

CHAPTER I

INTRODUCTION

A. Background of study

There are four abilities that students should master when they study English among others. Listening, reading, writing, and speaking are the part of learning English, each skill has its goal to realize. Speaking, which is considered a productive ability, is one of the foremost essential language skills. Furthermore, speaking could be a means of expressing thoughts and feelings, expressing a desire to try something, solving a selected issue, improving speaking proficiency, and maintaining a relationship or friendship. As a result, speaking could be a valuable language ability that students can work on improving. It may be concluded from the concept above that speaking is a capability that students must master.

On the other hand, speaking is an ability that deserves much respect as literary skills in both first and second languages. To carry out several of their most basic transactions, our students frequently need to talk confidently. It is the ability by which they are most commonly evaluated and the ability by which they can gain or lose friends. It is the vehicle of social unity, social ranking,

professional development, and business par excellence. It is also a medium by which a great deal of the language is learned, and for many people, it is particularly conducive to learning. Probably we give more attention to teaching speaking.

The researcher discovers several issues that students often face when they learn to speak. External and internal issues are classified into two groups—the external issues like the insufficient opportunities for students to develop their speaking skills. Since most practices within the Indonesian context still use their linguistic communication, students have some difficulties finding a welcoming atmosphere within which they practice their speaking skills.

The students themselves cause the internal issue; it's as follows: first, they lack a deep desire to practice their speaking skills, leading to their inability to use the language correctly. Second, they face some difficulties when they speaking English. Students admitted that they had no idea what they were visiting say, that students had not prepared and that students were anxious and worried about making mistakes, which they lacked confidence. From the factors listed above, the researcher chooses accuracy and fluency as the object of research because accuracy focuses on correct grammar, vocabulary, and pronunciation. In contrast, fluency is the ability to express one's thoughts intelligently and intelligibly without undue hesitation. Moreover, accuracy and

fluency are essential as the main goals set for students in the process of teaching and learning a language.

Even though they were English students, speaking English in everyday activities is difficult since English is their second language. For example, in learning activities, L1 is still used to improve the learning process. It is possible to say that speaking is still at a low level. This case motivated the researcher to look for genuine ways to develop speaking ability. Furthermore, the target respondents were eighth-semester English students, as it would be beneficial for them to practice strong speaking skills before presenting their study findings.

Media is essential in the process of teaching-learning by the teacher in the classroom. Brown revealed that instructional media are utilized in learning activities will affect the effectiveness of learning.¹ Teachers also use media as learning aids to assist students in achieving their learning objectives. Speaking can be taught by using a variety of media, especially by using video recording.

For several purposes, the video-recorded role was chosen. Video recording can be achieved by using a mobile phone, which is a piece of technology that most Indonesian students are familiar with. It has the potential to open up new avenues for learning. If a mobile phone is used to document the assignment, students will be able to trigger their target language without feeling nervous because they will have had enough practice. It can be accomplished

¹ Brown, H. Douglas. *Teaching by Principle: An Interactive Approach to Language Pedagogy, 2nd" Ed* (New York: Addison Wesley Longman Inc, 2001) , 257.

outside of class, and it can help them to improve logical thinking and concept organization. Then it gives you more time to show off your speaking skills, which are minimal in the classroom.

Since students can record what they want to say, a video-recorded task can help them develop their speaking ability. Since the assignment is graded, it would also inspire students to speak up. Furthermore, making video recordings with a mobile phone is easy. Even so, several smartphones have high-resolution cameras. It also allows you to edit videos.

The researcher found video recording as an alternate technique for improving students' speaking ability. The researcher discovered many errors in speaking, including accuracy (pronunciation, grammar, vocabulary), speaking style (posture), facial expression, and so on. After watching the video recording, it is expected that students could do self-evaluation by watching the recording so that students knew the mistakes by them-selves.

Based on the explanation above, there is a tendency that the emergence of technology can positively impact the students in learning speaking. Especially in using a mobile phone which can bring some beneficial impact for the pedagogical purpose, this research will investigate **USING VIDEO RECORDING AS SELF REFLECTION TO IMPROVE STUDENTS SPEAKING ACCURACY AND FLUENCY** (A Pre Experimental Research at

The Eight Semester of English Education Department of State Islamic University Sultan Maulana Hasanuddin Banten)

B. Statement of problem

The researcher formulates the research problem as follows, based on the problem that is written in the context above:

1. How is the students' speaking skill before and after using video recording?
2. Is the use of video recording effective to improve students' speaking accuracy and fluency?

C. Objectives of study

Based on the limitations of the problem and the formulation of the research formulated above, the objectives of the research are as follows:

1. To find out the students' speaking skills before and after using the video recording.
2. To examine whether the use of video recording is effective in improving students' accuracy and fluency.

D. Significance of study

This study's findings should be helpful to English teachers, students, and other researchers. The first benefit of this study to English teachers is that it

provides a new contribution in developed new media to enhance students' speaking skills by video recording effectively.

The second is for the benefit of the students. This study will make it easier for students to develop their speaking skills by using the media. This study will provide students with new learning experiences, and they will be more interested in learning English, especially in speaking. This research necessitates that students understand the flaws of their speaking abilities.

This study can be used as a material consideration by other researchers to research the same topic. As a result, the researcher seeks to make the most valuable contributions possible.

E. Limitation of Study

This study aims to learn how to use video recording as a form of self-reflection to help students' speaking skills.

F. Previous study

Some previous studies are related to the topic; in this section, the researcher takes some previous studies as a reference that is reviewed for this study.

The first is "Effectiveness of Video Recording towards Developing Speaking Skills" By Bonala Kondal and V Durga Prasad. The approach in the

research is a quantitative method. The data was analyzed with the adoption of descriptive analysis and discourse analysis for the interpretation of the students' responses elicited from the questionnaires. It was assumed that students found speaking skill is difficult and they are shy in using target language in classroom. To overcome these difficulties and shyness, video recordings were used in the classroom for teaching speaking skills. But, with the help of fellow students, video was recorded and the same was played before the class for the evaluation. Through the study, it was found that there was a significant improvement in students' speaking skills with the use of video recording in the classroom. The learners initially found that the use of video recording in the classroom was distracting, once they were familiarized to it, they used comfortably afterwards in classroom or at home to improve their speaking skills. It assisted students to improve their professional posture to take part in any kind of situation effortlessly. It was an opportunity for students to practice their speaking skills after rectifying them with self-evaluation. They improved positively in the language aspects such as vocabulary, grammar and pronunciation.²

The second previous study of this research is "The Effects of Peer-Video Recording on Students' Speaking Performance "arranged by Pham Vu Phi Ho & Nguyen Thi Thanh Hong. A quasi-experimental design was used in this investigation. After comparing the posttest scores of the two groups, it was

² Bonala Kondal and V Durga Prasa, "Effectiveness of Video Recording towards Developing Speaking Skills", *Waffen-und Kostumkunde Journal*, Vol. XI, (September, 2020), p.42.

discovered that the experimental students outperformed the control group. The researcher can confirm a significant difference in students' speaking skills after treatment of peer video recordings based on these responses. Students' responses to questionnaire two, given to the experimental group at the end of the course, revealed that they were generally favorable about the treatment's effect. When the instructor told their class about peer video, the majority of pupils expressed excitement. In conducting peer video recordings, they also took notes and followed all of their lecturer's directions. They agree that they can pick my partner for the pair work with ease. The students had no trouble editing and speaking in the video. While watching their videos several times and not making the same mistakes for subsequent videos, those concepts earned the highest appreciation from students, concluding that practically all students have positive opinions toward the treatment of peer video recordings.³

The third previous study of this research is The Effect Of Video Recording Task To Improve Students' Speaking Skill Of Descriptive Text (A Quasi-Experimental Research At The Tenth Grade Of SMK PGRI 1 Kota Bogor Academic Year 2017/2018) arranged by Mutiara, this study apply quasi experimental research, The treatment that the researcher gave to the experiment class was the video recording task. The experiment class was asked to produce a video recording task of them-selves doing a monologue. The researcher chose

³ Pham Vu Phi & Nguyen Thi Thanh Hong, "The Effect of Peer-Video Recording on Students' Speaking Performance", *International Journal of English*, Vol. IX, No. 4, (Vietnam, 2019), 178.

descriptive text as a topic. This quasi-experimental design research is intended to get empirical evidence of the effectiveness of video recording task on students' speaking skill at the tenth grade of students in SMK PGRI 1 Kota Bogor. In the beginning, students' score in experimental class and controlled class was no statistically different. Later, the posttest and the gained score of the experimental class were proven higher than the score of controlled class at the significance level 0.000 after the researcher gave the class four weeks of treatment. It means that the video recording task has a significant effect in improving students' speaking skill.⁴

From both of the previous studies above, the similarity of this study is analyzed the same object that is about using video recording to improve students' speaking skills. The differences are the first previous study is focused on developing speaking skills using video recording. At the same time, the second previous study focused on The Effects of Peer-Video Recording on Students' Speaking Performance. The third study focuses on the effect of the video recording task to improve students' speaking skills in the descriptive task. And this study is focused on improving students speaking accuracy and fluency using video recording as self-reflection to know the ability to speak.

⁴ Mutiara, "The Effect of Video Recording Task to Improve Students' Speaking Skill of Descriptive Text (A Quasi-Experimental Research at The Tenth Grade of SMK PGRI 1 Kota Bogor Academic Year 2017/2018)", (Skripsi, UIN Syarif Hidayatullah Jakarta, 2018), 38.

G. Hypothesis

In this research, the researcher puts forward the statistical hypotheses as follow:

$$H_0 : \mu = 0$$

$$H_1 : \mu \neq 0$$

1. Alternative hypothesis (H_a): there was significant improvement of using video-recording as self-reflection on students' speaking accuracy and fluency at the eight semester of English Education Department of State Islamic University Sultan Maulana Hasanuddin Banten.
2. Null hypothesis (H_0): there was no significance improvement of using video-recording as self-reflection on students' speaking accuracy and fluency at the eight semester of English Education Department of State Islamic University Sultan Maulana Hasanuddin Banten.