

IMPROVING STUDENTS' ENGLISH PRESENTATION SKILL THROUGH USING VIDEO GUIDED COMMENTS

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	The global need to shift some practices from face to face to online learning or hybrid learning. The way of learning creates new issues for students to collaborate remotely and new challenges in the process of language teaching. Presenting skill as a part of speaking activity is essential to make sure that ideas can be delivered to other people without misunderstanding. The limited time for students and teachers to talk about their presentation performance made it difficult to improve their skill. Using A video application integrated with comments lessens the time giving feedback for a big class, the lesson is done through collaborative learning to help improve students' presentation skill. The study was conducted to know whether using video application and peer-to-peer guided comments through asynchronous activity could improve presentation skill for EFL students. Through a mixed method research approach the students experienced during the task was tried to be understood. First, the students' interaction using comments that were guided by four criteria in a 1–2-minute presentation was monitored, and open-ended questions were asked. Following that to provide additional data, questionnaires were administered to 50 students to know more of how the collaboration through guided comments improve their presentation skill. The result showed how the guided comments helped them and the criteria that was mostly helped using this approach.
Keywords: Presentation skill, collaborative learning, guided comments, video application	
	Abstrak
Kata Kunci: Keterampilan presentasi, pembelajaran kolaboratif, komentar terpandu, aplikasi video.	Meningkatkan Kemampuan Presentasi Bahasa Inggris Siswa melalui Pembelajaran Kolaboratif dengan Komen yang Dipandu dalam Aplikasi Video. Lingkungan kehidupan global memberi kesempatan dan memungkinkan adanya transformasi beberapa strategi pembelajaran dari pembelajaran tatap muka ke pembelajaran daring atau pembelajaran hibrida. Hal ini selain memberikan kesempatan kepada mahasiswa untuk bisa berkolaborasi jarak jauh juga melahirkan beberapa tantangan baru dalam proses pengajarannya. Keterampilan menyajikan pemikiran, pendapat dan ide melalui presentasi sebagai bagian dari kegiatan keterampilan berbicara sangat penting untuk memastikan bahwa pemikiran, pendapat dan ide-ide tersebut dapat disampaikan kepada orang lain dan diterima dengan efektif tanpa kesalahpahaman. Penggunaan aplikasi video yang terintegrasi dengan komentar yang dipandu mempersingkat waktu pemberian umpan balik hasil presentasi untuk kelas besar, pembelajaran dilakukan melalui pembelajaran kolaboratif untuk membantu meningkatkan kemampuan presentasi siswa. Penelitian ini dilakukan untuk mengetahui apakah penggunaan aplikasi video dan komentar <i>peer-to-peer</i> yang terpandu melalui aktivitas asinkron dapat meningkatkan keterampilan presentasi siswa EFL. Melalui desain metode campuran, bertujuan untuk memahami interaksi siswa dalam melaksanakan tugas. Pertama, memonitor komentar siswa yang dipandu oleh empat kriteria dalam presentasi selama 1-2 menit, dan pertanyaan yang terbuka pun dapat diajukan. Setelah itu, kuesioner diberikan kepada 50 mahasiswa untuk mengetahui lebih jauh bagaimana kolaborasi melalui komentar terbimbing dapat meningkatkan keterampilan presentasi mahasiswa. Hasil penelitian menunjukkan bagaimana “metode komentar terpandu” dapat membantu mahasiswa dalam meningkatkan keterampilan presentasi dan kriteria yang paling membantu menggunakan pendekatan ini.

Introduction

The pandemic that happened in most parts of the world has changed traditional classroom learning to online learning. Many problems have arisen since the beginning when students could not have face-to-face study that forced teachers to be more creative in creating the lessons, and students also must adapt to the new way. There are many problems linked to the learning process in a class with a significant number of students. Problems varied from the difficulty in conducting practices, monitoring the lessons and the limited capability and connection problem in using video conferencing applications, such as zoom and google meet. Another difficult part was giving feedback because the pair or group was not monitored fully through class conferences due to connection problems.

This study was conducted upon seeing the difficulty of some teachers when teaching presentation skills to students in a big class. They had problems in giving feedback to their students. The limited time made teachers unable to spend a lot of time giving face-to-face feedback. However, giving feedback was an essential part of the learning. Teachers had to try to incorporate this activity even with the limitation of time. Adaptation by both teachers and students was really needed. Robert (2004) said that group-work which encourages collaboration was developed to tackle a situation. It will also enhance teamwork which would benefit the future of university students. Razali, Ahmad, & Noor (2020) also recommend collaborative learning methods for online learning where students have to be fully responsible for their own learning outcome. They emphasize the importance of interaction between students as well as interaction between students and lecturer during online learning.

The researchers also looked at whether technology-assisted in task-based language learning using peer comments, as a part of collaborative learning, based on guided rubrics could help to improve students' speaking skills. Reinhardt (2019) in his study mentioned that the future of learning language could be using social media. Yeh (2019) said that students improved their speaking skills significantly from getting peer feedback with guidance from the teacher. However, their comments were sometimes still unclear or implicit. Nicolini and Andrew (2017) mentioned that online peer feedback significantly influenced the students' speaking skills and development. In the tasks assigned to students, after students upload their video, they have to collaborate with their peers to give feedback based on the teacher's guide in the form of a rubric to achieve their goal to improve their 1–2-minute presentation skill for an IELTS speaking test. The task used Soqple, a mobile application that still underwent a trial period by the developer. In a learning process, students have choices of strategies to possess a skill that they want. Cohen (2014) mentioned that learners chose the strategy they used to improve their language skills. Knowing that they could select the strategy, so there was a possibility that they could be autonomous learners with a teacher's guide. Reinders (2010) said that a long process was needed to create an autonomous learner student. The process should start by creating the willingness of the students to learn by themselves. A teacher should guide them so they can reach the aim of the learning. After that, they must know their goal, so they know how to be better at that skill.

The researchers applied the concept of collaborative learning for the tasks in the study. This concept has been widely used for many years in the teaching-learning process. Learning together can bring advantages, such as a higher transfer of learning and more time on the task (Jolliffe, 2007). It is believed that critical thinking, adaptability, and self-evaluation are essential skills that must be taught in a higher education context (Candy, Crebert, & O'Leary, 1994). It could be seen that giving comments based on rubrics to other friends' video presentation represents a shift towards incorporating collaboration into realistic contexts that develop skills

learners can transfer to the real world (Robert, 2004). Based on the previous research this study looked at how collaborative learning through guided comment helped them to understand their weaknesses in a presentation.

Video comments from peers could help students with their speaking skill. However, the instructor/teacher should guide them so they could know what to focus on when they give feedback. The researcher wanted to know whether peer feedback using guided comments on a closed platform video application could help the students to improve their speaking skill. The result of this study could help a large class to conduct speaking feedback.

Methodology

The study began with a research question of “How guided comments using rubric as a part of collaborative learning using a video application could help students to improve their mini presentation skill?”. It was conducted at a private university in Tangerang. It is conducted for one semester from March to June 2021. The instructor was also one of the people who conducted the study.

The design of this study is using a mix method research design to know whether the activity helped the participants to improve their mini presentation skill. Mix method data is chosen to get the strength of both quantitative and qualitative data (Creswell, 2012). Quantitative data will be used to describe a trend, while qualitative data can be used to know people’s thoughts more deeply. The researcher chose embedded design because both quantitative and qualitative will support one another.

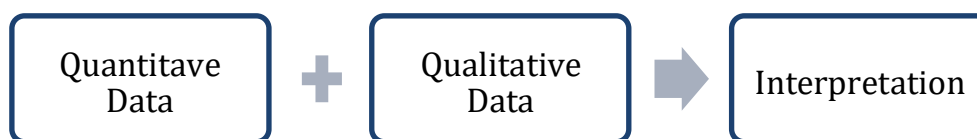


Table 1. Research Design

a. Participant

The D of this study were 56 Business major students who took IELTS Proficiency class in the 6th semester. Most of the participants possessed an intermediate level of English Proficiency according to the CFER, which is supported by a band score of average 5,8 on the first mock test.

b. Instrument

Video application

The video mobile application Soqql and its features were used in the study. This application was used because it was a close platform application – no other people outside the class can access the class without permission. The task was in the form of a mini presentation about describing a place, an event, and a person. After that, students were given an instruction to upload a video and a rubric to guide them when giving comments on their friends’ mini presentation video.

Rubric

The key to this task was the rubric used to guide the students when giving comments. Presentation skill was linked to speaking skill, so the rubric used was adapted from IELTS Speaking Rubric (Public Version). In this rubric there are 4 criteria that a student must meet when completing a task. Those criteria are *Fluency and Coherence*, *Lexical Resource*, *Grammatical Range and Accuracy* and *Pronunciation*. The rubric criteria then were broken

down into questions according to the criteria. Students used the questions to guide them to do the speaking task and to give feedback to their peers.

Fluency and Coherence	Vocabulary	Grammar	Pronunciation
How was your fluency? Too slow? Too fast? Did you pause a lot? Was there any hesitation? Did you use connecting words to talk about your idea? (such as first, then, also, another thing, because, although etc.)	Did you repeat the same words often? Did you use word you don't hear often? Did you paraphrase the question?	Was the usage of basic tenses, correct? (e.g., past for things happened in the past etc.) Did you use variation of simple and complex sentences? Did you make many errors?	Was it easy for you to understand your own words and grasp the meaning? Were there any words that you said made yourself confused? Do you think you say the sentences naturally?

Figure 2. Speaking Rubric
adapted from IELTS speaking test descriptor (Public Version)

Interview

At the end of the semester an interview using open-ended questions was conducted. Students responded through written form. In this step, a certain number of students that used video recording in the learning process were asked about their experience. The questions were aimed to know the students' view about using video with guided comments and how it improved their speaking skill. Some of the answers were given in their written mother language.

Questionnaire

An online survey using Linkert scale was given to know what part of the comments based on the teacher's guide from their peers were helpful for them to improve their presentation skill for the next task. The survey was limited to the 4 criteria that were used as the base of the question. The four criteria are fluency and coherence, vocabulary, grammar and pronunciation. Fluency and coherence looked at the delivery of the presentation itself. Vocabulary was focusing on the words students used when they present. Grammar concentrated in the structure of the sentences and tenses. Lastly, pronunciation was more to the stress and intonation that were used by students.

c. Data Collection

The data collection was divided into two parts – during the activity and after the activity. The activity (table 2) task question was an adaptation from a speaking part 2 of IELTS. In this part of the speaking test students must give a monolog based on the question for 1-2 minutes. It required the students to give a mini presentation that included introduction, body, and conclusion. After the task finished, other students would give comments at the comment column of the video. The last part of the task required the students to reflect on their work based on their friends' comments. The students' video comments and reflection were then collected and analyzed. After the activity the students were given an interview and questionnaire based on the activity they did.

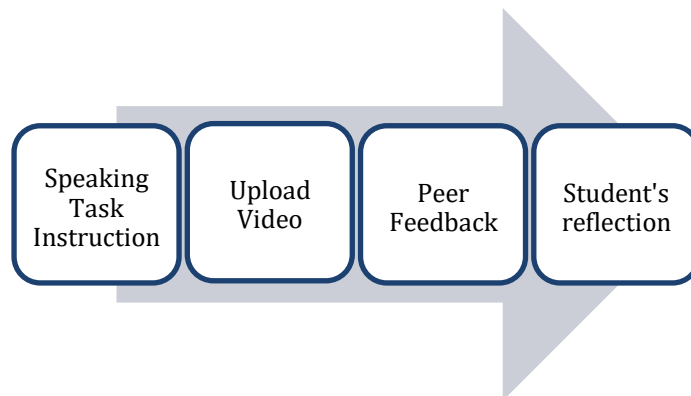


Figure 3. The task sequences

d. Data Analysis

The data were collected from the video feedback comments that included their peer comments and the students' reflection and interview. The answers then translated into English and continued to be categorized and coded. Finding keywords from all 56 students' answers was the way the researcher found the similar pattern. The questionnaire was used to see the trend to support the qualitative data.

Finding and Discussion

The Finding is based on the aim of the research whether a guided comment using a rubric can help the students to improve their speaking skills in a mini presentation. The study used the IELTS speaking rubric public version to evaluate the students' speaking skills and the rubric to guide their comments. The comments are guided by questions for each criterion. This is a way for students to know what to write in the comment box.

The interview open-ended questions asked the students to talk about what their likes and dislikes were about feedback comments that were given by their peers. The first question was about students' likes about the peer guided comment feedback. The words *improvement* and *development* of their speaking skill were the most mentioned words in the answers that they gave the researcher. The comments were helpful, and they could see the small mistakes that they have made.

They could realize that they made mistakes from what their friend pointed out. *"With feedback from friends, I realized that there were some small mistakes that I unfortunately missed, for example, I was too fast when I spoke or I spoke too long. Plus, a lot of feedback that is more constructive in nature, such as providing motivation to maintain my already good abilities or improving again due to small mistakes."* and *"I know where I went wrong and know what I should do for my speaking assignment"*

The guided comment also could make them know exactly where to improve. *"Honest, giving corrections for further improvement, so I know which part to improve"*. *"Because we are blind to our own blindness. Therefore, feedback is a really good method that I think can develop my speaking skills."*

Some answers also showed that the comments were supportive and constructive. *"Feedback from friends is very supportive with constructive criticism and suggestions so that I can develop my English-speaking skill."* *"The way my friend appreciates my efforts in making videos and the advice given can help me improve my speaking skills."*

There are also answers that giving comments was also helpful and gives them the satisfaction of helping someone. *“It feels good to be able to provide improvements to people so they can become better”*

The second question was talking about their dislikes about the guided comments. Most of their answers said that they have nothing against guided comments, however, some said that not all feedback was useful, and the feedback were repeating what other friends have said. *“Sometimes the feedback only follows from other people’s feedback (benchmarking from other people’s feedback)”*. Another problem that they had was insecurity, they were a little shy when their speaking assignment was watched by their peers. Bias and dishonest comments were something that could be read from the students’ answers. The student’s relation could also affect the comments that they gave. *“Maybe sometimes there are some who don’t like to give feedback because they are not close, so the feedback is not too honest.”* Maybe some also only gave positive feedback, and some do not like it. *“Feedback given was not serious, discouraging, or only praising/giving positive factors without pointing out mistakes or shortcomings.”*

The next data came from the questionnaire to find out more about the criteria of the rubric that helped their presentation performance. The first graph (Figure 1) shows the answers of how useful reading the feedback comments from their peers. *Grammar Range and Accuracy* and *Pronunciation* were two criteria that all students said that the feedback was useful. *Vocabulary usage* was the second most useful and pronunciation was the least. This could reflect on which criteria students needed feedback from. The parts that students found useful might correlate to the difficulty that they had. This can be seen in Fitriani and Apriliaswati (2015) study that investigated speaking problems for third semester English students and found that there were linguistic (grammar, vocabulary, pronunciation) and psychological (lack of self-confidence, anxiety) problems in speaking performance. We could see that grammar and vocabulary were two criteria students had problems with.

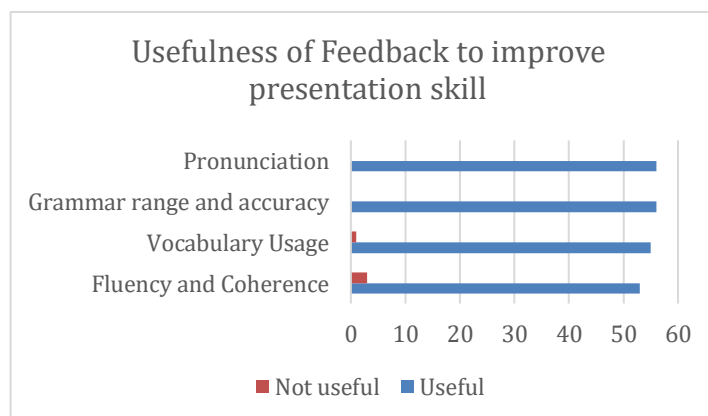


Figure 4. Usefulness of Feedback to improve presentation skill

Furthermore, the second graph (Figure 5) shows the answers to how difficult giving feedback were. From this question more than half of the students, 36 students, answered grammar range and accuracy and vocabulary were difficult feedback to give. *Fluency and Coherence*, and *Pronunciation* were two least criteria that they found difficult, both with 50 students answered it was not difficult. These answers were in line with the answers of the next graph (Figure 6) that shows time allocation to give response on the task. *Grammar range and accuracy* most students needed a lot of time to prepare. We could see that almost half of the students chose the grammar range and accuracy took the most time to prepare. This was also the case with vocabulary, even though not many said it was difficult, it had a smaller number

of people who said it was easy compared to *grammar range and accuracy*. These two criteria would be the two top criteria that students had problems with.

Moreover, 22 from 56 students said fluency took the least time to prepare and pronunciation also had the same trend. However, *fluency and coherence* had more students answering that it was 'very easy' to prepare compared to pronunciation. It showed that they still consider taking some time on pronunciation.

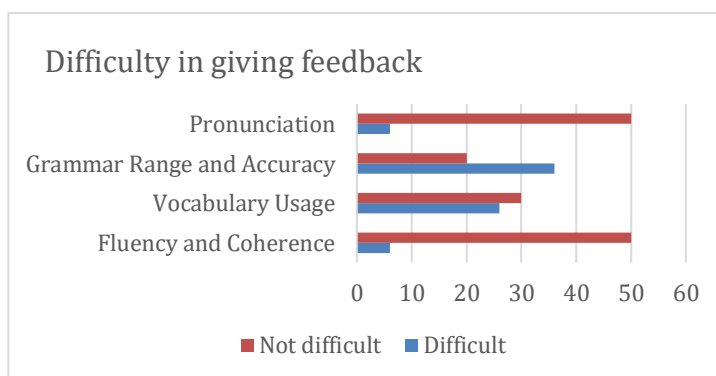


Figure 5. Difficulty in giving feedback

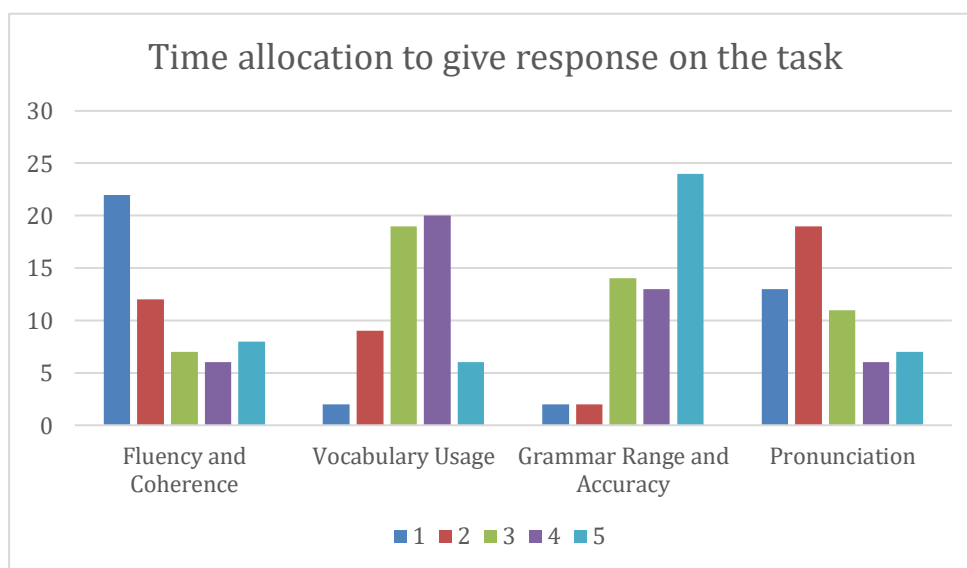


Figure 6. Time allocation to give response on the task

From both types of data, we could see that students said that guided comments were helpful for them to improve their presentation skill. *Grammar range and accuracy* as the most difficult in giving feedback and took a long time to prepare was also mentioned to be the most useful for them. The comments could develop their speaking skill and they could find their mistakes that were invisible to them. We could also see that when giving the comments they found it was difficult to give feedback on the criteria that took them longer to prepare.

Conclusion

Students welcomed the idea of guided comments that were given by their peers. The comments were able to make them know the mistakes that they did not realize. Comments were also to the points that they needed to improve. Further questions showed that students had

problems in *grammar and accuracy* and *vocabulary* when doing speaking tasks. In those parts, students took longer to prepare when doing the task. And they found it was useful when feedback was given in the areas that they had difficulty. We also must consider that some students might be reluctant to give honest comments to their peers. It was interesting to look at the future in developing rubrics that are broken down into questions to help students improve their speaking skills. The use of technology to upload videos that helped the learning process is important. This study was limited to students with intermediate level of English. So, further study will be needed to know the type of rubric that could be used in all levels of English Proficiency to improve their speaking skill.

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