

ARTICLE

**THE EFFECT OF VIDEO RECORDING TO THE ELEVENTH GRADE
STUDENTS' SPEAKING AT SMK PGRI 2 KEDIRI
IN THE ACADEMIC YEAR 2018/2019**



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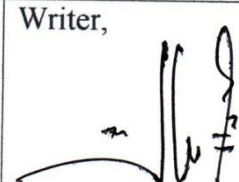
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THE EFFECT OF VIDEO RECORDING TO THE ELEVENTH GRADE STUDENTS' SPEAKING AT SMK PGRI 2 KEDIRI IN THE ACADEMIC YEAR 2018/2019

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ABSTRACT

Speaking is a crucial part of second language teaching and learning. Because teaching speaking is complicated process, many problems appear in conducting speaking ability, such as nothing to say, low motivation and participation, mother tongue language use and lack vocabulary. To solve the problem above, it need such kind of media like flash card, tape recorder and video recording to make the speaking activity run well. From all media, video recording seems a good thing to students because it offers an opportunity for extended speaking ability by watching speaking video. This research purposed to describe (1) How is the eleventh grade students' speaking at SMK PGRI 2 Kediri before being taught by using video recording? (2) How is the eleventh grade students' speaking at SMK PGRI 2 Kediri after being taught by using video recording? (3) Is there any significant effect of using video recording to the eleventh grade students' speaking at SMK PGRI 2 Kediri? The research use quantitative method especially uses pre-test and post-test design. In this design there is pre-test before giving a treatment, so that the result of treatment can be known more accurately, because it can be compared with the condition before being given a treatment. After the writer gave treatment to the students, to known whether video recording has effect or not in teaching speaking. The data was collected by three steps; pre-test, treatment and post-test. There is significant effect of video recording to the eleventh grade students' speaking at SMK PGRI 2 Kediri. The aspects of speaking which increased are grammar, pronunciation, fluency especially vocabulary. Based on the result of the research, it is suggested for the other researchers, the writer hopes that they are able to improve their research and make a better research by exploring video recording for speaking.

Key words: Video Recording, Speaking

I. BACKGROUND

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). From those statements, it can be conclude that speaking is a process of expressing reducing and

receiving ideas, opinions, or feelings to others by using words or sounds of articulation to inform, to persuade, and to entertain that can be learnt by using some teaching learning techniques and methods.

Speaking is a crucial part of second language teaching and learning. Even

though it is very important, teaching speaking has been undervalued and English teachers have continued to teach speaking just as repetition of drills or memorization of dialogues and monologues. Teachers should know that the goal of teaching speaking should improve students' communicative skills, because only in that way students can express themselves and learn how to follow the social and cultural rules which are appropriate in each communicative circumstance.

Furthermore, speaking is the most used skill by people rather than the three other skills such as listening, reading and writing. According to Richards (1990), "Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency". From that statement, it can be said that most language learners study English in order to develop proficiency in speaking. And regard speaking ability as the measurement of knowing a language.

Because speaking is very important to the students, it is essential to teach speaking to them. According to Nunan (2003) teaching speaking is teaching language learners to produce the English

speech sounds and sounds patterns, use words and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, and use language quickly and confidently with few unnatural pauses, which is called fluency.

Based on the statements above, it can be inferred that teaching English speaking is a process of transferring knowledge to the students that seems very complicated because it involves many process. Those are process of teaching, producing, selecting, organizing, and using any spoken language features as a pronunciation, intonation, accuracy, fluency, etc.

Because teaching speaking is a complicated process, many problems appear in conducting speaking ability, such as nothing to say, low motivation and participation mother tongue, language use and lack of vocabulary. Those problems make speaking activity are really hard to be conducted in classroom. As a result, students' speaking ability does not develop well.

To solve the problem above, it needs such kind of media like flash card, tape recorder and video recording to make the speaking activity run. From all media, video seems as good thing to students because it offers an opportunity for extended speaking ability by practice using video recording.

Video recording is institutions use camera to record various student activities: performance in oral test, role plays, performance in simulated and real seminars, programmers devised and performed by students for other students (Brumfit; 86). Video recording is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still image representing scenes in motion. Based on the statement, it can be used as tool to record and correct student performance exactly including speaking skill. So, students will understand the good pronunciation, intonation, accuracy, fluency and performance when they speak up. Moreover, video recording can use to correct vocabularies and grammar when they do performance.

The use of a video recording is a beneficial for self-assessment of oral presentation skills as it enables students to observe themselves from the view

point of the audience (Yamkate and Intratat: 2012). Furthermore, by using video recording as media of learning, it can bring a good atmosphere to the students in learning English. Students will have high motivation is studying English. Students will have high motivation is studying English and also can be used for training to speak up before performance. As a result, automatically it can arouse students' interest in learning English.

Based on statements above, the writer chose SMK PGRI 2 Kediri as subject of the research. It is a vocational high school in Kediri which has complete facilities to encourage students mastering some skill involves English. One of the facilities is LCD Projector which is supported by well standardized audio system. These tools are available in every class in order to make students study every subject especially English speaking enthusiastically.

In fact, the students' especially the eleventh grade students often feel less motivated studying some subject in English especially speaking because teacher hardly use electronic media like video recording to improve students speaking skill. Although the students are interested to study English speaking by using media such as video recording,

most teacher only use to explain English theories or structures. As result, the pronunciation; vocabulary; fluency and grammar of students is far from teaching objective.

Based on the reason above, the writer wants to prove if video that seems to make students interested in learning

English speaking influence them to get better abilities in speaking English. The writer tries to conduct a research entitled “The Effect of Video Recording to the Eleventh Grade Students’ Speaking at SMK PGRI 2 Kediri in Academic Year 2018/2019”.

II. METHOD

In this research, the researcher used quantitative. The data of the quantitative research is scoring by number and analyzed by statistic. In this research, the researcher decided to uses quantitative research design because the researcher wanted to know the result by the number to seek and measure the effect of Video Recording to the eleventh grade students’ speaking. The technique used in this research is experimental research. The researcher decided to use pre-experimental research which apply one-group pretest-posttest. The researcher took population in SMK PGRI 2 Kediri which was located on Jl. KH. Abdul Karim No. 05, Bandar Lor, Mojoroto, Kediri, Jawa Timur 64117. The researcher choosed one of skill programs which is Multimedia program. The researcher used XI Multimedia 1, which has 16 students consist 5 males and 11 females.

III. FINDING AND DISCUSION

The first finding, students’ speaking are increased. They get better ability after using Video Recording for learning speaking. It is line with Harmer (2006) states that deploying video in English learning provides special points to the students; seeing language in use, cross-cultural awareness, the power of creation and motivation. It means they can develop the students’ creativity and communicative competence because they can create their own video while using or practicing the language.

The second finding, Video Recording helped students to increase their grammar. They are able to correct the error grammatical they made. Students could review the structure and helped them to be used to speaking by correct grammatical. It is supported by Humairoh (2011) Teaching grammatical word classes through Video significantly affected Irian TEFL students’ accuracy.

In addition, students who are shy to speak up in the class also able to improve their speaking well. As what to be said by Satrio (2012) Video can help to increase communication skills especially grammar and vocabulary.

The third finding, Video Recording helped improved the vocabulary. The students can get the correct vocabulary and read several times until they can memorize. So, Video Recording can help the students improve the vocabulary. Wang (2015) states that video can provide a lot of information, get their attention to focus on the material in the video, and improve their comprehensive linguistic competence.

IV. CONCLUSION

This research, researcher found that Video Recording has any significant effects to the students' speaking. First, the score of students' speaking after using Video Recording is higher than the score before using using Video Recording. Also the result of t-test is higher than t-table. It means there was significant effect of using video recording to the eleventh grade students' speaking at SMK PGRI 2 Kediri in the academic year 2018/2019. The second, all of aspects in speaking were increased especially grammar and vocabulary. So, Video Recording helps

much to improve the grammar and vocabulary.

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