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## DETERMINE THE EFFECTIVENESS OF THE INTEGRATION OF VIDEO RECORDING TO IMPROVE THE ORAL COMMUNICATION SKILLS OF STUDENTS IN ONLINE LEARNING

Donalyn Dizon (Orcid ID: <https://orcid.org/0000-0002-3408-392X>)

Rafael Tabunda (Orcid ID: <https://orcid.org/0000-0002-2609-360X>)

Josephine Uy (Orcid ID: <https://orcid.org/0000-0002-0185-1734>)

*Quezon City University*

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### Abstract

This action research reports the results of a classroom-based study to examine whether the integration of video recordings would contribute to the improvement of the students' oral communication skills. It also aims to know the perceptions of students using video recording in their online learning. To determine the effectiveness of video recording, the speaking test of IELTS was modified as pre- and post-test. In addition to the analysis of the scores by two raters using Cohen's kappa, an analysis of students' speaking in pre- and post-test was undertaken to determine whether measures of students' oral communication output differ as a result of the video recording. The results suggest that the incorporation of video recordings did not have significant improvement in their oral communication skills; however, the qualitative data showed that they became more aware of those communication skills through the comments given by the researchers.

Keywords: Speaking; video recording; oral communication; integration; online learning

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### Introduction

From traditional to online - this has been the new method of learning that students have to accept because of the Covid-19 pandemic. Preparation of teaching materials, preparedness of both the teachers and students, and accessibility of stable connection are major concerns which pose uncertainty whether online learning can be an alternative to face-to-face learning. Teachers are obliged to develop learning materials in response to the call to minimize physical contacts with others. The development of modules has been considered to attain a clearer goal of a topic and the format is student friendly. In online learning, a clear, predictable, well-marked module structure provides a learning path for students to follow (Johnson, 2015).

Online learning can improve access, yet it can also be challenging, especially for the least well-prepared students. It may benefit those who are technical know-how or those who are intelligent. Students who do not perform well will have similar performance in face to face (Bettiger & Loab, 2017). Taking this online course may even cause students' anxiety and later dropping their subjects which may hinder their progress at school.

Another critical area in learning online is the interpersonal interaction between teachers - students, and students - students which may isolate the students from their teachers, their peers, and even their friends. Online learning will develop among students' sense of individualism which emphasizes more on reading and reviewing slides or links, doing their own activities, and answering their quizzes (Githens, 2007). Individualism may hinder the social development of the students as they are incapable to mingle with other people in a formal setting and this means that the system is going back to the traditional method of learning.

Equally crucial outcome of these online teaching practices is the reduced opportunity of the students to develop their oral communication skills. Majority of the students nowadays are very poor in oral communication skills which is identified as a major problem in the education system that may pose a major concern on personal and business relationships. On the contrary, good communication skills have shown to contribute to successful meetings, discussions, and transactions.

Indeed, oral communication has to be developed as it is one of the most important skills that a college graduate would possess. This skill should still be included as part of the learning activities of students otherwise they would remain to have the anxiety whenever they are asked to speak their ideas or present some information in front of an audience. Gentry (2008) said as cited by Kim, et.al (2015), most online classes do not have the oral communication component, even if the course should have a major component in oral communication. So as not to deter the development of the students' oral competence, the writer finds it important to use video recording to enable the students to practice their oral communication skills. The writer finds it appropriate to introduce video recording as the generation now are so much aware on how to use this application. Various online applications have their own video recording platform, so users have an easy access to them anytime they need it. With any speaking tasks a teacher may assign, students can use their video recordings which they can easily be integrated in the curriculum for online learning.

The main goal of this research is to find out how video recordings help improve the oral communication skills of First year Accountancy students at Quezon City University in 2020/2021 academic year in online class.

## Materials and Methods

### Action Research Plan

This study was carried out for 9 weeks in some general education courses offered to the first-year information technology students at Quezon City University. The class meets three hours every week. The course is designed to enhance the students' oral communication skills so the researchers focused on developing the oral communication of the students by providing them with ample opportunities to practice their speaking skills through video recording. In addition, it would provide the students with a variety of situations, both prepared and impromptu, for everyday and academic purposes. To achieve these goals, there were lectures on public speaking, video demonstrations of speech delivery, presentations, impromptu speeches on various topics, class discussions and collaborative tasks where students are required to exchange information with their peers on a particular subject. Recording digital videos as an extensive speaking practice was a required assignment, accounting for 30% of the midterm grade. Other requirements are participation in the class discussion, two speaking exams in the Midterm and a 7-minute oral presentation on one of the current interesting events.

### Participants

The participants of this research were 20 First Year Information Technology regular students who were enrolled in general education courses for the second semester of academic year 2021-2022. As this is a classroom-based action research and it would be conducted for 9 weeks, there were only 20 participants in the classroom that would be handled and managed by the researchers within the timeframe.

The study requires to divide the 20 participants into 2 groups: the control group (10 participants) and the experimental group (10 participants). The participants were chosen using convenience sampling and it has equal distribution of participants as shown in table 1:

**Table 1**

Units of Study	Number of Students
Experiment group	10
Control group	10

## Results and Discussions

The main purpose of this study was to develop the necessary oral communication skills for first year I.T. students using action research program designed in the light of video recording. The results of this study are presented by relating them to the study and literature used in this research.

To control variables prior to implementing the treatment, the results of the pre-test were subjected to statistical treatment to find whether there were statistically significant differences between the control and the experimental

groups in terms of oral communications. Therefore, a t-test for independent groups was used to compare the two groups in terms of overall oral communication with its subskills.

### 1. Comparison between experimental and control groups' scores in pre-test

The following two tables show that there were no statistically significant differences between the control and experimental groups on the pre- test in overall communication performance.

**Table 2**  
**T- test results of the pre- test comparing the control and experimental groups mean scores in overall communication performance.**

Group	N	M	S.D.	D.F.	T-value	Significance Level (@.05 Level)
Experimental	10	3.32	.87	18	1.16	2.101 (Not significant)
Control	10	2.92	.84			

As shown in table 2, t- value is (1.16) which is not statistically significant at .05. Thus, it can be concluded that the two groups were almost at the same level of performance in oral communication and therefore any variance between the two groups that may occur after the implementation of the program will be attributed to the intervention to be used.

### 2. Comparison of experimental and control groups' scores in post test

To determine if there is a significant difference between the mean scores of experimental group exposed to the video recording activity, and the control group receiving regular instruction, a paired sample t-test was used to compare the mean scores of the two groups.

**Table 3**  
**T- test results of the post- test comparing the control and experimental groups mean scores in overall oral communication performance**

Group	N	M	SD	df	T-value	Significance level	Effect size
Experimental	10	3.88	.6	18	.05	Not Significant at .05	.44
Control	10	3.58	.75	18			Small effect

The above table shows that the estimated t value (.05) was not statistically significant at .05 level. Thus, it can be safely said that there were no statistically significant differences between the experimental and control groups on the post- test in overall oral communication performance in favor of the experimental group. Hence, it implies that video recording is helpful in improving the communication skills of the students. So, in order to make sure that the results obtained from the t- tests are reliable and to measure the effectiveness of the proposed program on students' oral communication skills, the effect size of the proposed program on students' speaking skills was calculated using Cohen's d formula:  $d =$

### 3. The comparison between the pre/ post-test oral communication performance of the experimental group

To determine the extent of change generated by the implementation of the intervention from the pre- test to the post-test for the experimental group, t- tests for paired samples were used. These t- tests aimed at comparing the mean scores of the experimental group on the pre- test and the post- test in overall oral communication performance. See table 4.

**Table 4**  
**T- test results comparing the pre- test vs. post- test means for the experimental group**  
**in overall oral communication performance**

Test	N	M	S.D.	D.F.	T Value	Significance Level @.05	Effect Size
Pre-test	10	3.32	.87	9	.10	Not significant	.76
Post-test		3.88	.6				Medium

Table 4 indicates that there are no statistically significant differences at 0.05 level in overall speaking between the mean scores of the experimental group on the pre-test and the post- test in comparison with the post- test scores since the estimated t-values was (.10). Thus, it can be implied that the intervention did not affect the performance from the result of their pre-test to their post-test. Simply, this study proves that video recording has not improved the oral communication performance of the students. However, the estimated effect size value (.76) shown in the table indicates that the intervention had a medium effect on the experimental group students' overall communication performance on the post- test as compared to their overall speaking on the pre- test.

#### 4. Students' perceptions on the effectiveness of digital video recording on the improvement of their oral skills

To find out the perceptions of the students on the effectiveness of video recording on their oral communication skills, which is the second aim of this study, a focus group interview with the experiment group was carried out. The data were coded descriptively after which it identified the following topics "Contributions of the Digital Video Recordings to the Students' Speaking Skills" and "Limitations of the Video Recording".

Firstly, the students pointed out that the video assignments enhanced their communication skills particularly in the use of English language. Although they had difficulties in the initial stages, they were able to adjust later on. Additionally, they mentioned that the digital video recordings helped them to observe their use of fillers unconsciously which for them was too difficult to avoid but they also stated that they were trying to avoid using them. One of the participants also expressed how he observed himself committing some pauses (and this is maybe one reason of using fillers), but he tried to make a strategy.

Secondly, the preparation that they need to allot for themselves before giving their answers was also beneficial through this program. The allotted time somehow became a problem to them but with the clear task given to them they were guided on what should be the most important things to say. Most of them claimed that somehow, they were a bit anxious at the beginning because they might not be able to say everything what they needed to say, but with preparation they had expressed very well their thoughts. The preparation before the recording added to the positive contribution of the activity because really needed to be ready before recording their videos. Aside from keeping them on their foot, they were able to gain their self-confidence. One participant had admitted his social anxiety was somehow reduced because as he watched his videos repeatedly, he had realized that he could do it.

Thirdly, learning new vocabulary terms was as improvement through the video recordings. Some students stated that they were unable to say the correct words, that is why they do it repeatedly until they could memorize and later on become a part of their language repertoire. The repetition of their video recordings became tedious but became significant because through repeatedly doing it, they get to acquire the language easily.

Fourthly, as the researchers were expected to give feedback after posting those video recordings, students can identify what points to improve and what things to avoid. The comments on their grammar, the verb usage, and maximizing their time were the most common problems the researchers found in the intervention program.

Lastly, this is also important to note since this subject is communication. If students are assigned with a make-believe situation, the task becomes clearer to them. Students will do everything to conform with the role given. They are more guided on what their purpose is in speaking.

## Conclusion

This study aimed to determine whether video recording would improve the oral communication skills of the First year Bachelor of Science in Information Technology students. It also examined the students' perceptions of the use of video recordings in the general education classes. The results obtained from the analysis of the scores assigned to the students by two raters using statistical analysis indicated that the integration of video recordings into their classes did not significantly contribute to the improvement of the students' competencies and their sub-skills, hence, the findings showed that the intervention did not lead to a significant contribution to the development of the overall oral communication ability of the students. However, the analysis of the qualitative data gathered through a focus group interview showed that using video recording may not only strengthen the students' self-confidence in speaking before an audience, but also encourage them to plan, and prepare. As they received feedback, it motivated them to make better construction of ideas and sentences. The comments made them more aware of what to develop next time. Thus, the results implied that there is an inconsistency between the statistical results of the data gathered and the perception of the students in the focus group interview. One cause of this disparity may be due to the fact that the raters were not from the same institution where the study was conducted. There needs to have a dialogue between the two raters when social considerations interfere their decision-making (Chen and Sercu, 2015).

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