THE EFFECT OF VIDEO RECORDING ON STUDENTS' SPEAKING SKILL AT TENTH GRADE STUDENTS OF SMAN 7 KOTA TANGERANG ACADEMIC YEAR 2018/2019

Umayatul Haoro[1], Tenia Ramalia[3]

[1] English Language Education Faculty of Teacher Training and Education, Universitas Islam Syekh- Yusuf
email: mayahaoro95@gmail.com

[2] English Language Education Faculty of Teacher Training and Education, Universitas Islam Syekh- Yusuf
email: tramalia@unis.ac.id

Abstract

This study had quasi-experimental design which was intended to get empirical evidence of the effectiveness of using video recorded speaking on students' speaking skill. The population was the tenth grade students of SMAN 7 Kota Tangerang. The sample was 68 students chosen through classified into two classes, experimental and controlled class. The instrument was test where students must practice dialogue. The results of testing normality from video recording (experimental) in Kolmogorov-Smirnov test and the Shapiro-Wilk test is not normally but in the learning outcomes from using traditional method (control) with Kolmogorov-Smirnov test is normally distributed and the Shapiro-Wilk test is not normally distributed. The next analysis homogeneity test the result that the significance value > 0.05 ($0.147 > 0.05$), thus it can be concluded that the variants of both data groups, control and experimental classes are homogenous. The last based on the results of the Non parametric tests the data presented in table 4.5 indicate that $p > 0.01$, meaning that there is a difference between experiment class and control class in terms of learning outcomes of Speaking Skill students. It can be said that the level of students' speaking skill between experiment class and control class is basically different. Thus, Ho is rejected and Ha is accepted. It means "there is a significant effect of video recording on students' speaking skill.

Keyword: correlative conjunction, speaking, video recorded speaking.

1. INTRODUCTION

History of English teaching in Indonesia has existed since The Dutch Colonial Era, but official English taught in Indonesia after the decision of The Minister of Education and Culture in 1967. In Indonesia, educational English has four required to master. They are listening, speaking, reading, and writing. From the four skills that should be mastered. The students are less interesting to learning speaking skill because they have many problems such as, the development of students in speaking are still low and rarely try to speak English. Moreover, speaking skills makes students easy to connect with native speakers, debating in class with friends, make a small group, contest and get better jobs. Speaking also one of the most important skill because it can solve the problem of students in communication.

English education has long been included in the curriculum of Education Indonesia. Many students often have trouble in learning speaking skill. One of the biggest problems is the students very depressed to learn speaking skill and rarely try to speak English until their abilities are excellent. They do not want to take risk to try to speak. In addition, the teachers are more focus on structure dimension of language rather than focus on the activities to deliver their ideas and try to speak. Many teachers still busy to correct the students' mistake rather than practice of speaking. It will inhibit students' speaking ability. The researcher has found the problem at SMAN 7 Kota Tangerang the students still hard to learn and practice speaking. There were some factors that the first, the teacher was only focus on the structure of the sentences. Second, the environment did not support to improve speaking skill, less motivation and less confident to speak in public. The researcher expects this research has many impacts and advantages for students in learning English. So that, they can be fun, motivated, enjoy and new experience in the

classroom. For teachers, they will find new method about teaching, new experience, more creative and be better teaching students.

Akdeniz (2017) suggested that speaking ability is regarded as the measure of knowing a language for many learners and they also define speaking ability as the most important skill in a language. When compared to other skills, speaking can be said to be the most difficult skill to teach and also to evaluate and assess. To overcome those difficulties, teachers need to come up with novel methods to develop learners' speaking abilities. Using video recordings of students might offer numerous opportunities for the development of learners' speaking skills.

Speaking skill is one of the most important skills because it is to solve the problem of students in communication. Speaking skills makes it easy to connect with native speakers, debating in class with friends, make a small group, contest and get better jobs. On the other hand, current curriculum, from the Minister of Education stated that all students at Junior and Senior High School up to university used to develop student communicative competence, in speaking form. Therefore, the emphasis of the English Songs are to increase students" abilities in speaking parts, those skills are used to respond or to produce discourse in social life (Baltazar, 2017:1463).

The Purpose of Speaking is the students are potential expanding to communication with native speaker. The students have awareness of importance learn speaking to improve their competition. Lane, Munteanu and Samoilovich (2009) stated that the fact that English is a key to many doors—technology, science, business, politics, culture—accounts in large measure for its present attractiveness. The students can understand of the relationship between language and culture. Language is the system of sound and word used by humans to express their thoughts and feelings. This means that people use language to communicate to each other by using words or sentences of a language that adopt as an official language or the second foreign language of a nation. The students are get new experience. The students who a good pronunciation or speaking can get new experience from native speaker and surroundings. The students can debating in class with friends. Many school are follow a debate contest in the country or international debate contest. It makes students more active and critical thinking. They will show achievement from their skill.

Kayi (2006) stated that on ESL 'English Second Language' the teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language". They are activities to promote speaking: dialogues, song, brainstorming, storytelling, and video. As for assessment a teacher doing to know the outcome of the student are four or five components are generally recognized in analyses of the speech process. They are pronunciation (including the segmental features—vowels and consonants—and the stress and intonation patterns), Grammar, Vocabulary, Fluency (the ease and speed of the flow of speech). The criteria used to evaluate students' performance are based on those developed by (Harris, 1969). He suggests there are at least are four criteria to assess speaking skill: pronunciation, fluency, grammar and vocabulary.

Sinem (2016) "Mobile assisted language learning (MALL), in broad terms, is the integration of mobile devices into language learning process. Language is the most important part in human life that is to communicate with others". The development of technology is increasingly advanced with the presence of smart phones making activities easier. The use of video recording in MALL specialized in teaching and learning speaking is use the camera to create video recording task. Teachers also can use Mobile Assisted Language Learning (MALL) to get assessment the students more specific. The advantages of using video recording is the existence of a mobile phone/smart phone to make video recording more easily to students in learning speaking, include: the use video recording make students more confidence to expression. The teachers should make classroom more than fun and succeed on teaching and learning. It can do every time not only in classroom. It also make the teacher give assessment more easily and efficient.

The Procedure in using video recording to learn speaking skill in class, first the teachers provide learning materials about the topic is Correlative Conjunctions on the class. The topic is very important to determine students' video. In addition, the teachers also give some examples of videos to reference students create the conversation. Second the students make a video for the topic they have learned. Therefore, learn speaking by making a video can be accurate to test speaking. After students complete the video, teacher need to give feedback to the students' performance. Thus, the students' know their speaking strength and weakness performance.

2. METHODS OF THE RESEARCH
2.1 Time and Place of the Research
The researcher took data from the teacher SMAN 7 Kota Tangerang. It is located at Jalan Perintis Kemerdekaan 1 No.2 Tangerang, Banten. Based on the curriculum 2013 the school has two majors, there are MIPA and IPS. The major on X MIPA has five classes. The average member in class is 36 students.

The researcher chose SMAN 7 Kota Tangerang for research because most of the students were having problems on speaking skill. The researcher sample was the tenth grade of the school, they were the MIPA 1 and MIPA 4 class of the school. The time of the research conducted in July to February 2019. The research timeline is very important to the researcher because it helps the researcher finished the study quickly based on the schedule of the research.

2.2 Method and research design
The researcher used quantitative as the method of the research. Creswell (2009) stated that quantitative methods for a research proposal or study, with specific focus on survey and experimental designs. The meaning of an experimental design is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome. As one form of control, researchers randomly assign individuals to groups. When one group receives a treatment and the other group does not, the experimenter can isolate whether it is the treatment and no other factors that influence the outcome. The researcher was using quasi-experiment design to her experiment because it is not true experiment. Shadish, Cook and Campbell (2002) stated Quasi-Experiment is an experiment in which units are not assigned to conditions randomly. Quasi-Experiment focuses on treatment and outcome, therefore the data will take from pre-test and post-test so that to know whether or not video recording is effective than traditional method to know students' achievement test of speaking skill. The researcher used two kinds of classes. There are the experimental class which used video recording technique and control class by traditional method.

3 RESULT AND DISCUSSION

3.1 Testing Normality

Data normality test is used to determine whether the data netted from each variable is a normal distribution or not. Normal testing of the distribution of each group used Liliefors on SPSS 22. The results of the normality test could be seen in the following table 4.6:

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttestexperiment	,235	34	,000	,897	34	,004
posttestcontrol	,159	34	,030	,900	34	,005

a. Lilliefors Significance Correction

Test of normality table, with a 0.000 confidence interval, the value of α = 0.05. Test normality both with the Kolmogorov-Smirnov and Shapiro-Wilk methods can be done by looking at the Significant value if the value of Sig > α, the distribution is normal. Distribution is not normal if the opposite.

Based on the results of the table above, for testing normality, with the Kolmogorov-Smirnov test on student learning outcomes using the video recording treatment (experimental) obtained significant values of 0.000 were above 0.05 while for the Shapiro-Wilk test obtained 0.004 were in under 0.05. Kolmogorov-Smirnov test for learning outcomes of students who use traditional method (control) obtained significant values of 0.30 above 0.05 while for the Shapiro-Wilk test obtained 0.004 which is under 0.05. So this means that the value of learning outcomes from video recording (experimental) in Kolmogorov-Smirnov test and the Shapiro-Wilk test is not normally but in the learning outcomes from using traditional method (control) with Kolmogorov-Smirnov test is normally distributed and the Shapiro-Wilk test is not normally distributed.

3.2 Testing of Homogeneity

The next analysis was done by homogenize test to determine variance population, has the same or different variance. Homogeneity test is done by One Way Anova test (SPSS 22).

Table 4.1 Test of Homogenity of Variances

Test of Homogeneity of Variances

score

Levene Statistic	*df1*	*df2*	*Sig.*
2,155	*1*	*66*	*,147*

If the significance is < 0.05, the data group variant is not the same. If the significance is > 0.05 then the data group variant is the same (homogeneous). Based on table 4.4 can be seen that the significance value > 0.05 (0.147 > 0.05), thus it can be concluded that the variants both data groups, control and experimental classes are homogenous.

3.3 Testing the Research Hypotheses

After testing the normality and homogeneity test in the study this is then continued to test differences. Test the difference on this study uses Non-parametric test with the help of SPSS 22. Data difference test results. The study is shown in the following table 4.2.

Table 4.2 Hypothesis Test Summary

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of score is the same across categories of class.	Independent-Samples Mann-Whitney U Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

Based on the results of the Non-parametric tests the data presented in table 4.8 indicate that p > 0.01, meaning that there is a difference between experiment class and control class in terms of learning outcomes of Speaking Skill students. Testing the research hypotheses used Independent-Samples Mann Whiteney U test. The distribution of score is the same across categories of class. The significance level is 0.05. It can be said that the level of students' speaking skill between experiment class and control class is basically different. It means that "there is a significant effect of video recording on students' speaking skill".

4   CONCLUSION

Having finished conducting the study in SMAN 7 Kota Tangerang, the researcher, then, analyzed the obtained data by using SPSS 22 with the selected formulas. After that, she found that there were several evidences which proved theories that support the hypothesis that she formulated before. The data were collected before (pre-test) and after (post-test) conducting the experiment in SMAN 7 Kota Tangerang by using video recording to teach speaking English in the experimental class and using conventional technique in the control class.

Before further analysis about the experiment influence by video recording to teach speaking English, first, the researcher conducted analysis test that consisted of normality test, homogeneity test and testing the research hypotheses. The result testing normality was the value of learning outcomes from video recording (experimental) in Kolmogorov-Smirnov test and the Shapiro-Wilk test is not normally but in the learning outcomes from using traditional method (control) with Kolmogorov-Smirnov test is normally distributed and the Shapiro-Wilk test is not normally distributed. Homogeneity test is done by One Way Anova test (SPSS 22). The variants both data groups, control and experimental classes are homogenous. Testing the research hypotheses used Independent-Samples Mann Whiteney U test. The distribution of score is the same across categories of class. The significance level is 0.05.

The result is same kind of research by Eiadeh and Sobh (2016) stated many problems related to speaking skill, such as confusion and embarrassment; students did not learn speaking lessons correctly at school, and face difficulty in pronouncing some words. The results also showed that the most frequent problems were the limited amount of vocabulary among students, while the least frequent problems were the difficulty in understanding questions. On the other hand, according to the research by Susoy (2015) stated that the central issue addressed in this study is the use of video recordings to help foster the reflective practice of pre-service teachers. The video recording helped them to raise awareness particularly about the problems of their L2 use, the unfamiliarity between themselves and the students, and the effect of their moods on the day of teaching. So, it can be said that the level of students' speaking skill between experiment class and control class is basically different. It means that "there is a significant effect of video recording on students' speaking skill" at the tenth grade students SMAN 7 Kota Tangerang.

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