

ARTICLE

THE EFFECTIVENESS OF VIDEO RECORDING TO ELEVENTH GRADE STUDENT'S SPEAKING OF SMAN 1 NGADILUWIH IN ACADEMIC YEAR 2017/2018



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STATEMENT LETTER

RESEARCH ARTICLE IN ACADEMIC YEAR 2017/2018




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So this statement letter I make with the truth. If later find discrepancy in the data with this statement and or any claim from another side, I am willing to be responsible and processed in accordance with the applicable provision.

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**THE EFFECTIVENESS OF VIDEO RECORDING TO
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THE ACADEMIC YEAR 2017/2018**

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Abstract

This research is consisted of experiment in teaching process of speaking which using video recording. It had been held at Senior High School or *Sekolah Menengah Atas* (SMA) 1 Ngadiluwih. Speaking is a facilitation of oral or spoken interaction that has a meaning to make persons understand the speaker feeling in spoken by listener. Speaking needs a practice and should be accustomed in daily life. It includes pronunciation, grammar, vocabulary moreover becoming fluent. Video recording was applied in teaching speaking had purpose to make a variation media to teach speaking by teacher and becoming more easier successful. This research was answered from the aims of three problems which had been done. Firstly, how the students speaking before being taught using video recording was. Secondly, how the students speaking after being taught using video recording was. Thirdly, What the students' responses about the implementation of video recording in their speaking class. The third can be supporting material to know this research is successful for students or not. This research is using quantitative research approach which subject of research was eleventh grade students of SMAN 1 Ngadiluwih. The times of research were divided into two by the writer to do the research. So that, the instruments were tests and questionnaire. In conclusion, student speaking is significant increasing by video recording. So that, video recording is effective to improve student's speaking where the components of speaking which improved are pronunciation, grammar, vocabulary and fluency.

Key Words : Video, Video Recording, Teaching Speaking.

I. Introduction

Speaking is a skill of oral product which be received by listener who will process the information from speaker. It is supported by Brown H (2004:140), "speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the

accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises reliability and validity of an oral production test"

Teaching speaking can be a teaching of spoken form that has a purpose to be applying in the real English communication environment. Sadly,



nowdays has happened that pronunciation is not becoming focus of language study. It means that most teacher focuses on written product only. As long as students can answer every question in English study so students have succeeded learning English. It is like Anne said in (2003:5), In fact, in recent discussions of English-language teaching, the unrealistic idea that learners should sound and speak like native speakers was fast disappearing. Without oral skill, language will not be learnt succesful and the competence can not be used in implementation of language itself.

Video recording is a recording both the visual and audible components. It can be used to record and correct student performance exactly including speaking skill. Based on Brumfit (1983:86), video recording was the use of a video camera to provide a performer with a record of his/her performance applied to students as much as to teachers. It can be concluded which the implementation of video in teaching speaking is not something new. Some teachers had used it in some of teaching and learning process. But, it is little different because here students used video recording within involvement by them inside.

II. Methodology

This research used quantitative approach in this research. It was held at SMAN 1 Ngadiluwih in Kediri which the writer had a role as teacher and teach speaking using video recording in eleventh grade students exactly in eleventh (sos 2) as participants.

To find the result of the research the writer used two instruments namely tests and questionnaire. The tests here are divided into two those are pretest and posttest. In pretest, the writer gave five problem sentences then students had to respond using expressing relief. When conversation was held, students are recorded into video to be analyzed the problems in the next meeting before conducting pretest. Next date, the students and teacher discused and giving feedback about the problems which found in the video recording by students already done and played the video into the LCD Projector within sound speaker. The teacher here had role to direct students to catch the problems. Then, teacher guided them to solve the problems and practiced by students. Most students had known their mistakes in speaking but they did unconsciously. After that, the posttest was held within five problem sentences which different with the pretest but the way to respond still using same way namely using relief expression. In posttest, the



conversation was still recorded into video also to know the effect of learning in the treatment before with comparing the result of pretest and posttest.

III. Research Finding and Discussion

The writer divided the variable into two, those are video recording as independent variable and speaking as dependent variable. Independent variable is variable which influence other variable (dependent variable).

Based on the problems which had been solved. Student's speaking before being taught by using video recording describes that students had medium into low in speaking that mostly in pronunciation and vocabulary mastery. After being taught, students was becoming more good in speaking for instance pronunciation, grammar, vocabulary and fluency. So that, their pronunciation and vocabulary were increased. So that, students' respond in this research showed that video recording was effective in increasing student speaking. The detail descriptions is described below:

1. The Description of Student's Speaking Before Being Taught by Using Video Recording.

When the process of research, a writer observe the situation of English learning speaking process in eleventh

grade of SMAN 1 Ngadiluwih exactly in social two classroom. The facilities mostly are good. Unfortunately, language laboratory does not work as well and did not use to support English teaching. But, this school will repair it once day. The projector, white screen and sound speaker are provided. Teacher rarely uses media in teaching. So that, video recording can be one of variation media in teaching speaking.

In this first stage, the writer gave some exercises in knowing student's speaking before the writer used pretest as test to measure students competence in speaking. In result, many of students have medium into low scores especially in pronunciation and vocabulary. If both were not mastered totally, of course the students were not fluent. Then, pretest was held. Need to be remembered after the conversation performance was recorded into video, students and teacher must solve every problems they got in treatment. So based on pretest, student's speaking before being taught by using video recording had been analyzed.

2. The Description of Teaching Speaking Using Video Recording.

In this section, the process of analysis problems were occurred. It means that the implementation of video recording was in process. Here, teacher asked



students to discuss students' video recorded which be played in front of classroom. Of course, the video was playing on LCD projector and sound speaker to support the voice. Students analyzed the problems which occurred as long as conversation was conducted. The problems can be pronunciation, grammatical structure, vocabulary moreover fluency. Teacher guided them to direct finding the problems. Then, teacher gave feedback based on the problems were discussed to explain briefly. Completely, when teacher played the video, sometimes he stopped it and asked students to find and explained the mistakes. It had a purpose that students had to pay attention in learning.

The components of speaking which be improved in this stage. video recording was able to improve student speaking problem in pronunciation. After recorded, students were shown their video to be analyzed the mistake they did. In the same time, they knew the wrong pronunciation and compare with teacher feedback. So that, teacher should be more careful when ensuring student understanding. Then, student is able to compare where is correct and incorrect. Secondly, video recording can improve student speaking problem in grammatical structure. Most students did conversation rarely pay attention to their

grammar. For example when arranging phrase, some of problem happen if student did not know the correct structure when expressing words. Some of them composed words upside down so the meaning was changed and not correct. When they watched their video, sometimes teacher stopped it and explained the grammatical error happen then they got their mistake they did and be corrected in class discussion. Finally, they know and be confident in pronunciation and grammatical structure problem when they applied in the post test. Then, video recording was able to improve student speaking skill in vocabulary. When the video goes live, the teacher suddenly stopped it. It aims to correct the wrong diction which student chose in performing. They got their mistake in vocabulary. But, their understanding in vocabulary and diction were improved after being taught using video recording. Another than it, when they analyzed their friend's video recording they got another new vocabulary. Secondly, video recording was able to improve student's speaking in fluency. In the pretest, many of them were doubt to speak because lack of idea in conversation. Sometime, some of them were silent when the teacher gave one of utterances. The posttest was different with the pretest, they became more fluent



because they had known and accustomed to say it in correctly. In this case they had known what the response they had to speak. And they had mastered the pronunciation, grammatical structure and vocabulary. So, students were already more prepared than before. Finally, they were becoming more confident when speak.

3. The Description of Student's Speaking After Being Taught Using Video Recording.

After doing those tests, the writer measured that there was improvement in the speaking after being taught using video recording. It had many experiences since process of learning. As described in last subchapter, speaking was improved using video recording. As we know basically, the students had bad experience in English and not interest to it. After taught using video recording, it did not look as like as students opinion before. They were enthusiastic with the material when given. Many responses by students which accepted to the writer and becoming a discussion in the classroom. In result, their speaking mastery had improved.

IV. Conclusion

Based on the explanation above, the writer concluded that the implementation was done within applying classroom of

speaking which consisted of asking question and answer, conversation between students and teacher and of course the application of video recording to improve students' speaking. Those all was divided into two meeting where the first meeting was an implementation of pretest and the second meeting was the posttest. Those tests were included video recording inside with material of teaching that is expressing relief. The usage of video recording was proven in improving students' speaking as media of teaching by teacher moreover compatible to be a training strategy for students as self-assessment.

During the research, the writer got many improvements in students' speaking. The significant improvements consist of four components of speaking. Those are good pronunciation, correct grammatical structure, diction and becoming more fluent. In another case, the writer got their confidence in expressing also tended to increase. Based on that, the writer assumed that it is caused by the reflection of students' performance during conversation can be watched by them so they can analyze the mistake they had to be changed. It cannot be successful without developing background knowledge. Because of it, the writer had given students direction in how to pronounce grammar, and diction. Then, they were able to



analyze the fluency with considered those components of speaking. In this situation, the students were highly motivated to correct their mistakes unconsciously. In the begining class, it was difficult to encourage them to be active in speaking class moreover before doing conversation. But, the writer solved it using brainstorming to wake their interest up. Finally, the result had been found. Besides, the writer always managed the time during the lesson to prevent unpredictable problem happen. In second meeting, the writer focused on the impact of video recording in students' speaking which had significant improvement. Finally, the writer concluded that there were effectiveness of video recording to improve students speaking in eleventh grade of SMAN 1 Ngadiluwih in academic year 2017/2018.

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