

CHAPTER I

INTRODUCTION

A. The Background of Study

In the teaching and learning process, one of the basic language skills is speaking. Speaking skills is one of the important and essential things that must be mastered by students in speaking skills. However, speaking for English Foreign Learners (EFLs) is considered the most difficult skill to master in learning a foreign language. Because in speaking there are five elements, namely, grammar, vocabulary, understanding, fluency, and pronunciation must be improved gradually. Learners should be aware of these elements whenever they have to speak the language, therefore many students are afraid of making mistakes when speaking or cannot comprehensively speak what they want to say. The standard of competence in teaching speaking at the high school level is to do it verbally, interpersonally, and transactionally in formal and informal communication. Teaching speaking can use materials such as recount, narrative, news item, procedure, descriptive, reportage, and others in daily life contexts.¹

As a matter of fact, based on observations researchers found several problems that affect the low speaking ability of students. Students do not

¹ Mappiasse, S. S., & Bin Sihes, A. J. *Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review*. (English Language Teaching, 2014), 117.

have much time to practice English speaking skills in the classroom. It is because English subjects are only given once a week for class X SMK Semesta students, in addition to English subjects taught not only about speaking but also listening, reading, and writing. Furthermore, the thing that makes class X SMK Semesta students have low speaking skills is that many SMK Semesta students are less interested in English subjects, this is because they have difficulty pronouncing English words. Because they think speaking English is difficult, the students never try to practice their speaking skills. Another problem is the students' anxiety in speaking English, some of them are afraid of making mistakes and also afraid of being laughed at by their friends if the spoken words have pronunciation or vocabulary errors too. The next problem is the lack of media provided by the teacher during learning activities so speaking skills are still considered difficult by some students, especially speaking skills. these students have not found an effective way to learn speaking skills in English lessons. The last problem found was that the students did not fully understand what recount text was, or what social functions and linguistic features were in the recount text, this could also be due to the lack of vocabulary mastered by the students, so they did not have topics to talk about when making a recount texts.²

² The results of interviews with curriculum teachers in SMK Semesta

Based on the previous problems, the study intends to solve these problems by using Self-Video Recording. Self-Video Recording allows the student to record a video all by themselves without the help of any professionals, it is usually done in personal devices like mobile phones, tablets / ipads or digital cameras.³

In addition, the researcher also selected recount text for several reasons, first it because recount text is one type of text in English that is taught in senior high school. Recount text contains the author's experience which is expressed through recount text, or it can also be said that recount text is a retelling of past events to provide an overview of how and when an event occurred. Its purpose is to entertain or provide information. Recount text has a neatly arranged structure such as orientation, event and reorientation, so it is easy to use as a means of teaching, such as telling personal experiences. Cameron said "that children are more likely to understand lessons from their own experiences". This can make students interested in retelling their experiences, especially those experiences are funny experiences and are difficult to forget.

³ Fitriyani F, "The Effectiveness of Using English Self-Video Recording on Students' Speaking Skill of Recount Text". (Jakarta : Faculty of Educational Sciences Syarif Hidayatullah State Islamic University, 2018)

Based on the background that has been written before, the researcher would like to conduct a research with the title. **“The effectiveness of English self-video recording using recount text to developing speaking ability in senior high school”**.

B. The Identification of Problem

Based on the background of the study, the researcher observed several difficulties faced by tenth-grade students of SMK Semesta in speaking ability:

1. Some students are less interested in English subjects.
2. Many students have difficulty pronouncing English words because they are not familiar with the way they are pronounced.
3. Many students are uncomfortable and afraid of making mistakes, there is a fear of being laughed at by their friends if the words spoken have pronunciation errors.
4. The lack of media provided by the teacher during teaching activities so that speaking skills are still considered difficult by students.
5. The lack of understanding of some students about the material recount text.

C. Limitation of Problem

Due to the limitations of researchers in conducting this research, the attention of this research is only focused on developing speaking skills students through English self-video recording by using recount text at the tenth grade students of SMK Semesta.

D. The Formulation of the Study

To make this research more focused, problems are formulated to answer questions:

1. How is the students' speaking ability on recount text before giving treatment?
2. How is the implementation of English self-video recording for teaching speaking on recount text?
3. How is the effectiveness of English self-video recording for teaching speaking on recount text in developing students' speaking ability?

E. The Objective of the Study

In accordance with the formulation of the problem, the objectives of this study are:

1. To investigate the data about all the students' speaking ability on recount text before giving treatment.

2. To observe how is the implementation of English self-video recording for teaching speaking on recount text.
3. To observe how is the effective English self-video recording for teaching speaking on recount text in developing students' speaking ability.

F. The Significant of the Research

This study has two main significances. Namely, theoretically and practically. On one hand, theoretically this study will add treasure of knowledge especially on the development of speaking theories which related to the use of English self-video recording on recount text. On other hand, practically this study hopefully will be benefits for some parties. Such as for:

- a. For the students

Students can find out the difficulties faced when learning English. In addition, students can find solutions to solve the difficulties they face and can grow more motivation to learn English, especially in speaking.

b. For the teacher

Teachers could use the information they'll get to acknowledge the situation faced by students, also to discover the right solution for every problem faced by their students.

c. Other researchers

To give additional information for other researcher who wants to conduct further research on the related field.

G. Previous study

The first research written by Titi Dwi Rabbani in 2018, the title : **Using Self-Audio Recorded Task to Improve Students' Speaking Skills.**⁴

This study aims to determine the effectiveness of using the self-audio record task to improve students' speaking skills in the tenth grade students of MA Jam'iyah Islamiyyah. The method used by the researcher is a quantitative method using a quasi-experimental design. The number of students who were sampled were 54 students, which were then divided into an experimental class and a control class. The difference between the experimental class and the control class is with the implementation of the self-audio record task and without the application of the self-audio record

⁴ Titi, Dwi Rabbani, "Using Self-Audio Recorded Task To Improve Students' Speaking Skills". (Jakarta: Faculty of Educational Sciences Syarif Hidayatullah State Islamic University, 2018).

task. The average post-test score obtained by the experimental class was 44.44, while the control class was 35.11. Based on statistical calculations, t is 3.10 while t_t with a significance level of 5% is 1.67. With the results of the analysis, it shows that there is an increase in students' speaking skills in the use of self-audio recording tasks.

The second research written by Fitriyani F. in 2018, the title : **The Effectiveness of Using English Self-Video Recording on Students' Speaking Skill of Recount Text.**⁵ This study aims to determine the effectiveness of using self-video recording on students' speaking skills in telling recount texts. The population used by the researcher is class VIII Mts Khazanah Kebajikan. While the number of samples used was 50 students, which were then divided into two classes, namely the experimental class and the control class. Quantitative method is the method used by researchers in this study. The results of this study note that the average value of the experimental class at the post-test final score is 51.20, while the control class average value at the post-test final score is 42.56. While the hypothesis test shows that sig. 2 tailed (p) is 0.001 while alpha (α) is 0.005 ($0.001 < 0.005$).

⁵ Fitriyani F, "The Effectiveness of Using English Self-Video Recording on Students' Speaking Skill of Recount Text". (Jakarta: Faculty of Educational Sciences Syarif Hidayatullah State Islamic University, 2018).

It can be concluded that there is a strong influence in improving speaking skills on the use of English self-video recordings using recount text.

The third research written by Arum Mustikawati. In 2013, the title: **The Effectiveness of Using Video in Teaching Speaking for the Eighth Grade Students of Smp N 1 Manisrenggo.**⁶ This study aims to determine whether there is a difference in speaking ability between eighth grade students of SMP N 1 Manisrenggo by using video and not using video. The method used in this research is quasi-experimental. The number of samples used by the researcher was 68 students who were then divided into two groups, namely the experimental group and the control group. The difference in treatment between the experimental group and the control group was that the control group used video, while the control group used a textbook-based technique. The calculated significance value is 0.000 less than 0.05 (P-value = $0.000 < 0.05$). The results obtained from this study indicate that there are differences in students' speaking abilities, so it can be concluded that the video technique can significantly improve students' speaking skills.

However, unfortunately there is no single study who has been conducted by other researchers which focus on teaching speaking on recount text by using English self-video recording on recount text. Therefore, the

⁶ Arum Mustikawati, "Effectiveness Of Using Video In Teaching Speaking For The Eighth Grade Students Of Smp N 1 Manisrenggo". (Yogyakarta : Faculty of Language and Arts State University of Yogyakarta, 2013)

researcher believes if this study deserves to investigate more comprehensively.

H. The organization of Writing

Chapter I Introduction.

This chapter elaborates the background of this research, the assertion of the problems, the research's objectivity, the similar research, the previous research, the conceptual framework, and the structure of its writing.

Chapter II Theoretical Framework.

This chapter contains theories that are taken from various experts

Chapter III Research Methodology.

This chapter includes the method is used by the researchers

Chapter IV Finding and Discussion.

This chapter consists of the elaborations of findings, discussion, and data or information analyst.

Chapter V Conclusion and Suggestion.

This chapter consists of the suggestions and also the solution.