



Improving Students' Public Speaking Skills through the Use of Videotaped Feedback

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***Abstract:** This study aimed to improve students' public speaking skills at the English Education Department (JTBI) of IAIN Batusangkar through the use of videotaped feedback. The research was a Classroom Action Research (CAR) whose participants were the fourth semester students. The data were collected through observation, test, and interviews and were analyzed quantitatively and qualitatively. The findings shows that the use of videotaped feedback improved the students' public speaking skills in which the average score increased from 6.95714 (Mid Term Test) to 7.026 (Final Test). This implies that there was an increase in the ability of students from the level of need improvement to the satisfactory. Even in the aspects of Introduction, Body, Conclusion and Time, which were the focuses of this class action research, there were increases from 7.38, 7.1, 6.8, and 6.6 (UTS) to 8, 7.5, 7.3 and 7.2 (UAS) respectively. It also means that there were increases in students' public speaking skills in all four aspects, which were from satisfactory (Introduction, Body), and need improvement (Conclusion, Time) to good (Introduction), and satisfactory (Body, Conclusion and Time). It is expected that the results of this study can be applied to other aspects of public speaking skills and other similar subjects.*

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INTRODUCTION

Public speaking is a way for someone to make his ideas known to the public (Do & Dang, 2012); it is a process, an act and an art in delivering speeches before an audience (Nikitina, 2011) usually with preparation (Lightfoot, 2010) in a structured and planned manner that aims to inform, influence, or entertain the audience (Salim & Joy, 2016). There are several benefits if one masters public speaking. It trains the students to think critically, gains fine-tuning verbal and non-verbal skills, and overcome fear of public speaking (Paradewari, 2017). Mastering public speaking also give benefit for college students. They will more successful in college since they are trained to have good listening skills, think critically,

write an outline, and effectively organize ideas and information which are the important skills for college success. They will gain more successful career opportunities. Some studies show that a job applicant who has good communication skills, such as his ability to speak in public and presentation skills, is the most important quality and that needs to be prepared and this can be obtained through the mastery of public speaking skills. They will improve their critical thinking skills and learn how to adapt the message that they will convey to the audience, how to choose strategies for organizing persuasive messages, and how to improve techniques for listening. They will learn how to reduce anxiety in talking and increasing self-confidence because through

mastering public speaking skills, they will practice anxiety reduction techniques so that they experience less speaking anxiety.

Realizing the importance of mastering public speaking skills, English Education Department (EED) provides students with two courses which directly related to the introduction and development of public speaking skills. The two courses are English for Simple Speech Presentations and English for Public Speaking. English for Simple Speech prepares students for basic knowledge and skills related to public speaking, such as the nature of public speaking, the purpose and parts of speeches and several types of simple speeches. English for Public Speaking then, equips them with extended public speaking skills, such as storytelling, news broadcasting, introducing a speaker speech, master of ceremonies, debate and seminar. It is expected that through mastery of both courses, students are expected to be able to use this public speaking skills in situations that require them to do so. Students are expected to be able to present a variety of topics related to subjects that require them to have an oral presentation in English. As prospective teachers, they are also expected to be able to speak in situations that require them to speak in public, such as in Microteaching course and in preservice training program. Furthermore, mastering of the nature, principles and topics of speech in public speaking, the students will be able to provide an adequate model for the presentation of a speech, which in schools and madrasah is better known as a monologues.

However, in reality the results obtained were not as expected. Though they had been provided opportunity to prepare themselves before coming to their weekly presentations, their presentations were still far from the expected minimum standards, both in terms of content and presentation. This can be seen from their lack of application of the

principles related to aspects of speech in the preparation and presentation of their speeches. Furthermore, from informal interviews conducted with some of them, the students felt that their preparations were still not optimal, had stage fright and several other similar reasons. In addition, they also experienced confusion to follow up the feedback given by the lecturers because of there were several aspects they needed to improve at the same time both in terms of content and presentation. They also faced difficulty in synchronizing their presentations with the feedback given by the lecturer since there were no feedback documents that they could use as a guidance for the improvement of the next presentation. To be an effective public speaker, one should: (1) plan exactly what to deliver to make the presentation more structured, systematic and interesting, (2) doing exercises to facilitate the presentation on the day of presentation, (3) involving the audience in each presentation, (4) paying attention to body language in order to support the delivery of ideas, (5) thinking positively that the presentation is solely for the audience, not to be judged by the audience, (6) controlling nervousness, and (7) listening to the recording of the public speaking presentation to get feedback about which parts are good and which parts need to be improved in the future (Salim & Joy, 2016)

Giving feedback is an integral part of the teacher's effort to achieve learning goals (Do & Dang, 2012). Feedback plays a pivotal role in most theories of second language (L2) learning and language pedagogy. Feedback is seen as contributing to language learning (Sahyoni, 2018); it is important in learning process because it shows the teacher about students' progress, motivates students to learn, guides students to achieve progress, and shows students about the progress they have achieved (Do & Dang, 2012). In the context of public speaking, feedback not only

helps students reflect on their performance, but also has a significant influence on their communication skills for a long period of time. In general, there are three forms of feedback that are commonly used in the learning process: peer, teacher and video recordings that are played repeatedly (videotaping and playback) (Lightfoot, 2010). In relation to peer and teacher feedback, Lightfoot suggests to focus on certain aspects of the presentation, such as gestures, parts of speech and other aspects rather than including all aspects related to public speaking. This can be done using observation sheets containing aspects that will be assessed in positive and constructive language. Furthermore, through video-taping and playback, students can see their strengths and weaknesses in their presentations.

Videotaped feedback, or video feedback (VTF) refers to a structured process in which students review records of their communication with some of the benefits of guidance and/or evaluative comments from teachers or colleague peers. Some advantages of VTF can be addressed to the students where they have the opportunity to get feedback simultaneously with their performance, identify or emphasize certain skills being criticized, and compare various different performances. Videotaped feedback actually had a positive impact on students' perceptions. Meanwhile, the teachers can also get benefits, such as giving teachers targeted feedback to individuals to better understand which parts of the presentation of their speeches need improvement and how, be able to identify and demonstrate certain presentation skills, such as the use of gestures, or strengths in terms of sound projection, as well as skills related to content, such as the use of logical arguments, or the presentation of evidence (Quigley & Nyquist, 1992; Bankston & Terlip, 1994 in (Do & Dang, 2012). However, VTF also has several weaknesses; it does not improve,

even hastily impacts student performance in front of the class because of the anxiety they face. In other words, using this type of feedback is more harms than goods. For Teachers who feels able to judge directly when student performance, then reviewing each individual student's presentation will be very time consuming (Hinton & Kramer, 1998 in (Do & Dang, 2012).

The use of VTF mainly in the activities of reviewing and providing feedback, has been used in learning activities of speaking skills. VTF had an influence as well as positive student attitudes towards feedback this type (Do & Dang, 2012). Furthermore, the results of the study also have implications for the potential application of VTF to EFL learning in Vietnam and similar contexts in Asia. Next, learning oriented to giving careful comments on the performance of a person from his colleagues gave a richer evaluation of the students' presentations themselves. Furthermore, VTF gave quite mixed results. However, overall, the use of VTF with independent monitoring increases public speaking performance (Ritchey, 2012). Then, a study on a female student who was assigned to create recorded public speaking activities found that projects helped her gain more confidence in her performance, such as in using the gesture, eye contact, facial expression, and smile and improve her language in the areas of word stress, rhythm, naturalness, performance from the first project to the second one. Interview with the subject also revealed that she felt more comfortable and relaxed when she performed second video recorded public speaking project (Apriyanti, Sumira, & Sariyani, 2019). Finally, the use of video feedback reduced the anxiety of all research participants in public speaking from pre-intervention to post-intervention (Donovan, 2016).

The use of VTF has been the interests of several studies. A study aimed to measure the self-efficacy of students following athletic

training in learning to present PCS and to measure the impact of self-efficacy by implementing an educational intervention about VTF in learning to present PCS found that it can improve their self-efficacy (Bobo & Andrews, 2010). Another research through a single case study using videotaped feedback and modeling for a man of 53 years old in improving communication skills at the Veterans Medical mental health clinic center found that the client experienced an increase in speaking concisely and briefly during the five treatment sessions. In this case, the time spent by the client to answer questions decreased and the rating scale fulfilled by the client, his partner and clinical staff also increased (Hane & Ligon, 2001). Finally, a research aiming to investigate the effect of video feedback on public speaking anxiety by implementing video self-modeling techniques found that all participants experience a decline in the public state speaking anxiety from pre-intervention to post-intervention (Donovan, 2016)

This research was motivated by the unsatisfactory public speaking skills of the students of the English Education Department of IAIN Batusangkar, especially in English for Simple Speech Presentation class. This can be seen in the results of UTS students where the average score was 6.95714. This means that the students' public speaking skills were at the level of need improvement. Considering the importance of these skills for students to support the success of presentations for other related subjects, it was necessary to strive to increase these skills, and one that can be done is through video recording of student speech presentations for later review together to be given feedback what aspects have been fulfilled well and which aspects should be improved.

METHOD

This research employed a classroom action research (CAR) method. This type of

research was chosen to improve students' public speaking skills in English for Simple Speech Presentation course. The participants were all 98 students of English Education Department of IAIN Batusangkar who were divided into 4 parallel classes. This study focused on one of the four classes with the following considerations: (1) this class met all cycles of research activities namely: midterm test, presenting introduction, body and conclusion, each of which was followed by feedback, (2) the students consistently attended and participated in this study, and (3) they had been already provided such topics as the nature of public speaking skills, such as a) principles related to speech preparation (i.e. purposes/audiences/topics, outlining the speech, body of speech, supporting materials, the introduction, and the conclusion, b) the principles related to speech delivery (i.e. extemporaneous, impromptu, using manuscript, using visual aids, non-verbal presentation and language, c) principles related to the types of speeches (i.e. speech to inform, speech to persuade, and speech to entertain, Islamic speech, personal experience speech) and supported by visual media, sample speech videos. This activity took eight meetings.

In this study, the researcher was the key instrument. Several tools, such as video recording devices, observation sheets and scoring rubric were used to collect the data. Video recording devices were used to record each of the participants' individual speech presentations which provided more detailed information about the elements of public speaking that they had already succeeded and those that they needed to improve as well. Observation sheet was used to record all information as the result of video analysis. Thus, all activities and responses that occurred during the research process were recorded to be used as material for interviews and discussions with peers who act as observers. Scoring rubrics was used to score

each of their speech presentations. The scores obtained from each of were used to see the improvement quantitatively from each of presentations and the score obtained from UTS were compared to those from UAS to see the improvement. The data were collected through tests (UTS and UAS), observation and interview.

This CAR followed such stages as: (1) Initial reflection to identify the problems experienced by students in presenting speeches, both related to the content and presentation, and group the problem according to the character of the problem and used as a reference for planning, implementing actions, observing and reflecting. (2) Planning basically dealt with preparing oral and visual presentations by lecturer as an introduction to the types of speeches and principles related to the types of speeches, setting indicators of success

from the aspect of public speaking skills that were improved through the use of video feedback, preparing an observation sheets that were used by the observer to be used during the action and preparing a rubric that was used by each group as a reference to provide feedback on the presentation of each member of the group. 3) Implementation of actions and observations which were carried out simultaneously in which the researcher acted as the executor of the action while the other member acted as the observer during the activity as well as conducting interviews and distributing questionnaires in accordance with the research needs. 4) Reflection which aimed to have in-depth discussion between the action executor and the observer relating to the implementation. This reflection was carried out immediately after the implementation of the action for one cycle ends. The stage can be illustrated as follow:

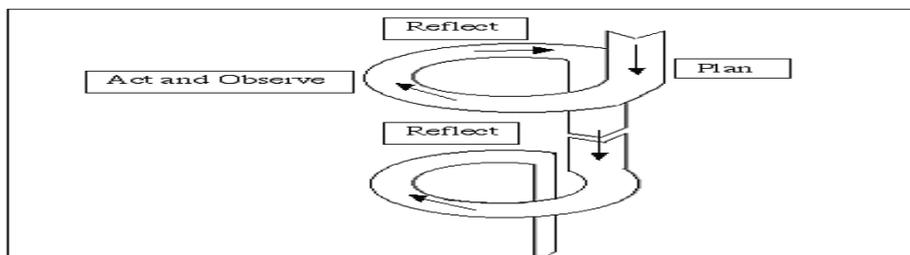


Figure 1: Cycles of CAR according to Kemmis and Taggar(Kemmis & McTaggart, 1988)

Data analysis was carried out in a qualitative and qualitative manner. Quantitative analysis referred to the use of percentages to provide an overview of what aspects had and had not been applied by the research participants by referring to indicators of success during the observation process. Meanwhile, qualitative analysis was done through analyzing the presentation of students. In other words, the work of analysis was not separated from actions and observations. Data analysis depended on what was found during the actions and observations made. A data analysis technique framework was created as the researcher looked at the process of action. Analysis

continued during the action and observation took place.

RESULTS AND DISCUSSION

Results

Collecting initial data

The initial data were taken from midterm test (UTS) in which the students were randomly assigned to present an English speech either informative or persuasive within 5 minutes with reference to aspects of public speaking, which included: (1) Introduction, (2) Body, 3) Conclusion 4) Eye contact, (5) Use of Language, (6) Body Language, (7) Clarity, (8) Topic, (9) Visual Aids and (10) Time. Each of these aspects

was given the scale as follows: excellent (9-10), good (8), satisfactory (7), and need improvement (6). Referring to the scale above, the public speaking expected from students was an aspect that was on a good scale. While aspects that were on satisfactory

scale and especially those on a scale need improvement need to be pursued an increase in the direction of good and excellent. Guiding the results of the UTS is obtained quantitatively as follows:

Table 1. Midterm (UTS) Score

IT	BD	CS	EC	UL	BL	CL	TP	VA	TM	TOTAL	AVERAGE
155	150	143	146	151	143	144	149	142	138	1461	146,1
7.38	7.1	6.8	7	7.19	.	6.9	7.1	6.8	6,6	69.5714	6.95714

The rating of each of these aspects can be seen in the table below:

Table 2. Aspects of Public Speaking and Rating

NO.	CODE	ASPECTS OF PUBLIC SPEAKING	MIDTERM SCORE AND RATINGS	
			AVARAGE	RATING
1.	IT	Introduction	738	Sufficient
2.	BD	Body	7.1	Satisfactory
3.	CS	Conclusion	6.8	Need Improvement
4.	EC	Eye Contact	7	Satisfactory
5.	UL	Use of Language	7.19	Satisfactory
6.	BL	Body Language	6.8	Need Improvement
7.	CL	Clarity	6.9	Need Improvement
8.	TP	Topic	7.1	Satisfactory
9.	TM	Time	6.8	Need Improvement
Average			6.95714	Need Improvement

The result of UTS showed that almost all aspects of public speaking were at the satisfactory level and even some of them need improvement. Since it was not possible to make improvements in all aspects, especially those related to providing feedback during action research, the priority aspects of this research were those related to (1) introduction, (2), body, (3) conclusion, and (4) time (use of time) without ignoring other related aspects due to some reasons. One of which was that these four aspects were really needed when they were in a situation where they had to present papers in

related subjects. The other reasons were other aspects, such as eye contact, clarity, body language and other aspects could be improved along with the increase along the presentation and giving feedback, as well as increasing their mastery and confidence in presenting their speeches. Therefore, this action research focused on aspects of: (1) introduction, (2) body, (3) conclusion, and (4) time.

From this stage also agreed to the mechanism of presentation by referring to the cycle in the following table 3:

Table 3. Cycles, Activities, Focus of Review and Feedback

NO.	CYCLES	ACTIVITIES	FOCUS OF REVIEW DAN FEEDBACK
1.	Introduction	Presentation and recording of English speech presentations specifically relating to the opening which includes: a. getting audience attention b. introducing the topic c. previewing main points	Presentation and recording of English speech presentations specifically relating to the opening which includes: a. getting audience attention b. introducing the topic c. previewing main points
2.	Body	Presentation and recording of English speech presentations specifically relating to: 1) Introduction based on the results of reviews and feedback from the previous cycle which includes a. getting audience attention b. introducing the topic c. previewing main points 2) Body which includes main points and supporting details	Presentation and recording of English speech presentations specifically relating to Body which includes main points and supporting details
3.	Conclusion	Presentation and recording of English speech presentations specifically related to 1) opening based on the results of reviews and feedback from the previous cycle which includes a) getting audience attention b) introducing the topic c) previewing main points 2. Body based on the results of reviews and feedback from the previous cycle which includes main points and supporting details. 3. Concluding remarks which include: a) reviewing main points b) closure c) memorable	Presentation and recording of English speech presentations specifically related to conclusion which included: a) reviewing main points, b). closure c). Memorable

Implementation of Actions

Implementation of these actions included the stages of planning, implementation of actions, observation and reflection. The planning stages were basically related to: a) assigning the participants to prepare a speech by following the principles found in certain parts of the speech. For example, for the introduction, students had to meet the principles of opening a speech (i.e. attention getting, introducing the topic and previewing the thesis statement and main points, b) preparing observation sheets and feedback. Furthermore, in the stages of action and observation, some of the activities carried out were a) video recording of student speech presentations, b) conducting observations with the help of observation sheets and feedback, and c) conducting reviews and

feedback on student speech presentations started with feedback for the students as a whole and continued with individual one with the help of observation sheets and feedback. And the reflection stage was the last stage carried out before determining the next plan of action through discussion between researchers and students. The stages of this action research were broken down into three cycles, namely introduction, body and conclusion. Each of the cycles can be seen as follow:

1) Cycle 1: Introduction

This cycle aimed at improving the participants' public speaking skills in terms of: a) attention getting, b) introducing the topic and c) previewing the thesis statement and main points. The result can be seen in Table 4 below.

Table 4. Penerapan Prinsip-prinsip Introduction

Number of Sudents applying the principles	INTRODUCTION			TOTAL
	1	2	3	
	6	11	7	24
Percentage	50	91.7	58.3	

Notes: 1) Attention getting, 2) Introducing the topic, c) Previewing thesis statements and main points.

In order to illustrate the improvement in scores before and after reviewing and terms of principles of speech introduction, providing feedback toward students speech Table 5 presents the comparison between presentation.

Table 5. Comparison of Introduction Principle Application before and after Review dan Feedback

Aspects of Introduction	before review and feedback			after review and feedback		
	1	2	3	1	2	3
Number of Sudents applying the principles	6	11	7	9	16	3
Percentage	50	91.7	58.3	56.3	100	18,8

Notes: 1) Attention getting, 2) Introducing the topic, c) Previewing thesis statements and main points.

The result of observation revealed that most of the principles that had be applied was **attention getting** even though their attention getters were still not effective enough to grab the audience's attention to their speeches. Furthermore, the principle of **introducing the topic** had been fulfilled by students well. The third principle, **previewing the thesis statement and main points**, had not been applied by all students. They tended to directly explain each important point without introducing it first as an illustration for the

audience. Furthermore, the lecturer also provided several alternative examples to improve their introduction. At this stage it was also suggested to them to limit the important points of their speech to 3 at the most so that it could be developed maximally with limited time.

2) Cycle 2: Body

This cycle aimed at improving the participants' public speaking skills to deliver main points as well as some supporting ideas.

The result can be seen in table 6 below

Table 6. Application of Principles of Introduction and Body before and after Review dan Feedback

Aspects of Public Speaking	INTRODUCTION			BODY		
	1	2	3	4	5	
Number of Sudents applying the principles	9	16	3	16	16	
Percentage	56,3	100	18,8	100	100	

Notes: 4) Main points, 5) supporting details

In order to illustrate the improvement in between scores before and after reviewing terms of principles of body development of and providing feedback toward students speech, table 8 presents the comparison speech presentation.

Table 7. Comparison of Application of Principles of Introduction and Body before and after Review dan Feedback

Aspects of Public Speaking	Pra-Review dan Feedback					Pra-Review dan Feedback				
	A	B	C	D	E	A	B	C	D	E
Number of Sudents applying the principles	9	16	3	16	16	10	15	11	15	15
Percentage	56.3	100	18.8	100	100	53	79	58	79	79

From the observation, it was obtained that most of the students had tried to develop the important points of the speech presented.

However, the notion of its supporting details was still very limited. There was a tendency that their supporting ideas were still limited

to adding few sentences and were not supported by sources that could convince or increase the audience's knowledge.

From the video observations, it was also obtained that the supporting ideas they conveyed were taken from sources that they themselves did not understand about what the supporting ideas were conveying. From informal interviews conducted it was revealed that their lack of understanding of the supporting ideas was caused by their tendency to take from ready-made sources so that when conveying the supporting ideas,

they seemed to memorize and then so that in their delivery the clarity of what they convey became very disturbing which in turn also disturbed the audience's understanding.

3) Cycle 3: Conclusion

This cycle aimed at improving the participants' public speaking skills in terms of giving signal to end the speech, summarizing the important points that have been presented (review main points) and ending the speech in an impressive way (bring closure memorably). The result can be seen in Table 8

Table 8. Application of the Principles of Introduction, Body dan Conclusion

Aspects of Public Speaking	INTRODUCTION			BODY			CONCLUSION		
	1	2	3	4	5	6	7	8	
Number of Students applying the principles	10	15	11	15	15	12	14	5	
Percentage	53	79	58	79	79	63	74	26	

Notes: 6) signaling the end, 7) summarizing main points, 8) bring closure memorably

Final Research Data Collection

The final data of this research was carried out through the final test (UAS) which was attended by 20 students. The implementation of this test was also at the same time to see how effective the use of VTF to improve the participants' public speaking skills. In this UTS, students were assigned randomly to present one of three topics that had been studied, namely: Informative, Persuasive and Islamic Speech 5 minutes before their turns. They were free to choose the title of the

speech, but were not allowed to present speeches that had been reviewed and given feedback in class. Presentation of the speech must meet the principles contained in the introduction, body and conclusion within 5 minutes. In this UAS rubric, aspects of Visual Aids were not assessed due to some technical problems dealing with by the LCD in the examination room at the time of the implementation of the UAS. From the results of the Final Exam, the following results are obtained:

Table 9. Final Test Score

Aspects of Public Speaking	IT	BD	CS	EC	UL	BL	CL	TP	TM	TOTAL	AVERAGE
Total Score	168	157	169	153	158	151	154	157	151	1418	157.56
Average	8	7.5	8	7.3	7.5	7.2	7.3	7.5	7.2	67.524	7.5026

Table 10. Aspects of Public Speaking and Ratings

NO.	Code	Aspects	Final Test Score	
			Average	Ratings
1.	IT	Introduction	8	Good
2.	BD	Body	7.5	Satisfactory
3.	CS	Conclusion	7.3	Satisfactory
4.	EC	Eye Contact	7.3	Satisfactory
5.	UL	Use Of Language	7.5	Satisfactory
6.	BL	Body Language	7.2	Satisfactory
7.	CL	Clarity	7.3	Satisfactory
8.	TP	Topic	7.5	Satisfactory
9.	TM	Time	7.2	Satisfactory

From the above data it can be seen that the introduction had reached an average score of 8 and was at **good** level while the body, conclusion and time were still at **satisfactory** level. When compared with the scores

obtained in the UTS that was before the action was carried out (review and feedback), an increase in score occurred. To get a better illustration of this improvement, the UTS and UAS scores can be compared as follows:

Table 11. Comparison of Mid Term and Final Scores

No.	Aspects	Mid Term Test Score		Final Test Score	
		Average	Rating	Average	Rating
1.	introduction	7.38	satisfactory	8	good
2.	body	7.1	satisfactory	7.5	satisfactory
3.	conclusion	6.8	need improvement	7.3	satisfactory
4.	eye contact	7	satisfactory	7.3	satisfactory
5.	use of language	7.19	satisfactory	7.5	satisfactory
6.	body language	6.8	need improvement	7.2	satisfactory
7.	clarity	6.9	need improvement	7.3	satisfactory
8.	topic	7.1	satisfactory	7.5	satisfactory
9.	time	6.8	need improvement	7.2	satisfactory

Discussion

The research finding empirically demonstrates that the use of videotaped feedback can improve students' public speaking skills, both overall and reviewed in certain aspects. Quantitatively, there is an increase in the ability of students from the level of need improvement to be satisfactory. Even in the aspects of introduction, body, conclusion and time, which are the focus of this classroom action research, there is an increase in student's public speaking skills in all four aspects, which is from the satisfactory of introduction, and body, and need improvement for conclusion and time to be good for introduction, and conclusion satisfactory for the body, and time. From a qualitative perspective, this increase can also be observed from the presentation of student speeches in several research cycles.

The finding supports the study of Quigley & Nyquist (1992) who point out that there are some advantages that can be addressed to the students when videotaped feedback is applied where they have the opportunity to get feedback simultaneously with their performance, identify or emphasize certain skills being criticized, and compare various different performances (Do & Dang, 2012).

Furthermore, practitioners and educators believe that the use of video feedback as one of authentic tools could enhance students'

motivation and achievement, particularly in Speaking (Munir & Hartono, 2016). Similarly, the use of video feedback increases public speaking performance (Ritchey, 2012). In addition, interviews conducted during the research also revealed that the participants gained positive attitudes toward the feedback provided by the lecturer while watching their performance. Apriyanti et al (2018) revealed that their student found that video recorded public speaking projects help their student gained more confidence in her performance, such as in using the gesture, eye contact, facial expression, and smile and improve her language in the areas of word stress, rhythm, naturalness, performance from the first video project to the second one. Their student felt more comfortable and relaxed when she performed second video recorded public speaking project. However, few of participants found that watching their video recorded speech presentations together with all members of the class while listening to verbal feedback provided by the lecturer made them shy and sometimes anxious. Hinton & Kramer (1998) confirm that this type of feedback does not improve, even hastily impacts student performance in front of the class because of the anxiety they face (Do & Dang, 2012). This findings also confirm the previous study which revealed that the students' public speaking skills

improved over the course of a semester in terms of content, followed by non-verbal communication, verbal communication, organization, and language (El Mortaji, 2018).

CONCLUSION

This study concludes that the use of videotaped feedback can improve the students' public speaking skills. The findings show that students got benefits from simultaneously watching their video recorded presentations and listening to videotaped feedback provided by the lecturer. The students could see their weekly speech performances, how they progressed and what they needed to do for later improvement based on the feedback provided by the lecturer. The findings also recommended that videotaped feedback can be applied by any subjects that deal with performances and feedbacks, such as Speaking, Microteaching as well as preservice training programs. In addition, students can also get benefits by doing self-videotaped feedback since it can also be done by independently. Furthermore, they can also use videotaped feedback in courses related to other oral presentations so that they can review and follow up on the results of their review with improvement efforts which in turn can improve their academic achievement in the future.

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Fisherwomen Youth for the Future.

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