ABSTRACT

This thesis is titled "The Influence of Video camera Stimulating Students’ Involvement in Doing Speaking-Communicative Activities". The goal is to inquire whether this technique is good or the opposite. There are 11 students as the subjects. They are from level 08 English First, Moraya. The reason of choosing this class is that they have already acquired some sufficient vocabularies and skills in English. They were given four different speaking-communicative activities with and without video camera. They were done within some gaps to prevent boredom. According to the research, there are significant differences between the activities with and without video camera. When they are filmed, they are more careful with what they say and more serious. Due to their seriousness, they do the activities less than the required time and do not make a lot of mistakes in terms of speaking and writing. To get success in using this method, the teacher should always praise the students to what they do well to get rid off their nervousness. The teacher should also pre-teach target language and vocabularies that will be in the activity, so the students will be knowledgeable about the topic and be confident.