feedback, showing and evaluating every single video to the students. The data was analyzed by synthesizing, summarizing and interpreting. The verbal data related to the students' activities was gained from the field note. The numerical data was taken from the individual test.

To assess the content of the opening speech, a checklist is needed. For evaluating the opening speech at advanced level of English, this research used a scoring rubric adapted from Brown's oral presentation checklist (2004) collaborated with Rybold's theory (2006) in delivering opening speech. See the following table.

Evaluation of Oral Presentation
Assign a number to each box according to your assessment of the various aspects of the speaker's presentation.

5 Excellent	2 Fair
4 Very good	1 Poor
3 Good	

Content:
- ☐ The purpose or objective of the presentation was accomplished.
- ☐ The introduction was lively and got my attention.
- ☐ The thesis statement was clearly stated.
- ☐ The main idea or preview was clearly stated toward the beginning.

3. Findings and Discussion

The research was finally done in three cycles which consisted of four meetings, so the total number of the meetings was twelve. The topic the students had to present at the first cycle was about *Implementing Full Day School in Your City*. At the second cycle, the topic was *Education in Indonesia*, while the third cycle, the topic was *The Use of Technology for Education*. The following diagram 1 is the report of each cycle.
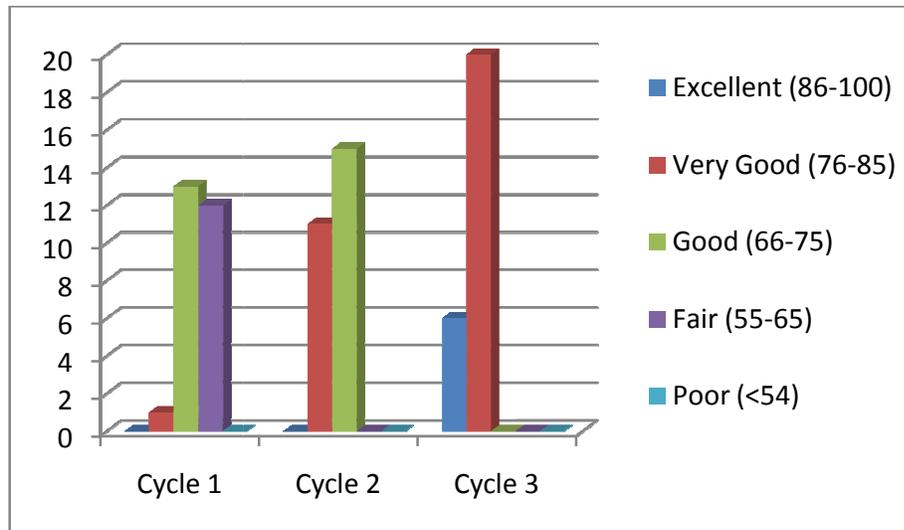
Diagram 1. the report of cycle 1, 2, 3

Based on the diagram above, we can see that in cycle one, there were only one student (3.8%) whose score was above 76. On the other hand, there were 13 students (50%) got 66-74, and 12 students (46.2%) got under 64. This data showed that the implementation of video recording at first cycle was not very successful because the students' score was far from the expectation. Therefore, the researcher decided to continue to the next cycle. Next, in cycle two, the increase of students' competence in delivering opening speech with good content was significant because there were 11 students (42.3%) got above 76, and 15 students (57.7%) got 65-75. The researcher thought that 57.7% was not good to measure the successful of learning process, that is why the researcher decided to continue the next cycle. Finally in cycle three, the researcher was amazed due to the achievement made by the students. The research was finally successful because 100% of the students reached above 76.

The research finding above showed that all students met the minimum requirement after three cycles. It showed that the implementation of video recording can increase the content competence in delivering opening speech. The process of those tree cycles is discussed in the following paragraphs.

The scoring result of the first cycle was not good. In delivering the opening speech, most students directly introduced themselves and then directly said the thesis statement and the preview without giving any introduction in stories, quote, statistics, or even joke. Therefore, the students' score could not meet the minimum requirement. The

following table is one of the examples about the student's way in delivering the opening speech.

This is in line with Devi & Krish (2016) who investigated video recordings of oral presentation showed that the participants had reflected more on their weakness rather than their strength, but the activity had been very meaningful and motivating and has enabled these limited users of the language to be enthusiastic and critically engaged in activities related to oral presentation. Thus, the researcher expected the students could enjoy doing and evaluating the task so that they can improve their ability in presenting good content of the opening speech.

The unique things in this cycle were that the students were enthusiastic when looking at their face at the camera. They smiled several times before starting to deliver the opening speech. They were such nervous and shy looking at their own faces in front of the camera that had to retake several times to start the speech. Yet, by looking at their own performances from video recorded, they realized the mistakes in presenting opening speech and then evaluated the mistakes and fixed it.

There was only a student who could pass above 76. She did the opening speech well. She introduced speech with a story, continued with thesis statement but no preview. So, the researcher showed her video to the class, told them what made her content good in opening speech, and asked the class to apply it with their speech. The researcher motivated the students to control the smile and nervousness. Smiling is good in appropriate time and place in order that the content of opening speech could be effective around one minute. In addition, the researcher also told the students that being nervous was good because it indicated that the students were serious in preparing and presenting the content of the opening speech. It was true that speaking has some macro-skills (Brown, 2004). First is to accomplish communicative functions according to situations, participants, and goals. Second is to convey links and connections between events and communicate such relations as focal and peripheral ideas, events, and feelings, new information and given information, generalization and exemplification. Therefore, the researcher explained and emphasized again the way to deliver the opening speech to produce good content (Rybold, 2006).

Telling stories is the easiest and most effective type of introduction. Every speaker practices telling stories without reading so that the speaker can improve good

delivery, eye contact, and vocal variety. On the other hand, the speakers can begin the speech with an important statistic which supports a case. A powerful statistic helps the audience understand the importance of your subject. Telling the source of statistic increases the speakers' credibility. Otherwise, some speakers like to start their speeches with humor. Telling a joke increases the audience's interest and makes the speaker likeable. The speaker has to make sure the joke fits to the topic and make people laugh.

The researcher explained the linear model to organize the opening speech offered by Rybold (2006) which consisted of introduction, thesis statement, and preview. After introduction, the speaker needs *thesis statement*, a sentence which tells the topic and purpose of the speech. Although speeches involve different topics, Rybold stated three purposes: to inform, to persuade, and to entertain. As this study is to investigate academic speaking, the purposes used are to inform and to persuade. **Speech to inform** means educating the audience about the subject, demonstrate how something works or how something is made, and give report on a specific subjects. The thesis statement could be: "Today, I am here to inform you about…" Next, the **Speech to persuade** means changing people's thought, identifying some problem that need to be solved, telling the audience how to reduce or solve the problem. The thesis statement could be: "Today, I am here to tell you what we must do to care of the problem of…" Once a speaker has told the audience the purpose of the speech, he/she needs to tell how the speech will meet that purpose by stating a preview of the main three-to-five main points. For instance: "First, I will talk about the problem. Second, I will discuss the causes of the problem. Third, I will tell you the solutions to take care of this problem."

The second cycle showed that the students were more confident. They smiled more appropriately, and minimized the nervousness. The activity was more meaningful because the students focused on fixing their previous mistakes in delivering the opening speech by watching the video recording. All those eleven students introduced the topic with stories, facts from news, articles, or issues happening at recent times. Then, they continued with thesis statement and preview. Almost 50% of the students could pass the minimum requirement score which meant they could deliver the opening speech well. This fact did not make the researcher satisfied because the target was all students could meet the minimum requirement score 76.

Again, the researcher showed the video of the students who had passed the requirement compared to those who had not passed and the analyzed them. The students who passed the minimum requirement presented the opening speech nicely by telling stories at the beginning of the opening speech introduction and then mentioning the thesis statement.

Comparing to those who did not pass the minimum requirement, the students did not present chronologically the stories when doing the introduction even though they wrote the opening speech on a script and then memorized everything. So, the researcher guided them to write the script of the opening speech chronologically. In addition, they forgot many things when speaking in front of the audience. The main problem is that they have to move on from memorizing the script, and learned to speak impromptu about the same topic but with different version. For example: in this cycle, the topic was about the education in Indonesia. Students should not write any script but write the outline, what story to introduce the topic, state the thesis statement, and write three points of preview. Then, they could practice speaking with that outline, practice again and again. No matter they presented the opening speech differently but they can present the same topic and the same content.

The researcher still believed that the linear model to organize the opening speech offered by Rybold (2006) which consisted of introduction, thesis statement, and preview could help the students to deliver good content of opening speech. By having those organizations, the researcer expected that the students could to attract the audience's attention by telling stories with good delivery, eye contact, and vocal variety in presenting opening speech. In addition, mentioning thesis statement either to inform or to persuade, and giving preview by stating some points at the opening speech could bring the audience on the right track of the whole speech. Therefore, the second cycle was conducted.

In the third cycle, the researcher was amazed that all students could meet the requirement, some reached minimum requirement, and some others did excellent. After practicing what had been evaluated in cycle two, the fifteen students could finally present good content of their opening speeches. There were two ways how they could deliver good content of the opening speech. First, some of the students practiced one topic with different version; second, some other students memorized every single word

on the script and the presented in front of the class. There were some other improvements that the students made in delivering opening speech. They used gestures and body language well, and performed with good the eye contact. It showed that the use of video recording not only improve the content of delivering opening speech but also improve their confidence to speak in front of public.

Those improvements are in line with Kirkgoz's (2011) who conducted a study on the first year student teachers of English in Turkish higher education indicated the use of video camera, as a technological tool, had a positive impact on students' viewing and critically evaluating their speaking task. Another research conducted by Whatley and Ahmad (2007) showed that video can be used for supporting teaching and learning is given, the ways in which we used video are presented followed by the discussion of some issues relating to producing summary length video. (Guo, 2013) stated that the use of video recording can be a useful tool in improving students' classroom presentation high quality visuals has been perceived by the students to improve their learning.

So, it was right when Talanker (2013) stated that the use of video recorded lessons in research, training and professional development has developed greatly in recent years following efforts invested in understanding teaching, in teachers' knowledge, in classroom dynamics in different content areas.

4. Conclusions

The use of video recording towards the students who have problems in delivering speech was extremely significant especially in improving the content of the opening speech. Recording the students' performance help them evaluate their competence to perform better in front of public. In case of competence, the content of the opening speech could be improved by checking and discussing with partners about the performer's mistakes. In case of performance, the way the students delivered the opening speech was completed with the movement of gestures and body language, and the eye contact.

As this research discussed only the content of the opening speech, the researcher expected that other researchers could continue investigating the use of video recording to improve grammar, fluency, vocabulary, used in delivering the opening speech. Not only

that, in some other cases, other researchers could investigate the use of video recording to improve the content of the whole speech.

Acknowledgments

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