

PROMOTING LEARNERS' AUTONOMY THROUGH VIDEO RECORDING IN PUBLIC SPEAKING CLASS

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ARTICLE

ABSTRACT

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The change in the learning system from the previous teacher-centeredness to learner-centeredness makes the students demand to take responsibility, manage learning, and implement knowledge to become autonomous learners, especially in speaking class. However, in learning to speak, teachers dominate most learning activities, making students passive to take their responsibilities. Because of this problem, teachers must be innovative and engage students in interactive learning activities to make them active by using technology. One of the ways is through video recording. Previous studies claimed that students who used video recording in speaking class improved their speaking competencies and self-confidence. Nevertheless, previous studies mainly focused on students' speaking competence rather than learner autonomy. Hence, this study aims to investigate learner autonomy in speaking class with video recording. The participants of this study were an English lecturer and students taking a Public Speaking Class at one university in Surabaya. During a series of data collection activities, the researcher observed how the lecturer introduced video recording implementation and did the interview to know how the students implemented their autonomy in learning speaking through video recording. The result showed that the lecturer was active in encouraging students to develop their learning responsibility and independence by implementing reactive autonomy. As a result, students delivered speeches on video recording through the learner autonomy stages properly.

INTRODUCTION

The topic of learner autonomy has often been discussed in foreign language teaching because of its focus from the previous teacher-centeredness to learner-centeredness (Shi & Han, 2019). They stated that implementing learners' autonomy makes the teaching and learning process effective. This effectiveness becomes the ultimate goal of a language teacher to encourage students to be autonomous learners (Alonazi, 2017; Khoosf & Khosravani, 2014). Therefore, teachers expect students to be responsible, manage learning, and apply their knowledge to become autonomous learners in the learning process.

According to Lengkanawati, learner autonomy is the ability of to make decisions about choosing their learning aims, setting subjects, choosing methods and strategies, tracking processes, and evaluating procedures that have been achieved (Lengkanawati, 2017). Borg and Alshumaimeri also defined learner autonomy as the process of involving students in deciding and evaluating what they are

learning (Borg & Alshumaimeri, 2019). By those definitions, all decisions and learning activities that students have taken must be carried out with full responsibility. In short, learner autonomy is about how teachers can directly involve students in teaching-learning and make them aware of everything in the classroom related to all processes.

Benson stated three stages of controlling learners' autonomy: learning management control, cognitive process control, and learning context control. Learning management control is where students utilize several strategies to assist their learning process. The strategies are divided into metacognitive, cognitive as well as socio-affective. Next, cognitive process control is where students control their psychology in the learning process. The control is influenced by three other factors, including reflection, attention as well as metacognitive knowledge. Moreover, learning context control is where students have the opportunity to determine learning objectives and apply the learning to the language of communication and interaction. In addition, there are also two types of autonomy: reactive and proactive (Benson, 2011).

In Indonesia's teaching and learning system, learner autonomy has become an unfamiliar concept for teachers and students (Lengkanawati, 2017). She argued that it is different from the western context, which has implemented learner autonomy as a learning strategy for learners to become independent rather than just focusing on learning situations. Relating to this issue, Yuliani and Lengkanawati asserted that most student learning activities in Indonesia are teacher-driven (Yuliani & Lengkanawati, 2017). It means that the teacher still dominates the process of learning. Students only need to do what the teacher wants them to do. Thus, students become passive in taking responsibility for their learning.

Other issues that influence language learner autonomy in Indonesia are a national curriculum, many students, and limited time in class (Suharmanto, 2003). Indonesia's educational environment is mostly one class consisting of more than 25 students (Lengkanawati, 2016; Ramadhiah & Lengkanawati, 2019). With such a big class, developing higher-order thinking skills among students becomes challenging. As Suharmanto mentioned before, it is also supported by the limited time in the classroom (Suharmanto, 2003). He explained that the percentage of students' time in class is small, so they study more often alone or with friends outside of class. Thus, the teacher must be able to compensate for the limited time in language learning with activities outside the classroom.

In the language teaching-learning process, students need to achieve the four English skills; listening, reading, writing, and especially speaking. Speaking becomes an essential skill for communication. Speaking is a way of expressing one's thoughts that reflects social behavior. According to Tokoz-Goktepe, speaking is recognized as the most troublesome skill to do (Tokoz-Goktepe, 2014). On the other hand, people have to express words verbally because speaking is a socially specific oral discourse utilized for particular purposes and contexts (Nazara, 2011). Therefore, speaking can be defined as language production to communicate with others close to daily life activities.

When learning a language, speaking plays an essential role for students. Speaking skill is required for language practice to help them enhance their language comprehension (Shabani, 2013). According to Richards, speaking is classified into three categories: (1) talk as interaction, which refers to casual conversations between people in everyday life, (2) talk as a transaction, which refers to a specific situation to be completed and focuses on people clearly and correctly understood, and (3) talk as performance, which refers to a situation where people must speak publicly (Richards, 2008). Then, one example of the third category is public speaking. Public speaking is the activity of a speaker standing in front of an audience to deliver a speech in a structured way either to persuade, inform or entertain them (Yee et al., 2014). Public speaking is like a presentation where the difference is only in its purpose for commercial or academic. For academic purposes, students usually represent public speaking that they have to speak to the audience and be the center of attention. Hence, students must have public speaking skills (Al-Tamimi, 2014). Public speaking has become one of the compulsory courses in that students must be enrolled, especially those in the English Education major (Studi, Pendidikan, & Inggris, 2021). This course is designed to assist them in preparing and delivering practical public

speaking skills in prepared and impromptu speeches. In addition, the nature of prepared and impromptu presentations, stages of the speech-making process, verbal and non-verbal communication methods, speech analysis through the matrix, and effective presentation tools are all things that will be learned in public speaking, especially in public speaking class.

However, in public speaking, students typically feel anxious when they try to develop a language by speaking a foreign language. Juana stated that several psychological factors affect students' speaking skills, such as fear, embarrassment, nervousness, and less motivation (Juana, 2012). In this situation, the teacher is responsible for assisting them in practicing speaking English in class. Therefore, one way of those problems is to use media technology while teaching speaking. Students will feel more confident and enjoy speaking if they have access to it. In addition, the teacher must be innovative and able to engage them in interactive activities to like speaking in class. Various types of media technology can help students in speaking confidently and fluently.

On the other hand, technology nowadays plays a significant role in our lives (Ottenbreit-Leftwich et al., 2010). Media technology is most likely one of the impacts of technology in education as a medium for students to improve their learning (Li et al., 2019; Melvina et al., 2021). Menggo et al. proved that many speaking classes have extensively applied multi-media technology to practice speaking inside as well as outside the English classroom realm (Menggo et al., 2019). It means that using technology in the speaking class can improve students' speaking skills and apply them in the real life-realm, both inside and outside the classroom. Anas stated that many worldwide ELT practitioners are interested in using video-based materials to learn English in this digital age because teachers and students now hold broad access to technology tools, including tablets, digital cameras, iPads, and Android-based smartphones used for learning activities (Anas, 2019).

To promote the development of students' learner autonomy in speaking, video recording can be the media and the activity that can be applied, especially in public speaking class. The activities involve students' participation in video projects that encourage their learning experiences and active learning. Moreover, Naqvi showed that video recording supports students' learning to construct new knowledge and increases their motivation to learn actively and independently (Naqvi, 2015). As a result, they become an autonomous learner. Students who use video recording in speaking class improve their speaking competencies and self-confidence (Anas, 2019; El Mortaji, 2018; Menggo et al., 2019).

Some previous studies will be explained related to investigating learner autonomy and video recording. The first research from (Tran & Duong, 2018) focused on perception (EFL learners) regarding elements affecting the improvement of learner autonomy. It investigated exploring positive and negative aspects to promote EFL learners' autonomy by using a writing course with portfolios. The study showed an improvement in autonomous learning skills shown by students by using portfolios. It gave students advantages such as self-reflection and awareness of learning, self-management ability, self-assessment, and decision-making abilities. Despite this, some students had other opinions where they felt that using a portfolio was not very useful because they needed to spend adequate time preparing and spending more money. The second research by (Lynch and Orr, 2016) also did a similar which wanted to know whether autonomy learning can be used in a university classroom by using group roles. It discussed finding ways to promote learner autonomy during group project completion. The researchers believed that collaborating with students would help them be more active in learning, especially in writing class. The result showed that group work was used as a teaching method to help learners improve their autonomy to be responsible in making decisions. The last research was conducted by (Menggo et al., 2019), which aim was to investigate the effect that self-recorded videos have on the competence of English language academic and student affective factors in the teaching-learning process. They argued that self-recorded videos provided facts, including making more aware of paralinguistic roles in communication, supporting student self-confidence and motivating force, overcoming their discomfort and fear in academic speaking.

There is one similar topic between this study and the previous studies is learners' autonomy. However, there are some differences in the activity and focus. The first and second studies used a portfolio and a group presentation in writing class. Meanwhile, the third previous study discussed the

use of video recording on students' speaking competence but did not discuss learner autonomy. According to the explanation above, it is necessary to research students' learner autonomy in speaking class with video recording. The current study will focus on individual work rather than group work. English Education students at one university in Surabaya who took a Public Speaking Class course were chosen as the subject of this research. Therefore, the researcher formulated two research questions of the study, which are;

1. How does the lecturer implement video recording to promote learner autonomy in public speaking class?
2. How is the implementation of learner autonomy stages through video recording in public speaking class?

METHOD

The study used a qualitative research design for collecting the data to know how video recording can promote learner autonomy in speaking class. The participants of this study were an English lecturer and students taking a Public Speaking Class at one university in Surabaya. The researcher chose them as participants because video recording was one of the activities that they consistently applied in public speaking class.

Two instruments were used to collect the data, including field notes and interview guides. The researcher used field notes as the first research question's instrument to observe how video recording was implemented to promote learner autonomy. The researcher wrote the sequence of activities with a complete setting in the descriptive section for six meetings. Moreover, the researcher chose interview-guided as the second research question's instrument. A semi-structured interview was used to interview the students who had previously agreed on the consent form given to know their experiences and autonomy in doing public speaking tasks using video recording. The data was collected through individual phone interviews with students so that the researcher could easily clarify their answers.

After the data from observation and interview had been collected, the researcher processed them by familiarizing and organizing, coding and reducing, and interpreting and representing. In the first step, the researcher re-read the field notes and re-listened to the recorded interview conversations to become familiar with the data. Then, field notes data were organized by making a table at each meeting, while the interview data were made into a transcription. In the second step, the researcher coded both data by highlighting the essential points with different colors according to the category and reducing unnecessary ones. Finally, for the last step, the researcher interpreted both data by connecting theoretical information and presenting them in a detailed description.

FINDINGS AND DISCUSSION

The Lecturer's Way in Implementing Video Recording to Promote Learner Autonomy in Public Speaking Class

This section concentrates on how the lecturer implemented video recording to promote students' learner autonomy in public speaking class. In this case, the lecturer has consistently used video recording as a media and students' learning activities in public speaking class. The activities given by the lecturer were divided into introducing public speaking, organizing the speech, and using video recording for speaking tasks. Therefore, the researcher wanted to know which parts of the activity from the lecturer's implementation during video recording experienced the stages of learner autonomy.

The activity in the first meeting was introducing public speaking. Through this state, the lecturer explained to students the definition of public speaking, the types of public speaking, the difference between formal and informal public speaking, and the characteristics of a good speaker. However, during the teaching-learning process, the lecturer used not too formal language so that students did not feel afraid and could interact with each other. Sometimes, he gave analogies related to public speaking in real life and invited their students to express their opinions. After explaining the materials,

the lecturer said that the teaching and learning activities of the public speaking class would be carried out synchronously or asynchronously. Then the learning platform used was Google Classroom, so all forms of announcements, zoom links, materials, and tasks will be posted on that platform, aiming that students were better prepared for what would be learned later.

A study which was conducted by (Benson, 2011) about stages of controlling learners' autonomy, specifically in learning context control stated that students had the freedom to determine learning objectives and apply communication language learning. Otherwise, according to this study, the lecturer stood dominant in setting learning objectives and providing supporting materials to his students. Moreover, the lecturer emphasized reactive autonomy in the teaching and learning process as part of learning context control. Littlewood stated that reactive autonomy occurred because the lecturer was an external authority managing learning objectives and activities in class (Littlewood, 1999). In this case of autonomy, the lecturer acted as a stimulant of the goals, methods, and materials that students wanted to organize. Furthermore, students were given the opportunity to master the materials to achieve the goals he set.

After introducing public speaking, the lecturer moved to the next activity, called organizing speech. Organizing speech activities required three meetings from the second meeting to the fourth meeting because several stages appeared. The first stage was understanding the importance of organizing speech and the general structure of the speech. Next, the second stage was outlining. In this stage, the lecturer provided an outline speech matrix to students to make it easier to develop their speech ideas. Parts of the outline speech matrix were explained one by one clearly and in detail. At the end of the class, he requested the students to prepare a complete outline speech matrix with the topics of their choice related to informative speeches. Along with, he allowed students to find information from any sources. After the outlining stage was complete, the last stage of organizing the speech was scripting. The lecturer said that this step was optional for the speaker. The speaker might or might not do. However, scripting was a requirement for all students in his class because they were a beginner.

From the fifth to the sixth meeting, the next activity used video recording for speaking tasks. It was the core activity after introducing public speaking, outlining, and scripting. The lecturer gave a public speaking task, where students had to deliver their informative speeches in the form of individual video recordings. He used video recording as students' media in learning speaking activity to involve what they had learned so far by delivering the results of their speeches. It was also supported by (Bajrami & Ismaili, 2016) that using videos as media in learning made students' language learning environment more practical and built their engagement and comprehensive linguistics in learning English. Therefore, this simple technology used in the classroom has caused a fundamental transformation in student and teacher practice by using video recording as a great activity to promote language teaching-learning. However, before the lecturer asked his students to do the task, he showed an example of an informative speech video to illustrate how to deliver it. At the same time, he informed that students did not have to imitate exactly what was in the video. They could develop their style when delivering a speech because the most important thing was that their information could be conveyed well. Besides, the lecturer pointed out several instructions and rules for recording video speeches. After recording the video, the lecturer asked students to upload the video results to Google Classroom and give feedback on the other friends' videos.

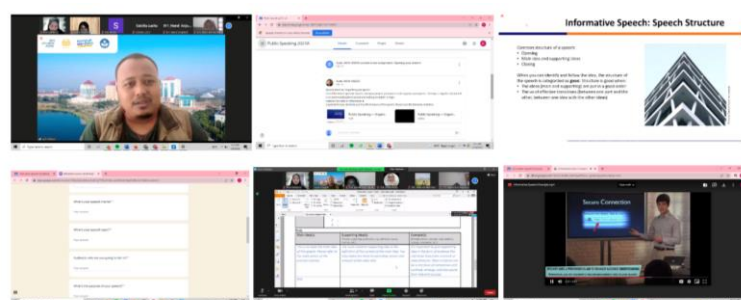


Figure 1. Teaching and Learning Process

In short, based on observations, the lecturer emphasized the learning context control at the stage of learner autonomy when he applied video recording to promote learner autonomy in a public speaking class by preparing the learning objectives, learning activities, materials, and tasks. Then, the lecturer again emphasized the application of reactive autonomy (Littlewood, 1999; Benson, 2011). Although most of them had been prepared by the lecturer, he still invited students to be active by giving them the freedom to explore their choices. For example, they could choose any topic they like, find information from any source, and develop a speech style with their characteristics. Besides, despite giving the tasks, he always kept monitoring students' work by allowing them to ask if there was a problem, reminding deadlines, and appreciating their work with motivational words. In those ways, the lecturer encouraged students to be responsible and independent of their choices and made them more confident in performing public speaking (Bailey, 2005).

The Implementation of Learner Autonomy Stages through Video Recording in Public Speaking Class

This section concentrates on how the implementation of learner autonomy stages through video recording in public speaking class. In this case, the researcher would classify students' independent activities using the theory from Benson into planning, monitoring, evaluating, and problem-solving. In addition, the researcher would correlate them into the stages of controlling learners' autonomy, specifically in cognitive processes control and learning management control (Benson, 2011).

The cognitive process control occurred when students controlled their psychology in the learning process. The control was influenced by three other factors: attention, reflection, and metacognitive knowledge. Meanwhile, the learning management control occurred when students could utilize some strategies to assist their learning process. Three strategies were known to affect learning management control: metacognitive, cognitive, and social-affective. Those two stages highlighted the learners' autonomy regarding their learning behavior (Benson, 2011).

1. Planning

Before entering the main task, where students would deliver their speeches through video recordings, they could prepare a topic and supporting information related to informative speech as speech materials. Moreover, they had the freedom to choose any topics and any sources. They found them from articles and YouTube, but some used books and journals. After finding relevant topics and information, students made an outline and script for their speech. This method helped students as the speaker to keep them on track, avoid blank thoughts, obtain new vocabulary, and understand more about the content of the speech.

In planning, the researcher found that students experienced the stages of learner autonomy in cognitive control, especially the attention factor in the language component. The students obtained a lot of new vocabulary when making outlines and scripts. Furthermore, to support this statement, Anas's (2019) research proved that the video project was one way to build new vocabulary production in speaking. He explained that when making speech materials, students read many references and found new words. Thus, the more references students read, the more vocabulary they got.

2. Monitoring

Before deciding to record a video speech, students took the time to practice first. They had their way, but most of the first step was the same as reading the script repeatedly by paying attention to intonation and pronunciation. After understanding the speech, some practiced speaking via audio and video to know their abilities and readiness. Then, students prepared the recording tools they needed, including a smartphone, laptop, tripod, and ring light. Students also prepared particular strategies so that the delivery of their speech went smoothly. The strategy most often used was small notes. They wrote the essential points in order if they had forgotten, they could have improved what was related to the topic. Besides, the teleprompter application was also used as a reading aid to adjust the speed.

Finally, after everything was prepared, students delivered their speeches through video recording, with the time given only five minutes. They were not allowed to pause, cut, or edit their videos.

In monitoring, the researcher found that students experienced the stages of learner autonomy in learning management control, especially the cognitive strategy of using the assistant tools in speaking. Students applied cognitive strategies by utilizing small notes and teleprompters during speech delivery through video recording. They prepared those things to keep them on track and avoid reading the script when speaking (Hanifa & Yusra, 2018). Hanifa and Yusra also agreed with the previous statement that students preferred to practice before doing video recording. They explained that they could speak with correct spelling and diction by practicing. In addition, they could also practice good body language movements (Hanifa & Yusra, 2018).

3. Evaluating

Students' next step after video recording was to evaluate the results of their speech delivery by looking back at the video while paying attention to any mistakes or weaknesses in their performance. However, not many students asked other people's opinions to evaluate their speech videos because they were still not confident. Most of them relied on themselves to evaluate their impression. On the other hand, they thought that the opinion of others was important because they could understand from a different point of view. Only a few students asked classmates or close family for their opinion about the performance. In that way, students understood what needed to be improved and fixed from this evaluation.

In evaluating, the researcher found that students experienced the stages of learner autonomy in learning management control, especially metacognitive and social-affective strategies. In the metacognitive strategy, students repeated the video recording results and identified what things were still lacking. Meanwhile, in the socio-affective strategy, the students would discuss with their friends or other people, asking for opinions about their performance, and it would also relate to the development of other skills.

4. Problem-Solving

Students faced several difficulties and distractions during video recording. The difficulties faced tend to be speaking skills such as blank mind, mispronunciation, wrong intonation, influence delivery, and over time. Meanwhile, the distractions tend to be technical problems such as dim light, annoying sounds, less memory, and poor internet connection. From those difficulties and distractions, students decided to fix them. Then, if they sensed better, they would re-record themselves as a solution to overcome all difficulties and distractions. In this case, students could re-record up to five times. After that, they would choose which one was the best and deserved to be uploaded to Google Classroom. However, students stated that although the re-recording process was tiring, they regarded that some of their speaking components, such as fluency and pronunciation, were increased. Next, after uploading the speech video results, the last step was giving feedback to other classmates. Students were happy because of their friends' feedback, and they understood what things needed to be improved and fixed for the next project. But there were also who did not receive any feedback from their friends. Nevertheless, one student assumed that most of their feedback was a compliment rather than a suggestion, so the improvement was still lacking.

In problem-solving, the researcher found that students experienced the stages of learner autonomy in cognitive control, especially attention, reflection, and metacognitive knowledge factors. The attention factor affected students' language competence again, not vocabulary as in planning activities, but fluency and pronunciation. A study by (El Mortaji, 2018) found that when students saw the video results, they realized several mistakes, including mispronounced words, not very clear articulation, a lot of pausing between words, and pronounced repeatedly. Because of those flaws, students would be more careful when pronouncing the words and try to speak fluently. Meanwhile, students felt that their public speaking skills were getting better in the reflection factor. They assumed that the camera in front of them was the audience. So, it felt like students were talking in front of many people. By doing video recording, students were expected to feel less nervous so that self-confidence increased, and other factors that inhibit their speaking in English could be appropriately resolved (Menggo et al.,

2019). Then, the last aspect was metacognitive knowledge with the classification of students' independent activity, including planning, monitoring, evaluating, as well as problem-solving.



Figure 2. Students' Independent Activities

In short, the results provided the answer that the stages of learner autonomy were controlled by students from the theory of (Benson, 2011). In addition, it was to be aware of promoting the learner autonomy stages. In the learning management control, they applied several strategies that could help their speaking process. Further, the cognitive control showed that they had several behaviors that affected their speaking process. Besides, students learned to determine the right and appropriate decisions in the learning process to be responsible and independent for what they chose as long as it was in line with the learning objectives in the public speaking class. Thus, the video recording activity assisted students in promoting their autonomy in completing the learning goals.

CONCLUSIONS AND SUGGESTIONS

This study shows that video recording can promote learners' autonomy in a public speaking class through three stages: learning management control, cognitive process control, and learning context control. Students can complete the task of delivering speeches through video recording properly. In addition, the lecturer also plays an active role in assisting his students' learner autonomy through reactive autonomy, where he has set the learning objectives, learning activities, materials, and tasks. Although there are several things that the lecturer has prepared, he still gives freedom to his students to explore their choices in making video recordings. Besides, through video recording, students can plan, monitor, and evaluate their learning process. And also, students can learn how to overcome the problems faced. From those activities, they become active in gaining knowledge. In short, video recording and its use in the class of public speaking promotes learners' autonomy.

Moreover, according to this study, several suggestions are proposed for implementing video recording through future teaching-learning. First, lecturers or teachers must allow students to find material related to their activities. Second, lecturers or teachers also need to give feedback on their students' work so that they can understand how the students' performance from their point of view. In addition, for further researchers, the implementation of video recording to practice speaking skills can be applied at the senior high school level or for other language skills.

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