CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

This chapter covered the result of student's review on their video recording and the test's analysis, including pre-and post-testing. A class from the English Education Department of the State Islamic University Sultan Maulana Hasanuddin Banten's Faculty of Education and Teacher Training was chosen to participate in this study. Students were given tests (pre-test and post-test) as part of the data collection process.

The researcher assessed the data using statistical formulas; the types of data are pre-test and post-test, as previously stated. The test was given to the students. The purpose of the test is to compare the students' speaking abilities before and after video recording. The researcher collaborated with an experienced EFL teacher to conduct the test. The researcher enlisted the help of an experienced EFL teacher to rate each student's speaking skill. The data in the table below shows the result of student's review on their video recording and all of the students' grades in pre-test and post-test:

Table 4.1: Student's Frequency Self-Reflection form Fluency

Q	Never Fluent		Occasionally Fluent		Often Fluent		Mostly Fluent		Total		Average
	F	%	F	%	F	%	F	%	F	%	
1	0	0,00	10	47,62	9	42,86	2	9,52	21	100,00	2,62
2	2	9,52	12	57,14	7	33,33	0	0,00	21	100,00	2,24
3	4	19,05	10	47,62	7	33,33	0	0,00	21	100,00	2,14
4	4	19,05	15	71,43	2	9,52	0	0,00	21	100,00	1,90
5	0	0,00	15	71,43	5	23,81	1	4,76	21	100,00	2,33
6	0	0,00	10	47,62	8	38,10	3	14,29	21	100,00	2,67

Graphic 4.1: Student's Self-Reflection form Fluency
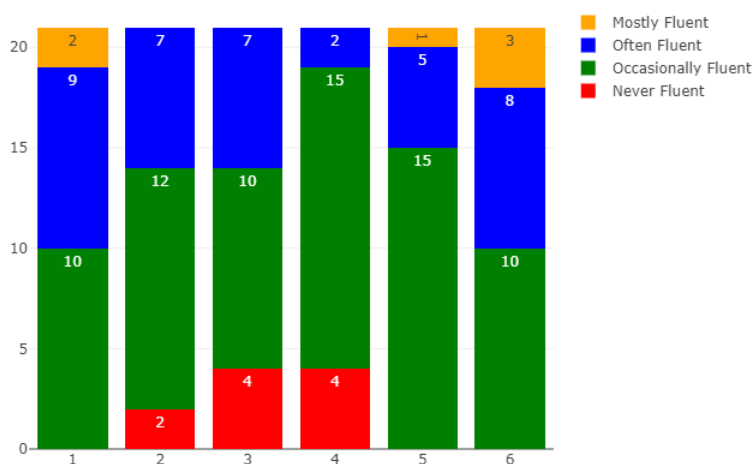
➢ In question item 1, the number of respondents who answered NF was 0 (0.0 %), OCF was 10 (47.62%), OF was 9 (42.86%), MF was 2 (9.52%)

➢ In question item 2, the number of respondents who answered NF 2 (9.52%), OCF was 12 (57.14%), OF was 7 (33.33%), MF was 0 (0.0%)

➤ In question item 3, the number of respondents who answered NF 4 (19.05%), OCF was 10 (47.62%), OF was 7 (33.33%), MF was 0(0.0%)

➤ In question item 4, the number of respondents who answered NF 4 (19.05%), OCF was 15 (71.43%), OF was 2 (9.52), MF was 0 (0.0%)

➤ In question item 5, the number of respondents who answered NF was 0 (0.0 %), OCF was 15 (71.43%), OF was 5 (23.81%), MF was 1 (4.76%)

➤ In question item 6, the number of respondents who answered NF was 0 (0.0 %), OCF was 10 (47.62%), OF was 8 (38.10%), MF was 3 (14.29%)

Table 4.2: Student's Frequency Self-Reflection form Accuracy

Question	Frequency	Percentage
1	4	19,05
2	3	14,29
3	7	33,33
4	6	28,57
5	1	4,76

According to the table above,

➤ 4 students answer "My grammar is almost entirely inaccurate which affects meaning, communication, and understanding".

➢ 3 students answer "Make constant major and minor errors that affect meaning, communication, and understanding. I show control of very limited patterns".

➢ 7 students answer "I make several major errors and just some minor ones, but they rarely affect communication, meaning, and understanding".

➢ 6 students answer "I produce occasional major errors and only some minor ones showing an imperfect control of patterns. I produce some misunderstanding, but message and communication are not unduly affected".

➢ 1 student answer "I consistently use correct sentences to convey a message with just a few major or minor errors".

Table 4.3: Students Speaking Scores in Pre-Test

No	Participants	Content	Comprehensibility	Accuracy	Fluency	Total
1	NA	16	18	15	14	63
2	VA	16	17	16	15	64
3	SW	16	17	15	16	64
4	IA	14	18	13	16	61
5	AN	15	16	15	14	60
6	FN	15	18	15	17	65
7	ID	20	19	18	20	77
8	EP	15	17	15	14	61
9	SH	18	17	16	17	68

10	RS	19	18	19	18	74
11	KN	15	17	14	16	62
12	EH	13	18	12	16	59
13	WS	17	13	18	13	61
14	IH	13	18	15	14	60
15	AR	10	6	6	6	28
16	DN	13	12	17	16	58
17	RW	13	13	12	14	52
18	MR	12	13	12	14	51
19	VN	12	18	12	15	57
20	MN	11	15	12	15	53
21	NS	13	18	13	14	58

Table 4.4: Students Speaking Scores in Post test

No	Participants	Content	Comprehensibility	Accuracy	Fluency	Total
1	NA	19	20	21	21	81
2	VA	20	19	20	18	77
3	SW	20	19	20	19	78
4	IA	20	19	20	21	80
5	AN	20	19	20	21	80
6	FN	21	22	21	20	84
7	ID	21	22	23	21	87
8	EP	20	20	18	17	75
9	SH	20	22	21	21	84
10	RS	20	20	20	20	80

11	KN	20	19	19	20	78
12	EH	19	20	19	21	79
13	WS	18	19	22	22	81
14	IH	20	22	20	21	83
15	AR	19	18	18	19	74
16	DN	18	19	19	22	78
17	RW	20	19	18	20	77
18	MR	19	22	19	19	79
19	VN	20	23	20	22	85
20	MN	18	20	18	21	77
21	NS	20	22	20	19	81

Table 4.5: Students Speaking Scores in Pre- test and Post test

No	Participants	Score	
		pre-test	post-test
1	NA	63	81
2	VA	64	77
3	SW	64	78
4	IA	61	80
5	AN	60	80
6	FN	65	84
7	ID	77	87
8	EP	61	75
9	SH	68	84
10	RS	74	80
11	KN	62	78

12	EH	59	79
13	WS	61	81
14	IH	60	83
15	AR	28	74
16	DN	58	78
17	RW	52	77
18	MR	51	79
19	VN	57	85
20	MN	53	77
21	NS	58	81
	total	1256	1678
N=21	Average	59,81	79,90

Graphic 4.2: Students Speaking Scores in Pre-Test and Post-Test
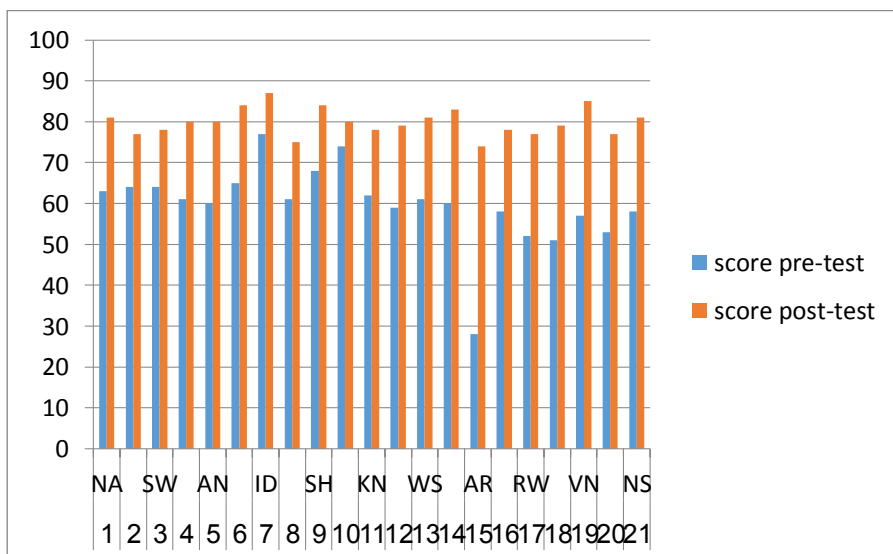
According to the graph above, the test results improved significantly after the treatment provided by the research. It appears from the average pre-test and post-test scores that: 59,81 < 79,90. It means that using video as a form of self-reflection can help students enhance their speaking skills.

B. Analysis of Data

The researcher evaluated the data from the pre-test and post-test scores using the t-test procedure with degrees of significance of 5% and 1% in both. The researcher used the following steps:

Table 4.6: The Score of Distribution Frequency

NO	Score		D=	D2=
	pretest (X)	posttest (Y)	(X-Y)	(X-Y)2
1	63	81	-18	324
2	64	77	-13	169
3	64	78	-14	196
4	61	80	-19	361
5	60	80	-20	400
6	65	84	-19	361
7	77	87	-10	100
8	61	75	-14	196
9	68	84	-16	256
10	74	80	-6	36
11	62	78	-16	256
12	59	79	-20	400
13	61	81	-20	400
14	60	83	-23	529

15	28	74	-46	2116
16	58	78	-20	400
17	52	77	-25	625
18	51	79	-28	784
19	57	85	-28	784
20	53	77	-24	576
21	58	81	-23	529
N = 21			-422	9798
			$\sum D$	$\sum D2$

In table 4.3, the researcher has succeeded in obtaining: D = -422 and D2 = 9798. By getting D and D2, it can be seen the magnitude of the Standard Deviation of the difference in scores between Variables X and Y (in this case SD_D):

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} = \sqrt{\frac{9798}{21} - \left(\frac{-422}{21}\right)^2}$$

$$SD_D = \sqrt{466{,}57 - (-20{,}10)^2} = \sqrt{466{,}57 - 403{,}82}$$

$$\sqrt{62{,}75} = 7{,}922$$

With the obtained SD_D of 7.922, it can further be calculated the standard error of the mean difference in scores between Variable X and Variable Y:

$$SE_{M_D} = \frac{SD_D}{\sqrt{N-1}} = \frac{7{,}922}{\sqrt{21-1}} = \frac{7{,}922}{\sqrt{20}}$$

$$= \frac{7,922}{4,472} = 1,771$$

Determining t_0 with formula:

$$t_0 = \frac{M_D}{SE_{M_D}}$$

M_D Is known -20,10 whereas $SE_{M_D} = 1,771$

$$t_0 = \frac{-20,10}{1,771} = \text{-11,345}$$

If $t_{observation} > t_{tabel}$ it means that the alternative hypothesis is accepted. There is significant influence in using video recording as self-reflection to improve students' speaking accuracy and fluency.

Then, If $t_{observation} < t_{tabel}$ it means that the alternative hypothesis is rejected. There is no significant influence in using video recording as self-reflection to improve students' speaking accuracy and fluency.

From the result of the calculation above, it is obtained that value of t_0 ($t_{observation}$) is 11,345 with the degree of freedom (df) is 20. In degree of significance 5% from 20 (t_{tabel}) = 2.086 While in degree of significance 1% from 20 (t_{tabel}) = 2.845

C. Interpretation of Data

As we know that the main purpose of the research is to know about the effectiveness of using video recording as self-reflection to improve students'

speaking accuracy and fluency. Based on the result of statistic calculation above, it is obtained that:

$$t_{observation} = 11,345$$

$$t_{table} = 2,086 \text{ (in degree of significance of 5\%)}$$

$$t_{table} = 2.845 \text{ (in degree of significance of 1\%)}$$

According to the data $t_0 > t_t = 11,345 > 2,086$ in degree significance 5% and $t_0 > t_t = 11,345 > 2.845$ in degree significance 1%. It means that the research is accepted the alternative hypothesis, which means using video recording as self-reflection can improve students' speaking accuracy and fluency.

D. Discussion

The purpose of this study is to see how video recording as self-reflection affects students' capacity to talk. The data was collected successfully by the researcher in order to answer the study question. The following is an explanation of the research question, first question, How is the students' speaking skill before and after using video recording? And second question, is the use of video recording effective to improve students' speaking accuracy and fluency? It can be clarified based on the results of the pretest and posttest. It was confirmed by the fact that the students' speaking score before and after video recording was **59,81** and **79,90.**

According to the data analysis findings, students' speaking scores improved once video recording was implemented. Students' speaking skills improve due to the video recording, particularly in terms of accuracy and fluency. Students' grades have improved as a result of this. Because they can assess their faults, video recording encourages pupils to undertake self-evaluations. Learners can use video production to think critically about the issue they've chosen to convey, share their ideas and opinions, argue, perform, and, most importantly, be creative. It allows students to determine what to say and how to say it and portray their point of view.[1]

As Tayabeh states with such a learning device the learner controls the learning process and progress in his/her own space based on his/her cognitive state.[2] Using video recording is an interesting concept that should be developed. Students feel many benefits from using the video recording; their speaking ability increases, they more confident, and they can find out their mistakes. The use of a video recording is beneficial for self-assessment of oral presentation skills as it enables students to observe themselves from the audience's viewpoint.[3] Learning through the mobile phone enables the learners to learn in a non-classroom environment.

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[1] Omaith Rodgers and Labhaoise Ni Dhonnchadha, "Reflective Practice Digital Video Creation in the LSP Classroom", *The EUROCALL Review,* Vol XXVI, No.1, (March, 2018), 47.

[2] Tayabeh Mosavi, "Mobile-Assisted Language Learning", *International Journal of Distributed and Parallel System,* Vol. III, No.1, (January, 2012), 309.

[3] Yamkate and Intract, "Using Video Recording to Faciliate Students Development of Oral Presentation Skills", *Language Education in Asia,* Vol. III, No.2 (December, 2012), 146.