

THE EFFECTIVENESS OF USING SELF-RECORDING VIDEO TO IMPROVE STUDENT'S SPEAKING ABILITY

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ABSTRACT

The purpose of this research is to find out the effective of self-recording video improve English speaking ability at tenth grade students of SMA Negeri 3 Pematangsiantar. This was a research with quantitative approach. The method in this research was quasy experimental with pre test-post test control group design. The samples were 70 students of senior high school. The technique of collecting data in this research is by giving a research instrument. The results of the data analysis indicate that hypothesis testing of posttest scores, it is found that $t_{count} = 5.377 > t_{table} = 1,695$ at the significance level $\alpha = 0,05$ and degrees of freedom (df) = 31, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there are significantly differences on students' speaking ability by self-recording video and without using self-recording video in speaking ability at tenth grade students of SMA Negeri 3 Pematangsiantar.

Keywords: Keywords: Self-recording, Speaking Skill, Recount Text.

I. INTRODUCTION

1. The Background of Research

As an international language, English is used in many aspects of our lives. English is one of international languages that is used by some people around the world who do not have same language to communicate. The data revealed by British Council (2020) shows that the number of English speaker have reached 1.75 billion people or about a quarter of world population. So, it becomes a challenge for people who don't speak English as a mother language. Especially Indonesia has its own language that is called Indonesian. Indonesians use as a national language. But, all the students in Indonesia studied English at schools and University. Nuraeni (2018:132) states that even though English language has been taught to students since in the secondary level as one of compulsory subjects, but in the reality it is common to see Indonesian students are poor in speaking English. Based on the writer's experience when implemented the teaching assistance program, the researcher gave an English assignment test with form of conversation practice in the class with a minimum criteria score 78. However, many students at the Tenth Grade at SMA Negeri 3 Pematangsiantar did not get the score. The writer found that the students were very lacking in English-speaking skill. Students are not able to speak in English or making a sentence. Mostly, when they speak English, they do not understand the meaning of the words. They take so much time to think. Some of them said nothing because they were not confident of their own skill and worry about getting wrong then the others will laugh. Kirkgoz (2011), demonstration using video recording participations improved their speaking skill significantly, and were encouraged by the use of technology in the classes. Finally, based on the reason above, the researcher will do a research about "The Effectiveness of Using Self-Recording Video to Improve Students' Speaking Ability"

2. The Problem of Research

Based on the background above, the researcher formulates the research question to solve the listening problem, as follow: "Does the using of self-video recording effective to improve students' speaking ability at the tenth Grade students of SMA Negeri 3 Pematangsiantar in academic year 2023/2024?"

3. The Objective of Research

The objective of the research is to find out the effective Self-recording video improve English speaking ability at tenth grade students of SMA Negeri 3 Pematangsiantar. in academic year 2023/2024

II. THE REVIEW OF LITERATURE

1. Definition of Speaking



Speaking is also known as oral communication and more commonly used by people in social communities. Because, while speaking people cannot revise or edit what they have spoken. It describes that speaking is directly speech language. According to Lai Mei Leong & Seyedeh Masoumeh Ahmadi (2017), speaking is one of the most important skills to be developed and enhanced as means of effective communication. That is why students must improve their speaking ability, because with speaking they can do the effective communication. Harmer (2007) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Based on the explanation above, the researcher concluded that speaking is an oral communication that producing a sound and word to saying ideas, opinions, and feelings to others in order to achieve some goals in daily life. Speaking also needs some process like producing, receiving, and processing information, and giving feedback

2. Teaching of Speaking

According to Brown (2004:275), there are seven principles for designing speaking technique:

1. Use techniques that cover the spectrum of learner needs, from Language based focus on accuracy to message-based on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques
3. Encourage the use of authentic language in meaningful contexts
4. Provide appropriate feedback and correction
5. Capitalize on the natural link between speaking and listening
6. Give students opportunities to initiate oral communication
7. Encourage the development of speaking strategies

Based on the explanation above, the researcher concluded that teaching speaking in school is very important, because students must be able to speak and converse in English. The other reason is because English also being part of examination in school, so that students must passing the examination is a requirement to advance to the next level and graduate from school.

3. Self-recording Video

One of the prime aims of media applied to language learning and teaching is to facilitate learners to achieve language competence. Oya & Haryanto, (2022) argues that one of the media that can be used to improve students' speaking skills is by using Self-recorded Video, using a video recording task-based approach can effectively help students improve their speaking skills. Koesoemah (2019), argues that this self-recorded video helps students gain confidence in speaking to others and can be done anywhere, anytime.

Based on the explanation above, the researcher concluded, that both of them and their friends are able to observe them speak. The video and comments from viewers will help them learn from their blunders. By doing this, students will evaluate each other. Teachers can use video to help students become better speakers in English. By recording Self-Recording Video on their speaking activities, they will have opportunities to see, to play and replay the recording many times so that they could learn from their mistakes

4. The Use of Self-recording Video In Speaking

Self-Recording Video is also known as video recording. The camera inside a mobile phone is very useful, especially for the educational purpose. Therefore, the use of Self-Recording Video in MALL can be challenging activity for learners since they are asked to directly activate their language. Also, there is some consideration why using Self-Recording Video in training speaking is suggested. For instance, the production of video using a mobile phone is easy. The researcher concluded that by using Self-Recording Video, students are expected to be more confident in speaking English. They will make some time for thinking and practicing before making a video. Thus, using Self-Recording Video will make them comfortable and less nervous.

III. THE METHOD OF RESEARCH

1. The Research Design

In this research, the researcher chooses quantitative approach. This research is using the experimental research design, in order to know the students' improvement in speaking ability by using self-recording video. This research uses a non-equivalent control group design model. Before the research began, a pre-test is given for both classes to know the ability of students' speaking



Furthermore, treatments were conducted to get a significant result when comparing the controlled class. During the treatment, the experimental group produced two minutes of video-recorded speaking task for 4 weeks/meetings. The topic of their speaking task was determined based on their experiences. While the experimental group is doing this project, the controlled group was taught by using conventional teaching method.

2. The Location of Research

This research was be conducted at SMA Negeri 3 Pematang Siantar. It is located on Pane street, East Siantar sub-district, Pematang Siantar city, North Sumatra Province.

3. The Population and Sample

Population of this research is the whole tenth grade students of SMA Negeri 3 Pematang Siantar on the second semester of academic year 2022/2023. The technique sample that is chosen in this research is probabily sampling with simple random sampling. To decide which class will be the control class and the experimental class, the researcher considers making lottery paper. From the lottery results, class X-3 was selected as the experimental class and class X-9 the control class. Thus, the sample for this research consisted of the control class and the experimental class of class X SMA Negeri 3 Pematang Siantar, totaling 70 students.

4. The Technique of Collecting Data

In the process of collecting the data involved a listening test as the instrument of the research. The research instruments that will be used are pre-test and post-test. In this research, the writer used pre-test and post-test as the speaking test. The pre-test is intended to know the students' listening ability before the treatment given. While the post-test is given to determinestudents' speaking ability after being given treatment.

5. The Technique of Analyzing Data

In the pre-test and post-test assessment, the researcher calculated the frequency and normality of testing using SPSS version 26.0. The steps we have to do in the SPSS 26.0 program are frequency, statistic table, test of normality, test of homogeneity, testing hypothesis.

IV. THE DATA AND DATA ANALYSIS

1. The Data and Data Analysis of Research

Based on the calculation of frequency, statistic and normality, the researcher got the esult that all data in pre-test and post-test of both control and experimental class are normal distributed. Homogeneity test were used to decide whether a test was homogenous or not. It was important because the similarity of both groups would influence the result of test. Moreover, homogeneity of a test was used a requairment to calculated t-test. Then, the next calculation was finding of homogeneity test by using SPSS Version 26.00 as follows :

Table 4.1 Homogeneity of the Research

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Post test experimental and control	Based on Mean	.338	1	62	.563
	Based on Median	.312	1	62	.578
	Based on Median and with adjusted df	.312	1	60.389	.579
	Based on trimmed mean	.314	1	62	.577

Determination of variance from several populations has the same variance or cannot be seen from the significance value. This rese use a significance level $\alpha = 0,05$. If sig > 0,05 then the data is declared to have the same variant, and if sig < 0,05 then the data is not declared to have the same variant. The table above shows that sig 0,563 > 0,05 then the data in the two class have the same variant (homogeneous), meaning that the data come from the same population.

Table 4.2 Hypothesis Testing

Paired Samples Test				
Paired Differences				



		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	post test experimental - post test control	12.406	13.053	2.307	7.700	17.112	5.377	31	.000

Based on the table above, it can be said that $t_{count} = 5.377 > t_{table} = 1,695$ at the significance level $\alpha = 0,05$ and degrees of freedom (df) = 31, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there are significantly differences on students' speaking ability by self-recording video and without using self-recording video in speaking ability at tenth grade students of SMA Negeri 3 Pematangsiantar.

2. The Finding and Discussion of Research

Based on the table above, it can be said that $t_{count} = 5.377 > t_{table} = 1,695$ at the significance level $\alpha = 0,05$ and degrees of freedom (df) = 31, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there are significantly differences on students' speaking ability by self-recording video and without using self-recording video in speaking ability at tenth grade students of SMA Negeri 3 Pematangsiantar.

The students in experimental class who taught by self-recording video got the higher score than the control class. In experimental class, the researcher was helping the students in pronunciation a word, with the ways by used an application called u-dictionary. The researcher typed a word in that, then played the sound on it, and asked all the students to repeat after that. Then, the researcher taught the students about simple past, and showed an example video of simple past. After that, the researcher asked the students to design a text with the topic "Holiday Experience". Then, the researcher asked the students to translated the text that they have designed and wrote some word that they did not know the meaning of the word before, and asked them to memorize it and said that in front of the class. In this situation researcher asked them in Indonesia then they say it in English vice versa. Next, researcher called the students one by one to the classroom and did the self- recording video. The others students must be waiting outside. While the students were recording the video, the researcher was monitoring the progress of that in the classroom.

V. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the table above, it can be said that $t_{count} = 5.377 > t_{table} = 1,695$ at the significance level $\alpha = 0,05$ and degrees of freedom (df) = 31, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there are significantly differences on students' speaking ability by self-recording video and without using self-recording video in speaking ability at tenth grade students of SMA Negeri 3 Pematangsiantar.

The students in experimental class who taught by self-recording video got the higher score than the control class.

2. Suggestion

1. For the teacher:
 - The teacher should keep the control of students' activities in the classroom
 - The teacher should present the media in enjoyable, relaxed, and acceptable level
2. For the students :
 - The students are expect to be active in the classroom during the learning process
 - The students are hoped to be confident in recording their speaking.
 - The students should ask the teacher if there is something that they don't understand regarding to the English Self-recording activities.



3. For the future researcher:

- The future researcher must know how to manage the time while ask the students to record the video.

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