

SELF-RECORDED VIDEO IN PROMOTING STUDENTS' SPEAKING ABILITY

¹Cheima Tsaaniyah Ramli, ²Zaitun

¹Universitas Muhammadiyah Jakarta
cheimaramli@gmail.com

²Universitas Muhammadiyah Jakarta
zaitun@umj.ac.id

ABSTRAK

Penelitian ini bertujuan untuk mengukur efektifitas dari Self-Recorded Video (SRV) yang digunakan sebagai media belajar dan mengajar untuk meningkatkan kemampuan bicara siswa. Satu kelas siswa kelas 7 berpartisipasi sebagai sampel dalam penelitian ini. Kelas ini berisikan 28 siswa yang terdaftar di semester genap tahun ajaran 2022/2023. Penelitian ini menerapkan pendekatan pra-eksperimen kuantitatif dengan disain satu grup pre-test dan post-test. Maka, dalam mengumpulkan data, kedua test tersebut digunakan sebagai instrument. Data yang didapat dianalisis secara kuantitatif dengan menggunakan analisis statistika 'paired sample test'. Dua pertanyaan penelitian yang dijawab dalam hasil penelitian ini adalah sebagai berikut: pertama, SVR merupakan media yang efektif yang digunakan dalam meningkatkan kemampuan berbicara siswa. Hal ini dibuktikan dengan meningkatnya capaian berbicara siswa pada post-test. Pada pre-test, rerata capaian siswa adalah 68,03 sedangkan pada post-test adalah 78,21, hal ini menunjukkan peningkatan capaian siswa sampai dengan 10,18 angka setelah mereka belajar dengan menggunakan media SVR. Kedua, efektifitas dari SVR juga dikonfirmasi oleh hasil analisis paired sample test dimana nilai signifikan (2-tailed) sebesar 0,001 lebih rendah dari nilai $\alpha = 0,05$ (sig-value $< \alpha = 0,05$). Sebagai kesimpulan, penelitian membuktikan bahwa penggunaan SVR sebagai media adalah efektif untuk meningkatkan kemampuan berbicara siswa.

Kata Kunci: media berbasis digital, media belajar, Self-Recorded Video (SVR)

ABSTRACT

This research was aimed to measure the effectiveness of Self-Recorded Video (SRV) used as teaching and learning media to promote students' speaking ability. There was one class of 7th graders participated as sample in this study. This class was occupied by 28 students registered at even semester of 2022/2023 academic year. This research applied pre-experimental quantitative approach with one group of pre-test and post-test research design. Thus, in collecting the data, both pre-test and post-test were used as the instruments. The data gained were analyzed quantitatively by using statistical analysis of paired sample test. Two research questions were answered in the findings as follows: first, SVR was effective media used in promoting students' speaking ability. It was proven by the improvement of speaking achievement reached by the students in the post-test. In the pre-test, the students hit average score of 68.03, while in the post-test was 78.21, thus, there was up to 10.18 points improvement made by the students after they learned by using SVR. Second, the effectiveness of SVR was also confirmed by the results of paired sample test in which significance value (2-tailed) of 0.001 was lower than $\alpha = 0.05$ (sig-value $< \alpha$). To sum, this research work concluded that the use of SVR was effective to promote students' speaking ability.

Keywords: digital-based media, learning media, Self-Recorded Video (SVR)

I. INTRODUCTION

In Teaching English as a Foreign Language (TEFL), most commonly indicator for its successfulness is the ability of the students in

using the language orally (Glover, 2011). However, Alonso & Juno (2012) argued that speaking is the most challenging skill to acquire among the other language skills because it combines vocabulary and grammar.

As Leong and Ahmadi (2017) said that 'speaking' is a process of transferring message to listener through the words uttered by the speaker. not only saying words through mouth but those words should contain message to deliver to the listener.

According to Oradee (2012), when teaching English, one of the most pivotal skills should be taught is speaking. Students' success in learning English if they are capable to interactively involved in a conversation that carries out processes of receiving, digesting, and producing information. Therefore, the students are expected to be able to use the words they have mastered, tailor them to become meaningful sentences by considering expression, pronunciation, and intonation at the same time.

In accordance to this, Marhamah, et.al. (2022) opined that in learning speaking, students should be motivated and stimulated through the use of appropriate teaching media. Media will create more interesting, innovative and creative teaching and learning activities (Dari & Styati, 2023). "The availability of media in the class will influence students' learning spirit where the selection of appropriate media is available to improve students' ability in speaking" (Baidawi, 2016, p. 57). In this current technological era, Sitepu, et.al. (2023) said that interesting and good media is easier to access even from the smart-phones. Among a variety of teaching and learning media that can be used in speaking course, videos have been proven effective to improve students' speaking proficiency.

Videos do not only build relaxing atmosphere for students while learning English, even more, they ease students in understanding the materials because as audio visual media, they serve pictures and audio that make the students focus on the materials directly (Kamelia, 2019). Using videos as media in teaching speaking will make the students have new perspective towards their learning experiences (Rianti, et.al., 2018). Muakhiroh and Saadatuddaroini (2019) reported in their research video was effective to improve students' speaking skill because it

is practical and versatile media that encouraged students to be active to speak.

A plethora of prior studies showed that most of the videos used in speaking class were the ones available on the internet such as on YouTube, TikTok, Duolingo App, BBC Learning English, Coursera, VOA Learning English, etc. These platforms provide bunch of videos that can be chosen by the users based on their English needs, levels, learning purposes and features. However, the studies that required students to create their own videos, particularly when practicing their oral English were still limited. Thus, in this research, the researchers tried to investigate further "Self-Recorded Video" (SRV) to promote students' speaking ability to fill the previous gap. Self-Recorded Video (SRV) here referred to the videos of students while practicing their speaking and then they did self-recording of their own performance.

Kondal and Prasad (2020) said that doing self-record enhanced students' speaking skills since they can reflect from their own performance. In line with this, Soto, et.al. (2017) opined that videos let the learners be more autonomous and take ownership of their learning experience. In terms of self-video recording, Mahmoud (2023) proposed several benefits of this, namely: (a) self-recording video can be practiced anywhere and not necessarily in the classroom; (b) video recording would be more effective to be used in large classes due to limited time for each of the student to perform their speaking; (c) self-recording eases teachers to assess their students' speaking performance in detailed as they can reply and pay attention to the points that students need to improve; (d) self-video recording is less time spending for teachers.

Besides, Dang (2019) further added several merits from video recording in speaking class, including: first, it assists students to do self-evaluation and get feedback from their friends as peers, hence they can learn from their mistakes and comments of others; second, along the process of recording, students might replay the recording as many times as they need to do correction, editing, revising and

make improvement until they get satisfied result and the video is successfully done; and third, video recording serves teachers good opportunities to help their students to acquire better speaking ability.

In terms of utilizing SVR, research by Yükselir, et.al. (2017) found that students' motivation in learning speaking skill improved and this result was also supported by the findings of 73% of students' grades was explained in relation to gender and online video factors. Another study of utilizing SVR was carried out by Suadi (2019) in his classroom action research. He reported that in cycle 1 of the pre-test, students reached the total score of 107.8 or 7.2 on average. In contrast to cycle 2 of the post-test, students' achievement improved to totally 126.2 or 8.4 on average. This showed that the students progressed up to 12 points after the treatment.

Referring to the background above, this research work had the purpose to measure the effectiveness of Self-Recorded Video (SRV) in promoting students' speaking ability. Thus, this research was guided by two research questions, i.e., (1) Is SVR effective to promote speaking ability of the students? (2) How effective is this SVR in the improvement of students' speaking ability? The researchers believed that the findings of this research would positively contribute to the advancement of TEFL particularly in terms of teaching and learning media and speaking skill.

II. RESEARCH METHOD

This research took place at Manaratul Ulum Junior High School, South Jakarta. It was held on even semester of 2022/2023 academic year. The method applied in this study was pre-experimental quantitative approach with one group pre-test and post-test research design. As Creswell (2014) described that quantitative method applied in order to measure the cause and effect between variables through statistical analysis. Pre-experimental design of one group pre-test and post-test was presented below:

O1 --- X --- O2

in which,

O1 = pre-test

X = treatment by using SRV

O2 = post-test

There was one class of 7th grade students participated as the sample of this research. This class was occupied by 28 students. The data were collected by using pre-test and post-test of speaking. These data were analyzed statistically by using Paired-sample test. Two research questions above were answered in two calculation steps as follows: 1) the effectiveness of SRV was determined by different achievement of speaking tests; 2) the improvement of students' speaking ability was confirmed by the results of paired sample test.

The experiment itself was carried out for about 2 months or in 8 meetings of teaching class. These meetings covered the administering of pre-test and post-test in meeting one and meeting eight. The other 6 meetings were treatment sessions where the researchers taught the students speaking skill by using SVR media. The allocated time for each meeting of those 8 was 90 minutes.

III. FINDINGS AND DISCUSSION

As it was aforementioned above, there were two research questions used as the references of presenting the results of the analysis data. The data were reported and explained based on the numbers revealed from the quantitative computation.

(1) Is SVR effective to promote students' speaking ability?

The following table 1 presented students' speaking achievement both in the pre-test and in the post-test:

Table 1. Students' pre-test and post-test results

SCORE	PRE-TEST	POST-TEST
Total	1905	2190
Average	68.03	78.21

The computation of students' achievement in both pre-test and post-test clearly

showed that students performed better in the post-test or after they learned by using SRV. From the average score, students improved up to 10.18 points (78.21 – 68.03). This led the researchers to assume that SRV was effective in promoting students' speaking ability.

- (2) How effective is SRV in the improvement of students' speaking ability?

The results of statistical calculation of paired sample test which was carried out through several steps including: a) Normality test of Kolmogorov-Smirnov, b) Paired-sample statistics, c) Paired-sample correlations, and d) Paired sample test. The results were as follows: the mean was -10.179, standard deviation was 2.144, standard error mean was 405, lower interval was -11.010 and upper interval was -9.347. Meanwhile, degree of freedom was 27, t-calculation value was -25.122, and the significance value (2-tailed) was $0.001 < 0.05$ (5%). Since paired sample test explains that if significance score is lower than $\alpha = 0.05$, H_0 should be rejected and H_a should be accepted, then the statistical analysis results above confirmed that the increasing of students' ability in speaking skill was affected by the utilization of SRV. In other words, SRV said to be effective because it gave effect to students' speaking improvement.

IV. CONCLUSIONS AND SUGGESTIONS

This research was aimed to investigate the effectiveness of SVR in promoting students' speaking ability. There were two research questions answered by the results of data analysis as follows:

- (1) SVR was effective to promote students' speaking ability. The difference achievement gained by the students in the pre-test and post-test showed that students performed better in the post-test. On average they reached 78.21 in the post-test whereas in the pre-test only 68.03. The

students made up to 10.18 points improvement.

- (2) SVR was found to be effective in the improvement of students' speaking ability since the results of statistical computation of paired-sample test indicated that the significance value (2-tailed) was $0.001 < \alpha = 0.05$ (5%). Therefore, these findings rejected H_0 and accepted H_a . This decision was taken since SVR was proven as positively contribute to the improvement of students' speaking ability.

Based on the results of this study, the researchers suggested further research under similar topic to involve more than one group of students in order to get wider results. Besides, it was also suggested to combine SVR with other variables such as gender, English proficiency level and or students' learning styles (audio, visual, or audio-visual learners) to explore the effectiveness of SVR deeper.

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