

Caught On Cam: Students' Experiences On Self-Recorded Videos

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Abstract

With the world experiencing a global pandemic, and face-to-face classes are not feasible as of now, schools are forced to shift to technology-based teaching and learning. This means technology is used to aid the teaching and learning process. This paper aimed to look into the experiences of students in the use of technology. Specifically, it examined the experiences of students on self-recorded videos having the following research questions: 1. How was the experience of the students in making self-recorded speeches? 2. What were the problems encountered in making self-recorded videos? 3. What were the coping mechanisms that the students employed to overcome the problems encountered? The respondents of this study are Grade 11 students of Baguio Central University taking the subject Oral Communication. The final output of the students for the subject are self-recorded speeches. After doing the requirement, students were interviewed. Interview questions were given online via messenger. After the responses were submitted, it was transcribed and then themed. The results show that students have positive and negative experiences with self-recorded videos. The encountered problems like lack of help, environment, stuttering, and tech problems. To be able to cope with such problems, students' coping mechanisms are asking for assistance, practicing and self-learning/adjustment. The use of technology during crisis like this is helpful but teachers must also consider the state of the students so it would be good to support them by giving proper feedback and encouragement.

Keywords: Speech delivery, technology, coping mechanism, self-recorded video

I. INTRODUCTION

Technology keeps on advancing and the different fields started to accept this fact as they integrate it. The field of education is no exemption where even schools have undergone reforms. According to Goodman (1995) schools have undergone 3 waves of school reforms. The first one is in response to rural, farm-based society; the second one was established for the industrial age and the current wave are changes needed for the information or technology age.

Currently, schools are integrating Information, Communication, and Technology (ICT) in its institutions. ICT in education means technology based teaching and learning that closely relates to the utilization of technologies in schools (Rosdy and Ghavifekr, 2015). The integration of technology inside the classrooms contributes a lot in the pedagogical aspects in which the

application of ICT will lead to effective learning with the help and support from ICT elements and components.

There are already a lot of researches or studies which emphasized on the importance of technology inside the classroom. According to Eriste and Kurt (2012), the use of technology inside the classrooms is very important in order to increase the quality of education. Especially that nowadays, it is evident that activities that lead to learning can be successfully achieved with the support of technology. This includes tools that teachers can use to make their lessons interactive and interesting. Some tools are smart TVs which allows teachers to deliver presentations, applications created as educational tools for children and the like.

In the Philippines, technology is also being integrated inside the classrooms. They have

launched e-learning resources for students. Such measure gives a chance for both teachers and students to be exposed to the use of technology. A common observation in the Philippine set-up is that education is more on the face-to-face where students have to be inside the classrooms physically in order for lessons to proceed. This means that there is only a partial integration of technology inside the classrooms in the Philippines.

Recently, the world is experiencing the COVID 19 pandemic and all countries are affected. Aside from this all societal sectors are greatly impacted by the pandemic. One of the most affected sector is education. All schools were forced to stop its face to face operation without stopping learning. With this, schools were mandated to look for alternative ways of giving lessons to students without face-to-face learning or putting students in jeopardy. In response to the effect of the pandemic, schools in the Philippines looked for alternative ways of giving lessons and continuing the teaching learning process. Most schools adapted the synchronous and asynchronous modality. Students can either learn from printed modules or online classes.

Prior to the pandemic, the Department of Education (DepEd) gave a list of competencies that students have to acquire at the end of the school year. Since there were too many competencies that is needed to be taught to the students, the DepEd has cut it down to just a few targeting the Most Essential Learning Competencies (MELC). This is in respect to certain situations especially that students are not allowed for a face-to-face lessons. The thing here is that even though subjects have MELCs, it has to be noted that not all subjects are purely academic. Academic in a sense that all subjects can be learned by reading and can be measured through paper and pencil tests. There are also subjects that are skill based like P.E., TLE, and the like. Skill-based subjects are subjects where students need to perform to show understanding of concepts. One of these subjects is Oral Communication.

In the subject Oral Communication, students are taught how to speak properly in front of an

audience. The first phase of the subject is concepts where students learn the nature, feature, and process of communication but the second part of the subject is the application of concepts already which requires students to apply even the most basic concepts of public speaking. In short, students are required to deliver speeches.

Since students are not allowed to go to school and perform, technology has to be utilized by requiring students to record themselves while delivering their speeches. The experiences of students in their self-recorded speeches is the focus of this study. This study aimed to look into the experience of students while recording themselves delivering their speeches.

Specifically, it aimed to answer the following questions:

1. How was the experience of students in making self-recorded speeches?
2. What were the problems encountered while recording the videos?
3. What are the coping mechanisms that students employed to overcome the problems encountered?

II. METHODS

The participants of the study are Grade 11 students of Baguio Central University Senior High School who are taking Oral Communication. The subject Oral Communication is offered during the first semester. For the subject, the students' final output was to deliver three speeches in front of the camera.

The tool used for the study was written interview. Students were given interview questions to answer via messenger. The answers were collated, transcribed for thematic analysis.

III. RESULTS AND DISCUSSION

This chapter presents the results and discussion of the research.

Students' Experiences in Making Self-recorded Videos

Students' experiences can be themed into two which are: positive and negative. The students said they have a positive experience since they are given more time to do their recordings which in turn gave them positive results.

Sample responses:

"My experience in trying to take a video of myself while delivering speech is thrilling and exciting."

"Delivering any speech is never easy for me but since I did it alone, it was a little bit easy."

"Noong gumawa ako ng video ay masaya naman ako at parang confident ako habang nagvideo ako..." (When I was making the video, I was happy and a bit confident while filming)

According to Huang and Hung (2010), technology cultivates students' oral skills due to the absence of face-to-face interaction and the presence of rehearsal opportunities which mask students' true oral language proficiency. This means that since students are not required to present their speeches to an actual audience, they are more confident. In addition, more time is given for them to practice. For the subject Oral Communication, a few lessons were allotted discussion while the remaining number of hours for the subject is purposely allotted for speech writing and speech delivery. This means students are given ample time practice their speeches compared to the previous school year where students were only given a day or two to memorize their speeches. Encalada (2019) also said that the use of video based learning enhances students' learning particularly in public speaking classes.

Some of the students also said that they felt comfortable and relaxed delivering their speeches in front of the camera knowing that no one was watching them. Taufiq (2018) mentioned that speaking in front of the camera can boost self-confidence since it gives students more opportunities to practice and increase the motivation to practice. Sun (2009) also mentioned that voice blogging enhances student learning since it gives them purposeful language use like that of speech delivery.

On the other hand, some students had negative experience while recording their speeches.

Sample statements:

"My experience in taking a video of myself while delivering a speech was that I was so nervous..."

"It's hard because you have to video tape yourself over and over again when you are not convinced by what you did"

For the previous school years prior to this mode of learning, students have been used to the classroom set-up where learning takes place inside the classroom. This is perhaps the reason why students said that they have a negative experience. They are not accustomed to looking at their own faces while taking in front of the camera. Talking in front of the camera is a challenge for some students because of numerous retakes. Moreover, they still feel nervous speaking in front of the camera. According to Taufiq (2018), students are not accustomed to looking at their own face talking to themselves in front of the camera. This is similar to what one of the respondents mentioned where he cannot help but laugh at himself while recording.

Problems Encountered

1. Lack of Help

Even though students are called Generation Z, who are born in the technology age, some students still mentioned this as a problem.

Sample statement:

"The problems I've encountered while doing the videos is that it is hard to take a video on myself only without assistance"

Most students enrolled in BCU are either living alone or have relatives but do not have time to help or assist because of work. Trying to take a video independently is a challenge especially if one does not have the necessary equipment or tools to be used. Assistance like a person holding the camera or be a critique for the student is a great help. Another reason why students do not want to ask for help is because their housemates may just laugh at them as what was mentioned by one of the respondents:

“My niece is teasing me”

Students are afraid to ask for assistance because they do not want to be teased when they commit errors in delivering their speeches.

2. Environment

Among all the problems encountered, majority of the respondents mentioned that they encountered problems with their respondents. This includes noisy neighbors, noisy pets or passing cars. The respondents also said that it was hard to look for a place where they can have or take their videos. Some of them mentions that they needed a good background that will not show dirty surroundings or that will not show their rooms.

Sample statements:

“There were a lot of interruptions around me so I had to repeat many times”

“Every time I record a video there are problems like just like the kids playing and the dog barking as well as the TV”

“My biggest problem is the background noise of tree cutting outside which lasted for five days”

Looking for a good environment to take videos can be a daunting task especially that students are at the comfort of their homes. Since they are doing this at home there are noise that are inevitable and uncontrollable like barking dogs or passing cars. This becomes a problem because it lead to numerous takes on the part of the students. Too much background noise may affect not only their delivery in front of the camera but also to their audio which can be distracting to the listeners as well.

3. Stuttering

Speaking was also a problem for some of the respondents. Even though there were no live audience, students still experienced stuttering. Students find it hard to speak in front of the camera and this also lead to numerous retakes.

Sample statement:

“Sometimes I cannot pronounce some words”

“I’m stuttering because I was not comfortable talking to the camera”

Stuttering can be attributed to the students’ nervousness where because of their nervousness,

they cannot speak properly and stutter. Forgetting their lines is also one factor. Since they had to memorize their speeches, students at some point forget their lines which leads to them mumbling and stuttering.

4. Tech Problems

Students nowadays are conscious on how they look. This is why some students mentioned that angling was a problem. It was difficult for them to look for the perfect angle that will satisfy how they look in of the camera.

Sample statements:

“The problem that I encountered are placing, angle, facial expressions”

“The problems that I encountered while trying to shoot a video was finding good lighting”

Another respondent also mentioned the need for a ring light to have a proper lighting while another said that the camera and memory should be enough to accommodate videos and to have quality videos. Mobile phones nowadays have good cameras which students can use to film. The memory on the other hand can be a problem because the better the camera is, the more memory it takes. Since most students had a lot of retakes, their phones memory will be consumes. Kim (2014) who explored ESL learner’s oral proficiency found out that learners started to speak up more confidently after using recording tools. With this, it becomes a problem is students do not have sufficient memory on their mobile phones.

Coping Mechanisms

1. Ask for assistance/help

Some of the respondents said that they asked for assistance from their housemates to film them or hold the camera for them. They also said that they asked for their housemates’ opinions regarding the videos if there are still points for improvement.

Sample statements:

“I ask help from my siblings to hold the camera”

“My mother makes sure that the result of my videos is good”

Asking for help is not a bad thing and does not denote that a person is dumb. Asking for assistance can yield better results because other people will give additional inputs on how a person can improve.

2. Practice

Most of the respondents mentioned practicing as their coping mechanism. Practicing is a great help in delivering speeches because the more a person practices, the more he/she will be able to memorize the speeches.

Sample statements:

“I practiced and memorized satisfactorily to cope with the stammering and disremembering some parts of the speech.”

“I read and read my speech until I completely memorized it”

The respondents also said that practicing helped them get over their problems with stuttering. Practicing allows the tension to be lessened that is why students can speak confidently after a lot of retakes and practices. Do and Dang (2014) mentioned that practicing can help students recognize the limitation of their performance and encourage students to prepare. This means that as students practice, they will realize how good they become as they practice and avoid committing similar mistakes. This in turn helps them prepare for their actual performances.

3. Self-adjustment/self-learning

This is the most mentioned coping mechanism. Students mention that they do not immediately delete their videos with errors. Instead, they save it so that they will be able to watch it and evaluate how they can improve.

Sample statements:

“I just tried to be patient. Waited for the perfect time to record”

“I tend to save and watch those mistakes I did to not perfect but lessen the mistake I see, it help me in keeping tag to easily remember what the next line is and what gestures is appropriate to it”

This is a good coping mechanism since it allows students to do self-learning. Kim (2018) said that by looking at their performances, students finally

realize that they need a lot of improvements in presenting their speeches. This means that students are able to come-up with a strategy on how to improve it. Self-evaluation is relevant for students to ponder on their outputs and see if there are still points for improvement (Yot and Marcelo, 2017)

Students also mentioned that they have to adjust to environmental noise. Since it is unavoidable students mentioned that they looked for the perfect timing in filming by looking for a quiet place to film and whenever it is quiet, they take this opportunity to film themselves.

IV. CONCLUSIONS AND RECOMMENDATION

This study aimed to look into the experiences of students on self-recorded videos. Results show that students had positive and negative experiences on video recordings as they encountered problems while they were recording. But they were able to develop coping mechanisms that helped that overcome the problems they encountered.

In light of the findings of the study, the following recommendations are made:

1. Emphasis on the positive experiences should be given and address the problems encountered.
2. Provision of remedies for students in an advice form to help them cope with the problems encountered.
3. Processing of the speech delivery.

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