

Improving Students' Speaking Skill Through Self Recorded Video Media At Eight Grade Of SMP PAB 2 Helvetia

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ABSTRACT

"Improving Student's Speaking Skill Through Self Recorder Video Media at Eight Grade of SMP PAB 2 Helvetia" is the title of the study that was conducted. Bailey (2000) states that speaking is an interactive process in which speakers create, receive, and analyze information with the goal of creating meaning. These hypotheses lead to the conclusion that communication and speaking ability are related. Speaking is the ability to utilize language in a suitable way to convey one's thoughts, feelings, or ideas in order to exchange information and knowledge with other communicators. The purpose of this project is to gather empirical data regarding how self-recording videos in the eighth grade of SMP PAB 2 Helvetia can improve students' speaking abilities. The research methodology employed in this study research was Classroom Action Research (CAR). In this research, the research was conducted in two cycles, the cycle consisted of two meetings for each pre-test and the last meeting of each cycle was a post-test. It was conducted to find out the improvement in students' speaking skills. To support the quantitative data, it can be seen from the qualitative data that was taken by using observation and interview. It shows that there is improving student's speaking skill through self recorder video media at eight grade of smp pab 2 helvetia. The students score in speaking when they were taught before self recorded video media as a teaching media was not getting improvement significantly. It was proven from the students scores in pre-test and post-test. Moreover, there is significant difference between students before and after teach by self recorded video media.

Keywords : Speaking skill, Speaking video recording, Class action research

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1. INTRODUCTION

Since speaking is a language skill that develops in childhood and comes before listening comprehension, speaking is the foundational ability in language learning. In fact, speaking is defined as "talking" or "speaking," according to another expert. Speaking language learners will be evaluated primarily in situations that they encounter in real life. It is a crucial component of daily communication and frequently the basis for forming an accurate and thorough first impression of someone. Speaking is one of the fundamental language abilities in English teaching and learning, while there are many other subjects covered.

Speaking is an interactive process in which meaning is communicated through the systematic production of spoken words. Gaining proficiency in speaking is the one most important aspect of learning a second language and success is measured in terms of the ability to carry out a conversation in the language. The interaction in communication will not run smoothly if the speaker doesn't have the speaking ability. Speaking ability is described as the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a

sequence of ideas fluently. In speaking, we must give attention to how the way we speech the word. There speech the word is called Speaking.

There are guidelines for how words should be pronounced when speaking, and these include how our speaking organs should be used to generate the word or letter. To improve our speaking, we can educate ourselves about it. Speaking has the biggest impact on how a speaker is perceived by others and how they are officially evaluated for other skills There are instances when speaking fluency and speaking ability are the best indicators of someone's ability to speak English. To effectively learn English, we must acquire speaking skills. We have to learn speaking to do mastering English well.

It's difficult to learn how to speak English, especially for Indonesians. We are aware that English is neither the official language nor the secondary language in Indonesia. As a result, learning to speak will become more challenging for Indonesians. Speaking is not always easy to master, particularly for Indonesian students.

2. LITERATURE REVIEW

A. *Speaking Skill*

Capability According to Brown's (2007) research, students' ability to respond and engage with others is correlated with their speaking proficiency. Not only does the speaker understand what is being said, but a response must also be able to be given. It should be noted that when someone speaks, they act both as a listener and as a response or speaker. Speaking is a productive ability that can be empirically and directly examined. These results necessarily skew the validity and reliability of an oral output exam by reducing the precision and effectiveness of a test taker's listening skills. Pronunciation, grammar, vocabulary, and other abilities are among the many that are thought to be necessary to educate students in speaking instruction in order for them to communicate effectively in English fluency, and comprehension (Harris, 1969).

There are several requirements that students must meet when speaking. It can serve as a gauge for the quality of our speech. These are pronunciation, grammar, vocabulary, fluency, and comprehension. The description is given by Brown (2001: 406-407) as follows:

a) Fluidity

It speaks to the ease and fluidity of speech. Fluency is the ability to communicate a language without any difficulties, such as misinterpreting a word or notion, etc.

b) Understanding

A learner demonstrates comprehension when they are able to understand all that is said to them.

c) Grammar

The correct approach to arrange words in a phrase is through grammar. It is crucial that the speaker be proficient in grammar in order to arrange words and speak English fluently.

d) Pronunciation

Based on the definition, pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

B. *Classroom Speaking Activities*

Speaking lessons ought to be imparted through engaging and interactive exercises. Speaking exercises in the classroom come in a variety of forms. According to Harmer (2001: 271-274), there are five speaking exercises in the classroom. They are participating in role-playing, dialogue, problem-solving, communication games, and acting from scripts.

- Following a Script

In this kind of speaking, the instructor assigns the students to act out a play that they have written themselves or that is based on one of their coursebooks. Stated differently, the instructor needs to guide the pupils through the scripts as though he were a teaching director.

- Educational games

One of the things that can help pupils learn a language more comfortably is playing a game. Games are an excellent educational tool for early learners. Speaking exercises with a gaming theme are frequently.

- Conversation

Probably the most frequent exercise in the oral skills lesson is discussion. A conversation may take place for a number of reasons. In their discussion groups, the students may seek to reach a consensus, exchange opinions regarding a situation, or come up with solutions.

- Resolving Issue

Students are taught to solve problems by working in groups or couples. They discuss their issues, viewpoints, and emotions. In this instance, the instructor serves as a communication link between the participants.

- Role-playing and Simulation

Role playing and simulation can be used to prepare pupils for particular situations or to promote overall oral fluency. Popular speaking group exercises include role-playing and simulation, which require practice.

C. *Self Recorded Video*

According to Dali (2012), video recordings are viewed favorably by the public, particularly when they offer feedback. The following are some benefits of using video recordings of students speaking to learn a language: Students can first view their own performances as well as those of their friends. Second, video can be used by teachers to assist students in improving their English-speaking skills (Lonergan, 1984; Tomalin & Stempleski, 1990). Furthermore, students are given the option to watch the video recording multiple times.

As a result, by filming their speaking performances, students and/or teachers were able to watch and listen to the video recording repeatedly. As a result, the students evaluated both themselves and their friends. The students developed a critical mindset as a result of being able to identify their shortcomings and track their progress. Also, when the video recording's public release, the presenter received some recommendations and suggestions. According to Broady (1998), the use of video motivates students to interact with teachers and one another. In line with this viewpoint, an example can be observed in the speaking class where students were able to provide feedback on the performances of their peers and solicit additional comments and suggestions from the teacher during the evaluation session. This instance demonstrated the positive interactions between students and instructors.

3. METHOD

Classroom Action Research (CAR) was the research methodology employed in this study. Classroom Action Research (CAR) is a type of research activity that teachers do in order to address issues related to their students' learning, enhance the quality of instruction and learning outcomes, and experiment with new teaching methods in an effort to improve both (Widayati 2008). Research is the process of observing an object while adhering to methodological guidelines in order to gather data or information that will both pique researchers' interests and be of use in enhancing the quality of a subject. An intentional action is one that is performed for a specific reason. Although the class consists of students who simultaneously received instruction from the same teacher.

As previously mentioned, the researcher developed the fundamental idea first presented by Kurt Lewin and employed the model design put forth by Kemmis and McTaggart in this classroom action research study. There would be two cycles involved in carrying out this action research in the classroom. Four activities comprise the first cycle: planning, action, observation, and reflection. The first cycle's results were as anticipated, and the second cycle's outcomes should still be strengthened in comparison to those of the first.

4. RESULT AND DISCUSSION

A. *Description of Preliminary Condition*

Prior to beginning each cycle's activities, the researcher administered a pre-test to gauge the students' proficiency in speaking. The researcher instructed the students as a teacher would have in the pre-test, without the use of self-recorded video material. Next, the researcher asked the students to discuss requesting a recount text in pairs or individually in front of the class as well as in their seats. However, the students did not participate actively in the English lesson or learning process.

Table 4.1The Students' Pre-test Score

No	Number of Students'	Pre-test Score
1.	DS	70
2.	NDP	75
3.	PD	40
4.	AR	80
5.	DW	55
6.	RAP	50
7.	BS	70
8.	DA	45
9.	KR	60
10.	ADS	60
11.	LS	65
12.	LM	55
13.	MLG	75
14.	VW	40
15.	PS	70
16.	MY	40
17.	MP	40
18.	PA	50
19.	SRP	75
20.	BE	70
21.	YRC	50
22.	KS	75
23.	ATM	50

24.	ST	45
25.	AM	75
26.	EMR	55
27.	BCP	55
Total		$\Sigma = 1.590$ $M = 58.88$

There were 27 students who took the Post-test 1, and the total score of the students was 1.590.

The mean score for the students was thus: $M^x = \frac{\Sigma X}{N}$

$$= \frac{1.590}{27}$$

$$= 58.88$$

The pre-test results indicated that the students' mean score was 58.88, indicating that they performed poorly in the speaking section. According to the Pre test results, the following table shows the students' English speaking proficiency in the eighth grade at SMP PAB 2 HELVETIA prior to the research's execution.

Table 4.2. The Precentage of Pre-test

No	Qualification	Interval	Frequency	%
1	Excellent	85-100		
2	Good	75-84	6	22.2
3	Average	60-74	7	25.9
4	Low	40-59	14	59.5
5	Very low	0-39		
Total			27	100

Table 4.2 above illustrates that, out of the 27 students, 6 students (22.2%) had good qualification, 7 students (25.9%) had average qualification, and 14 students (19.5%%) had poor qualification. Only 22.2% of students appeared to have finished the first test, according to the results. This meant that the researcher needed to follow up in Cycle I and try to improve students' speaking abilities using self-recorded videos and authentic materials, like learning English experience videos.

B. Description of Cycle I

The lesson plan, media, observation sheet, and cycle one materials were prepared by the researcher in this phase. The lesson plan, which featured carefully chosen and relevant content, was organized by the researcher. The lesson plan was centered on oral presentations utilizing English videos as teaching tools, with the content consisting of experience-based recount texts. The researcher planned one post-test session and two sessions for teaching recount texts using English videos.

Table 4.3 The Students' Post-Test I Score

NO	Number of Students'	Score	
		Post-Test I	Criteria of Success $\geq$ 75
1.	DS	75	success
2.	NDP	75	success
3.	PD	50	unsuccess
4.	AR	80	success
5.	DW	60	unsuccess
6.	RAP	60	unsuccess
7.	BS	75	success
8.	DA	50	unsuccess
9.	KR	75	success
10.	ADS	75	success
11.	LS	60	unsuccess
12.	LM	75	success
13.	MLG	80	success
14.	VW	55	unsuccess
15.	PS	75	success
16.	MY	50	unsuccess
17.	MP	40	unsuccess
18.	PA	65	unsuccess
19.	SRP	85	success
20.	BE	70	unsuccess
21.	YRC	65	unsuccess
22.	KS	80	success
23.	ATM	60	unsuccess
24.	ST	60	unsuccess
25.	AM	80	success
26.	EMK	60	unsuccess
27.	BCP	60	unsuccess
Total			$\sum = 1.795$ $M = 66.48$

There were 27 students who took the Post-test 1, and the total score of the students was 1.730. The mean score for the students was thus:

$$\begin{aligned}
 M^x &= \frac{\sum X}{N} \\
 &= \frac{1.795}{27} \\
 &= 66.48
 \end{aligned}$$

The first post-test result revealed a mean score of 66.48, indicating that the students' speaking performance was below average. There were just twelve students (42%) who achieved the desired score of 75. This indicates that fifteen more students were needed to meet the 75% success criterion. To achieve the desired score, the researcher and the observer needed to put in more work.

The observer and the researcher had to move on to the next cycle since the results of the post-test and observation showed that the action in the first cycle had not yet met the requirements for success.

C. Description of cycle II

In the second cycle, the researcher made the decision to carry out more research. The second cycle's objective was to raise the students' post-test results in English speaking. The researcher then included a few exercises from the second cycle that were completed while instructing English language learners in four stages: preparation, execution, observation, and reflection.

In this stage, the researcher created a lesson plan and placed a strong emphasis on the process of teaching English language proficiency. In this cycle, I went into greater detail about the content in the hopes that the students would learn more and become proficient in the researcher's English. In addition, I utilized the video as a teaching tool to pique the students' interest and help them become more attentive to the subject matter. During the teaching and learning process, I also established an engaging environment in the classroom.

Table 4.4 The Students' Post-test II Score

NO	Number of Students'	Score	
		Post-test II	Criteria of Success ≥ 75
1.	DS	85	success
2.	NDP	90	success
3.	PD	70	unsuccess
4.	AR	95	success
5.	DW	75	success
6.	RAP	75	success
7.	BS	85	success
8.	DA	75	success
9.	KR	80	success
10.	ADS	80	success
11.	LS	75	success
12.	LM	80	success
13.	MLG	90	success
14.	VW	75	success
15.	PS	75	success
16.	MY	70	unsuccess
17.	MP	70	unsuccess
18.	PA	75	success
19.	SRP	95	success
20.	BE	85	success
21.	YRC	75	success
22.	KS	90	success
23.	ATM	75	success
24.	ST	75	success
25.	AM	95	success
26.	EMK	80	success

27.	BCP	80	success
Total		$\sum x = 2.170$ $M = 80.37$	

There were 27 students who took the Post-test 2, and the total score of the students was 2.190. The mean score for the students was thus:

$$M^x = \frac{\sum X}{N}$$

$$= \frac{2.170}{27}$$

$$= 80.37$$

The second post-test result revealed a mean score of 80.37, indicating an improvement in the students' speaking performance. The researcher came to the conclusion that using recorded video content in SEFL could help students' speaking abilities. Because the researcher not only taught the material but also provided additional explanations on vocabulary, pronunciation, and grammar through videos that combined sound and picture to help students better understand the subject matter and gain a better understanding of how native speakers actually speak, the students in this second cycle were more inclined to speak in front of the class without complaining. The researcher and the observer decided to terminate the study when they realized that the results of both the observation and the post-test II had met the success criterion, which was 75%. Cycles one and two post-tests were carried out by the researcher. The researcher was able to report that the students' speaking abilities had improved based on the results of the post-test II. From 59.8 on the pre-test to 80.37 on the post-test II, the student's mean score improved between the two assessments.

Table 4.5 The Comparison of Students's Scores in Speaking

	Pre-test	Post-test I	Post-test II
Lowest Score	40	40	70
Highest Score	80	85	95
M^x	59.7	64.7	81.11
N	27	27	27

The pre-test scores ranged from 40 to 80, with 40 being the lowest. The post-test I score ranged from 40 to 85, with 40 being the lowest. The post-test II had a maximum score of 95 and a minimum score of 70. If a student received a score of 75 or higher, they passed the test. The total number of students who passed the test was divided into the following categories:

$$P = \frac{F}{N} \times 100\%$$

Note :

P = the class percentage

F = total percentage score (the students who pass the test)

N = number of students

The percentage of students who passed the pre-test was:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{6}{27} \times 100\% \\ &= 22.22\% \end{aligned}$$

The percentage of students who passed the post-test I was:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{12}{27} \times 100\% \\ &= 62.96\% \end{aligned}$$

The percentage of students who passed the post-test II was:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{25}{27} \times 100\% \\ &= 92.59\% \end{aligned}$$

Table 4.6 The Percentage of Students' Speaking Skill by Using English Video

Test	Total of Students who got score = 75	Percentage
Pre-test	6	22.22%
Post-test I	12	62.96%
Post-test II	25	92.69%

The results of the pre-test, post-test 1, and post-test 2 showed an improvement in the students' scores, as indicated by the table above. Six out of the 27 students who took the pre-test achieved a score of = 75 (22.22%). Out of the 27 students who took the post-test 1, 12 of them received a score of = 75 (62.96%). Of the 27 students who took the post-test 2, 25 received a score of = 75 (92.69%). Based on the agreement of the researcher and the collaborator teacher, the research would be successful if 80% of students could pass the test score of 75. Based on this data, the researcher concluded that the research was successful because 92.69% of students could pass the test, and the researcher chose to stop in cycle two.

D. Discussion

The purpose of the study was to determine whether self-recorded videos in the eighth grade of SMP PAB 2 HELVETIA could improve students' speaking abilities. The researcher used a variety of techniques, including this self-recorded video, to help students improve their speaking abilities when teaching English.

Students may find that using self-recorded videos is a useful tool for teaching and learning English. They will become more fluent in speaking English through practice, imitation, and examples with their peers. However, the teacher must take an active role in guiding and controlling each student's English language development.

It was derived from the results of the observation and interview based on the qualitative data. It was discovered that the pupils were more engaged in their studies and that the class functioned well. When the researcher explained the lesson, the students concentrated and paid attention, and they showed enthusiasm and interest in learning English. Subsequently, the researcher made progress in teaching English, particularly in the area of writing recount texts. The findings of the observation could demonstrate that the researcher could engage the students in active learning. The pupils' performance increased and they met the goal (KKM). It suggested that using self-recorded videos to practice speaking English can benefit students in improving their language skills.

Based on the aforementioned explanation, the study suggests that using self-recording videos could help students become more proficient speakers. The quantitative data demonstrated that the students' scores improved on each test, including the pre-test, post-test I, and post-test II. Additionally, the qualitative data could demonstrate that the researcher had control over the classroom and that the students were engaged, motivated, and fluent in English.

5. CONCLUSION

In this study, eight-grade SMP PAB 2 HELVETIA students were taught speaking through self-recorded video materials that included a pre-activity, main activity, and closing. The mean score of the post-test 1 was 64.7, and the mean score of the post-test 2 was 81.11, which makes sense given the research findings. The researcher used self-recorded video media. In the first cycle, 62.96% of the students passed the test; in the second cycle, 92.69% of the students improved. Following the use of the self-recorded video material, Table Styles (10 points) improved in the speaking domains of vocabulary, pronunciation, grammar, and fluency.

The students' vocabulary was growing, and they did a good job of memorization. Due to the researcher's inclusion of vocabulary in the video, they started to understand the meaning of words and looked up definitions in their dictionary. Their ability to pronounce words correctly improved as well; this was evident when they practiced speaking in front of the class and pronounced a variety of vocabulary words together. The simple present tense pattern and grammar are actually understood by the students. Regarding their application to the subject, they were simple to differentiate. Once they had a large vocabulary, they could use the present tense to arrange the sentences simply. They could speak clearly if they were proficient in grammar, pronunciation, and vocabulary. As a result, the results above demonstrated that using self-recorded video material can help students' speaking abilities.

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