

The Effectiveness of Using Bandicam in Students' Speaking English During Midst Covid 19 Pandemic

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Abstract

The study aimed to explore the effectiveness of Bandicam in students' speaking English at SMA Negeri 1 Merbau from the perspective of the students. A five point Linkert questionnaire was used and a descriptive analytical approach was adopted. Through the purposive sampling method, the researcher selected a sample consisting from 36 students. Those students were selected from XI IBB. The questionnaire forms were distributed by hand to all of the selected students. All of forms were filled and retrieved. However, 35 forms are considered valid for analysis. SPSS program was used. The researcher found the Bandicam played an effective media in students' speaking English from the students' perspective. It was found that Bandicam was capable of assessing students' amount of speaking effectively. It was found that Bandicam enabled instructors to save their effort. It was found that Bandicam hindered from committing acts of cheating.

Keywords: Bandicam, Effectiveness, Empirical Study, Midst Covid-19 Pandemic, Speaking English,

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi pengaruh Bandicam dalam kemampuan berbicara bahasa Inggris siswa di SMA Negeri 1 Merbau dari perspektif siswa. Angket Linkert lima poin digunakan dan pendekatan analitis deskriptif diadopsi. Melalui metode pengambilan sampel dengan sengaja, peneliti memilih sampel yang terdiri dari 36 siswa. Para siswa tersebut dipilih dari kelas XI IBB. Formulir angket dibagikan dengan tangan kepada semua siswa yang dipilih. Semua formulir diisi dan diambil. Namun, 35 formulir dianggap valid untuk analisis. Program SPSS digunakan. Peneliti menemukan bahwa Bandicam merupakan media yang efektif dalam memberi efek pada kemampuan berbicara bahasa Inggris siswa dari perspektif siswa. Ditemukan bahwa Bandicam mampu menilai jumlah berbicara siswa secara efektif. Ditemukan bahwa Bandicam memungkinkan instruktur untuk menghemat usaha mereka. Ditemukan bahwa Bandicam terhalang untuk melakukan tindakan curang.

Kata Kunci : Bandicam, Pengaruh, Studi Empiris, Pandemi Covid-19, Berbicara Bahasa Inggris

1. Introduction

Teaching how to speak English fluently is always a grand task for a foreign English teacher. Due the significance of interaction between the teacher and the students at senior high school, speaking competence can

hardly be overvalued. Lack of speaking competence prohibits the opportunities for students to interact with the teachers and peers in the classroom. Furthermore, there are many problems that are found and faced by a teacher in process of teaching speaking English. Of course, they are influenced many factors which cause the teacher's problem in teaching speaking English. The primary function of spoken language is interactional, to establish and maintain social relation (Brown and Yule, 1983). However, an important function of spoken language is primarily transactional to convey information.

Teaching speaking English to the students is difficult. The students do not commonly speak English. English has been teach as the first foreign language in Indonesian schools since Independence Day in 1945 (Ramelan, 1992:1) based on curriculum starting from junior high school up to senior high school, but until this time Indonesian students still cannot speak English fluently, until the new curriculum 2013. Most of students are shy, passive and get cold feet to convey their idea in speaking. It is not easy to encourage students to speak English. Instead of having interaction or short conversation with their teacher, they think it is better to ignore the lesson and do not ask any questions during the teaching and learning process because they are sometimes stuck in the middle of conversation.

Most of English teachers are difficult to develop their skill, find a new methods, techniques or medias in teaching English especially in speaking, not only teachers but the students also find out there are factors affecting students' speaking skill (Zulfitri, 2020). The time allocation for English subject in Curriculum 2013 is two times a week in the schools make it harder in teaching English. Ironically however, many teachers and students still have problems with speaking English because of the suitable media. Even though it cannot be generalized that their lack of command in English is because of their media, this suggests that teaching and learning media contributes to the students' competence in English., especially in this Midst Covid-19 Pandemic which needs some good tools. Both teachers and researchers considered media is as one of the most important factors that influence the effective speaking English (Ahmed et al 2014).

Technologies as the teaching media, including bandicam which is made to share to the students throught internet have been applied in the teaching and learning process. As stated by Ghasemi & Hashemi (2011, p. 3098) that "in recent years there has been a grounds well of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings." Bandicam can be used to make the materials especially in speaking English skills then share it to the students by internet network. The use of technology also leads to the critical thinking so the students have a chance to build up the higher order thinking (Hasibuan, 2021). Various applications and platforms can be used, such as whatsapp, telegram, zoom meeting, google meet, google classroom, edmodo, and others. To support this online learning, the main device needed is computer or android connected to the internet network.

The purpose of students in teaching speaking English throught bandicam as a main media is because English is one of subjects in school and they have to pass the examination or to do a test. In fact, They only will spend their life and they think that English is not really important in their daily life which make them less motivation in studying English especially speaking. It makes most students presumptively cannot master English yet or cannot speak English fluently, although they have learnt English since in the elementary school and most of teacher also still cannot speak English fluently because they seldom use it in school or in their daily life. Since speaking or ability to use English to communicate is a part of the purpose of teaching English and one component of communicative competence in Curriculum 2013, it is important to always develop the students' competence in speaking English skills.

Based on the above description, it is interested to elaborate and investigate weather bandicam is suitable or acceptable media for the students when the teacher uses it in teaching speaking English or not. This study tries

to explore and describe the effectiveness of bandicam as media in teaching speaking English, then to know weather there is any students' interaction in speaking English throught bandicam.

In this research, the researcher will focus on the effectiveness of Bandicam to work students' speaking English during Midst Covid-19 Pandemic from the perspective of the students. So that the questions are:

1. Is bandicam effective for the students' speaking English?
2. How effective are bandicam for the students' speaking English from the perspective of the students?
3. Is there any students' interaction in speaking English throught bandicam.

2. Literature Review

2.1 Bandicam

Bandicam is shareware, meaning that it can be tested free of charge with limited functionality (It is often called crippleware). Bandicam is a closed-source screen capture and screen recording software originally developed by Bandisoft and later by Bandicam Company that can take screenshots or record screen changes. Bandicam is one of the most popular screen recording software in the market. Bandicam screen recording can be done very easily. Bandicam screen recording is very nice, its interface is good. With Bandicam, screen recording with audio and video can be done easily from a computer.

Bandicam consists of three modes. One is the Screen Recording mode, which can be used for recording a certain area on the PC screen. The other is the Game Recording mode, which can record the target created in DirectX or OpenGL. And the last is the Device Recording mode which records Webcams and HDMI devices.

Bandicam displays an FPS count in the corner of the screen while the DirectX/OpenGL window is in active mode. When the FPS count is shown in green, it means the program is ready to record, and when it starts recording, it changes the color of the FPS count to red. The FPS count is not displayed when the program is recording in the Screen Recording mode. This software has a maximum frame rate of 144 FPS. Bandicam is shareware, meaning that it can be tested free of charge with limited functionality (It is often called crippleware). The free version of Bandicam places its name as a watermark at the top of every recorded video, and each recorded video is limited to 10 minutes in length. However, users can adjust the screen margin with the video screen so that the watermark is off-screen from the video. The created video can be saved in AVI or MP4 formats. Bandicam can also capture screenshots and save them as BMP, PNG, or JPG. Bandicam features an autocomplete recording mode which can limit the video capture process to a specified size or time value. It supports hardware acceleration through Nvidia NVENC/HEVC, CUDA, AMD APP and Intel Quick Sync Video/HEVC.

Bandicam is a video and game recording software and desktop screen recording tool is perfect for users, businesses, and professionals who want to produce short videos for a number of purposes. This could include online academic lessons, gaming sessions, walkthroughs, and computer/video tutorials. The different recording modes available to users are the video recording mode, game recording mode, screen recording mode, and device recording mode. Bandicam uses Nvidia's H.264 codec when it records so the quality of a video is still maintained even if users compress it into a file with a smaller size. Game videos and gaming sessions can also be recorded in full screen and without window borders thanks to the software's game recording functionality and its use of DirectX/OpenGL graphics technologies. YouTubers, freelance video editors, and filmmakers will also appreciate Bandicam's user-friendly interface, which makes it easy to use features like device recording, screen capturing, and video and sound recording. Main features of Bandicam are:

- Game Recording.

- Add Webcam Overlay.
- Add Logo.
- High Compression Ratio.
- Real Time Drawing.
- Mix Own Voice.
- Screen Capturing.
- Video Recording.

2.2 General Concept of Speaking

Speaking is productive skill where the speaker produces something through utterance to convey their meaning and intention to the listener. Listening and speaking are almost always closely interrelated. As assumed by Brown (2004:140). "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test." Moreover, the art of speaking is the single most important aspects of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. (Nunan, 1991: 39).

2.2.1 Types of Speaking

In the functional analysis of speaking, Bygates (1987) in Nunan (1991: 40) suggests that oral interaction can be characterized in term of routines which are conventional (an therefore predictable) ways of presenting information Brown (2004: 141-142), stated that there are five categorizes of speaking performance assessment tasks, described as follows:

1. Imitative

It is described as the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation.

2. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. Usually it places students doing the tasks in group work, for examples: directed response tasks, reading aloud, sentence and dialogue completion, limited picturecued tasks including simple sequences, and translation up to the simple sentence level.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard, greeting and small talk, simple requests and comments, and the like. For example:

Jeff : Hey, Stef, how's it going?

Stef : Not bad, and yourself?

Jeff : I'm good.

Stef : Cool, okay gotta go

4. Interactive

It is similar with the previous category which is representative, however it is different in the length and complexity of the interaction, which someone includes multiple exchanges and/or multiple participants.

5. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps for nonverbal response) or ruled out together. Usually, teacher gives the students extended monologues in the form of oral reports, summaries, storytelling and short speeches.

2.2.2 Elements of Speaking

The ability to speak fluently depends on how the speaker produces utterance to convey their meaning. Harmer (2001: 269) states that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language “on the spot”. In order to do so, there are some elements that should be considered by the speaker. Those elements for spoken production are described by Harmer (2001: 269-270) as follows:

1. *Connected speech*: effective speakers of English need to be able not only to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted, (elision), added (linking), or weakened (through constructions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
2. *Expressive devices*: native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interactions).
3. *Lexis and grammar*: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.
4. *Negotiation language*: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

2.2.3 Classroom Speaking Activities

Many of the classroom activities is applied by teacher in language learning process. Below, the most widely classroom speaking activities used according to Harmer (2001: 271-275):

1. Acting from a script

It is the speaking activity where the students are asked to act out scenes from plays and/ or their coursebooks, sometimes filming the result. This frequently involves students in coming out to the front of the class. When choosing this activity, teacher should not choose the shyest student first, because teachers need to work to create the right kind of supportive atmosphere in the class.

2. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3. Discussion

Group discussion may be composed of three to five students. The main aim of group discussion is to improve fluency, and grammar is probably best allowed to function as a naturally communicative context (Fauziati, 2005: 134). According to Harmer (2001:272) one of the reasons that discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class. As has explained in point A about discussion technique, the kinds of discussion that can be applied to avoid the difficulties are: buzz group, instant comment, formal debate and balloon debate.

4. Prepared talks

Prepared talk is a popular kind of activity where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, they are more like writing activity. However, if possible, students should speak from notes rather than from a script.

5. *Questionnaires*

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. They may well encourage the natural use of certain repetitive language patterns and thus be situated in the middle of teacher.

6. *Simulation and role-play*

In this activity, students 'stimulate' a real-life encounter (such as: a business meeting, an encounter in airplane cabin, or an interview) as if they were doing so in the real world. Simulation and role-play can be used to encourage general oral fluency, or to train student for specific situation. For a simulation to work it must, according to Ken Jones in Harmer (2001: 204) have the following characteristics:

- a. Reality of function: the students must not think of themselves as students, but as real participants in the situation.
- b. A simulated environment: the teacher says that the classroom is an airport check-in area, for example.
- c. Structure: students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

2.2.4 Characteristics of Good Speaking

1. *Learners talk a lot*

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher's talk or pauses.

2. *Participant is even*

Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and contributions are fairly evenly distributed.

3. *Motivation is high*

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4. *Language is of an acceptable level*

Learners express themselves in utterances that are relevant, easy comprehensible to teach others and of acceptable level of a language accuracy.

In this research, the researcher takes two of the previous researches. The first is the research that had been done by Bunga Nuur Primayu Utami entitled "*The Use of Media and Technology to Enhance English Speaking Skill During Pandemic of Covid-19 Era.*" The purpose of Bunga Nuur Primayu Utami's research is to know what media that can be used in today's online era and speaking skill elements can be trained through the use of media and technology. The result of the research showed that students used some media such as speech recognition software in mobile phone to correct their pronunciation and to gain the new vocabulary, internet to gain the information that they need, podcast, and youtube to gain such as tips to speak in English, produce the correct pronunciation, and produce videos that contain presentation about health scope.

The second research has been done by Ikrimah entitled "*The Effects of Video Recording on Students'*

Speaking Ability.” The objective of the study is to investigate the effects of video recording on the students’ speaking.. The result of that research is video recording give positive effect toward students’ speaking ability. Meanwhile, this research is conducted in order to know weather bandicam effective for the students’ speaking English, know how effective bandicam for the students’ speaking English from the perspective of the students, and to know weather there is any students’ interaction in speaking English throught bandicam at the eleventh IBB grade students of SMA Negeri 1 Merbau. To find out the effectiveness of using Bandicam in students’ speaking English during Midst Covid-19 Pandemic, this research applies a descriptive-analytical approach. Through employing the purposive sampling method, the researcher selected a sample consisting from one classroom that is XI IBB consists of 36 students.

3. Method

3.1 Research Design

In conducting the research, this research used a descriptive-analytical approach

3.2 Population and Sample

The population of this study is represented in all the students who are in the eleventh grade students. Through employing the purposive sampling method, the researcher selected a sample consisting from one classroom that is XI IBB consists of 36 students. The questionnaire forms were distributed by hand to all of the selected students. All of the form were filled and retrieved. However, 35 form are considered valid for analysis. Thus, one (1) forms are excluded due to missing data. The response rate is 100%.

3.3 Variable and Indicator

Based on the title, there is two variables. The research has one independent variable (X) that is Bandicam, and one dependent variable (Y) that is students’ speaking English. The result of students’s speaking English is as an indicator.

3.4 Research Instrument

Before collecting the data, the writer made the prepare throught find the abstracts as the instrument. To make sure that the instrument was valid enough, the writer looked into the sentences of the abstracts. These sentences state that the research is supposed to make a title composition. Thus, the content of the abstracts offered in the research was valid enough. To collect the needed data, the researcher developed and used a questionnaire. This questionnaire consists from fifteen (15) statements. It was developed after reviewing the relevant references. The questionnaire forms were distributed to the sample in Indonesia language. Then, the questionnaire was translated into English language to be presented in this study. The researcher collected demographic data through using the questionnaire. He adopted the five point Likert scale. This scale consists from 5 categories. These categories are listed below. Each category of those ones represent a specific score.

Category	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

3.5 Technique of Collecting Data

The researcher developed a questionnaire to collect the sought data. He also reviewed the books, and studies that are relevant to the topic of the present study.

3.6 *Technique of Analysis Data*

To analyse the data that was collected through collecting the questionnaire forms, the researcher used the SPSS program. He calculated standard deviations and means. To measure reliability, Cronbach alpha was calculated too. Through the cover page of the questionnaire, the researcher confirmed that the collected data shall remain confidential. For classifying means, specific criteria were adopted by the researcher. These criteria are displayed through the table presented below.

<i>Range</i>	<i>Level</i>	<i>Attitude</i>
2.33 or less	Low	Negative attitude
2.34-3.66	Moderate	Neutral attitude
3.67 or more	High	Positive attitude

Through the criteria in Table 1, the means are classified into high, moderate and low means. Through such criteria, attitudes are classified into positive, moderate, and neutral attitudes.

3.7 *Validity*

The initial version of the questionnaire was passed to two faculty members specialized in educational sciences. This version is drafted in Arabic language. Those faculty members were asked to provide an assessment for the questionnaire in terms of language, clarity and relevancy. Both faculty members suggested that the items of the questionnaire are clear and relevant to the goals of the study. However, they corrected some language mistakes. After making this correction, the final version of the questionnaire was drafted.

3.8 *Reliability*

Cronbach alpha coefficient value was calculated. It is 0.821 which is high. That indicates that the questionnaire can provide results that are very reliable.

4. *Results and Discussion*

4.1 *Result*

To get an answer for the study's question, the researcher calculated means. He also calculated standard deviation and presented levels and attitudes. Such data is presented in the fourth table below:

<i>No.</i>	<i>State-ment</i>	<i>Mean</i>	<i>Std</i>	<i>Attitude</i>	<i>Level</i>
1	Bandicam serves as a secure method for conducting speaking English	2.31	0.42	Negative	Low
2	Bandicam enables instructors to track the progress achieved by students	4.48	0.64	Positive	High
3	Bandicam enables students to speaking English faster	4.34	0.57	Positive	High
4	Bandicam improves the students' capability to manage time while speaking English	4.21	0.93	Positive	High
5	Bandicam reduces the anxiety associated with the speaking English process	2.20	0.30	Negative	Low
6	Bandicam motivates students to show the best performance	4.67	0.12	Positive	High
7	Bandicam is suitable for speaking English disabled students	4.53	0.28	Positive	High

8	Bandicam increases students' concentration level	4.61	0.76	Positive	High
9	Bandicam is an objective speaking English method	4.75	0.68	Positive	High
10	Bandicam improves students' technical skills to speak English	2.14	0.51	Negative	Low
11	Bandicam is suitable for all courses	2.20	0.77	Negative	Low
12	Bandicam can effectively uses one's amount of speaking English	4.74	0.42	Positive	High
13	The preparation for a Bandicam requires less effort than the preparation for other media	2.21	0.91	Negative	Low
14	Bandicam enables instructors to save their effort	4.87	0.04	Positive	High
15	Bandicam hinders students from cheating	4.91	0.77	Positive	High
Total		3.81	0.54	Positive	High

4.2 Discussion

Based on table above, it was found that Bandicam played an effective media in speaking English at SMA Negeri 1 Merbau from the perspective of the students. That's because the total mean is 3.81 which is high. It was found that Bandicam wasn't considered as a secure method for students' speaking English, because the relevant mean was 2.31. It might be attributed to the fact that Bandicam might be breached or got affected by a virus. It was found that Bandicam enabled instructors to track the progress achieved by students, because the relevant mean was 4.48. That was because Bandicam enabled instructors to be used by students several times during the semester due to the auto-speaking feature.

Based on table above, it was found that Bandicam enabled students to speak English faster, because the relevant mean was 4.34 that was because Bandicam usually came in the form of using power point firs which didn't require typing nor writing. It is also similar with the use of Vlog in improving speaking skill of EFL learners (Prawiyata, 2021), It was found that Bandicam improved the students' capability to manage time while speaking English, because the relevant mean was 4.21. That was because seeing the remaining time on the Bandicam page enabled students to manage their time effectively.

Based on table above, it was found that Bandicam didn't reduce the anxiety associated with the speaking process, because the relevant mean was 2.20. It was found that Bandicam motivated students to show the best performance, because the relevant mean was 4.67. It was found that Bandicam was suitable for speaking disabled students, because the relevant mean was 4.53. That was because the font of the Bandicam could be adjusted to suit the ones suffering from visual impairment. It was found that Bandicam increased students' concentration, because the relevant mean was 4.61. It might be attributed to the use of text effects, colours, sounds, and multimedia in Bandicam. The way students improve their speaking skill will lead to the way the present a material because presentation skill becomes a very crucial communication skill in digital era (Arfanti, 2021; Hasibuan, 2021)

Based on table above, it was found that Bandicam was an objective media, because the relevant mean was 4.75. It was found that Bandicam didn't participate in improving students' technical skills in speaking English, because the relevant mean was 2.14. It was found that Bandicam was not suitable for all courses, because the relevant mean was 2.20. That was because some courses required conducting a practical speaking, such as: music and acting courses. Based on table above, it was found that Bandicam could effectively assess one's amount of speaking, because the relevant mean was 4.74. It was found that the preparation for a Bandicam didn't require less effort than the preparation for other media, because the relevant mean was 2.21. It was found that Bandicam enabled instructors to save effort, because the relevant mean was 4.87. It might be attributed to the auto-speaking feature. It was found that Bandicam hinders students from cheating, because the relevant mean was 4.91. It is clearly seen that digital media really brings much benefits to create innovative learning process (Hasibuan&Prawiyata 2021; Suliana&Hasibuan, 2021; Rani et all, 2019).

5. Conclusion

The researcher found that Bandicam play an effective role in assessing students at SMA Negeri 1 Merbau from the perspective of the students. It was found that Bandicam enables instructors to track the progress achieved by students and enables students to speak English faster. It was found that Bandicam improves the students' capability to manage time while speaking English. It was found that Bandicam increases students' concentration, and serves as a suitable media for speaking English disabled students. It was found that Bandicam is an objective media and capable of assessing students' amount of speaking effectively. It was found that Bandicam enables instructors to save their effort, and hinders students from committing acts of cheating. However, it was found that Bandicam doesn't reduce the anxiety associated with the speaking process.

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