THE EFFECTS OF VIDEO RECORDING ON STUDENTS' SPEAKING ABILITY

THESIS

Summitted by :

IKRAMAH
Student of Department of English Language Education
Faculty of Education and Teacher Training
Reg. No. 231 324 150

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM-BANDA ACEH

2017

THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry
Darussalam, Banda Aceh as a Partial Fulfillment
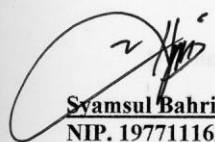of the Requirements for Sarjana Degree (S-1)
on Teacher Education**

By:

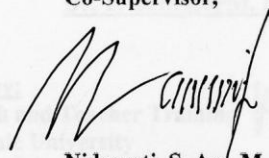**IKRAMAH**
Student of Department of English Language Education
Faculty of Tarbiyah and Teacher Training
Reg. No: 231 324 150

Approved by:

Main Supervisor,

Syamsul Bahri, M.A. TESOL
NIP. 197711162003121002

Co-Supervisor,

Nidawati, S. Ag, M. Ag
NIP. 197201022007012034

It has been defended in Sidang Munaqasyah in front of
The Council of Examiners for Working Paper and has been accepted
as a Partial Fulfillment of The Requirements
for Sarjana Degree (S-1)
on Teacher Education

on:

Friday, July 21, 2017 M
27 Syawwal 1438 H

at:
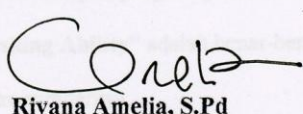**Darussalam – Banda Aceh**

THE COUNCIL OF EXAMINERS:

Chairperson,   Secretary,
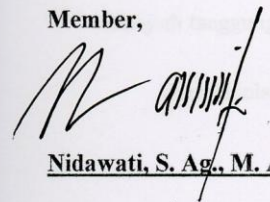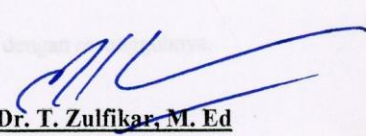
Syamsul Bahri, M.A. TESOL   Rivana Amelia, S.Pd
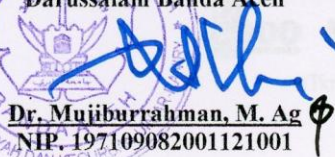
Member,   Member,

Nidawati, S. Ag., M. Ag   Dr. T. Zulfikar, M. Ed

Certified by:
The Dean of Faculty of Tarbiyah and Teacher Training
Ar-Raniry State Islamic University
Darussalam Banda Aceh

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001
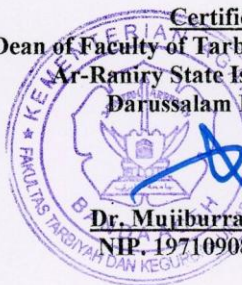
SURAT PERNYATAAN

Yang bertandatangan di bawah ini, saya:

Nama   : Ikramah

NIM   : 231324150

Tempat/Tgl. Lahir : Labuhan Tarok/ 17 Januari 1996

Alamat   : Jalan Lingkar Kampus

Menyatakan dengan sesungguhnya bahwa Skripsi yang berjudul: **"The Effects of Video Recording on Students' Speaking Ability"** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 21 Juli 2017

Saya yang membuat pernyataan

(Ikramah)

v

ABSTRACT

Speaking is a very important skill that should be mastered when someone learn a language. The ability to speak English well can be measured as the successful in teaching speaking. Video recording is the best way to create the students became a best speaker. Because video recording has ability to play and replay the recording, and helps the students to have good recollection toward their performances. Consequently, this research explores the effects of video recording on the students' speaking ability. In so doing, the research carried out on Students of Department of English Language Educations including 29 students of Unit 1 batch of 2016. The pre-experimental design was employed in this research, the data were gainned from Pre-test and Post-test and were analyzed by using the t_{score} formula. The results are shown by the mean of the pre-test = 72,34 and the post-test = 144,52 which indicates the improvement before and after implementing video recording and the result of the *t-score* was 34,79 an the t_{table} was 2,02. It indicates that the *t-score* is higher than t_{table} 34,79>2,02 which indicates there is significant difference between students' speaking ability after implementing video recording. Accordingly, the researcher concludes that video recording give positive effect toward students' speaking ability which is shown on the improvement of the students' speaking scores.

Keywords: Speaking Ability, Students, Students' Performances, Video Recording

ACKNOWLEDGEMENT

Alhamdulillahirabil'alamin. I am really grateful to the Almighty Allah SWT, the Most Gracious and the Most Merciful who always guides and protects me in every step I take in my life. Because of His guidance, blessing and love, finally I could finish this thesis and my study at Ar-Raniry State Islamic University. Peace and salutation be upon our prophet Muhammad SAW, who has brought human beings from the darkness into the lightness.

I owe my deepest appreciation and gratitude to my first supervisor, Syamsul Bahri, M.A. TESOL who kindly helped and supported me during the process of writing my thesis. He had always been patient to give me his guidance, patience, and advice throughout the stages of the thesis writing. I would also like to express my gratitude to my second supervisor, Nidawati, S. Ag., M. Ag who always gave precious suggestions and encouraged me when I faced difficulties and obstacles during the process of writing my thesis. I would also like to express my appreciation to all lecturers both English department and non English department lecturers for the valuable knowledge, lessons, guidance and encouragement they gave during my academic years. Special thanks to all staffs of English department and all staffs of Education Faculty who helped and guided me during my study in department of English Language education.

I am deeply grateful to my beloved father, Khairuman Jamin, and my lovely Mother, Suhaimi who always become my spirit in my life. Their loves, supports, and prayers lead me to reach my success and dreams. I also dedicate my

big thanks to my lovely sister, Khairunnisak, S.IP and my beloved younger brothers, Suryadi Mandala and Khairul Indra who always supporting me, sharing laughter and love to me. They all are my precious persons who make me keep moving forward. Then, I also thank to my big family who always support me.

I also express my deepest gratitude to Mrs. Azizah, S. Ag, M. Pd for giving me permission to conduct research in her class. I sincerely thank to Kak Sera Delta Tanjung. M. Pd for her help in providing me with the suggestion, motivation as well as analyzing the data. My thanks are also addressed to Unit 1 PBI'16 for their cooperation and willingness to participate in my research so that I could finish my research.

Last but not least, my acknowledgement goes to the members of unit 1 TEN'13 for the warm togetherness, laughed happily and all the motivating discussions. Then, to my Ridha Rahmayanti, Ressa Melsia A, Monalisa, Ridha Hardiyanti F, who always understand, help me in my ups and downs and always be a part of my journey in finishing this study. I never forget the beautiful that we have been through together. And to all friends that made me feel homey everyday.

At last, the researcher realizes that this thesis is far from being perfect. The constructive criticism and suggestions for the improvement of this thesis are highly appreciated. Hopefully this thesis gives contributions to the improvement of the English teaching and learning.

Banda Aceh, 21 July 2017

Ikramah

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

1. Appointment Letter of Supervisor
2. Recommendation of Conducting Research from Faculty of Education and Pedagogy of UIN Ar-Raniry.
3. Recommendation Letter of Conducting Research from Department of English Education
4. Lesson Plan
5. Instrument
6. Documentation
7. Autobiography

CHAPTER I

INTRODUCTION

This chapter introduced the problem of this research briefly. It included background of study, research question, research aim, research terminology, hypothesis, significance of the study, research method and population and sample.

A. Background of Study

Speaking is one of the important skills that students should master in learning a language. The ability to speak English well can measure the success of learning language. Harmer (2007) states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language 'on the spot'.

Nowadays, in language teaching technology has given big influences in the educational field, especially in teaching and learning process. It has been around for decades, but it is becoming more important in personal and professional live. A good teacher is a good manager. Ginebra (2013) said that a teacher is someone who knows how to instruct others. Therefore, selecting the appropriate media is a part of constructing to help students in speaking.

Video recording is one of the suitable media that can be used to enhance students' speaking ability, because by video recording the students can see

their speaking and it is almost the same technique as talking in front of the mirror but better version of it. The students can easily analyze the mistakes, watching video recording later. The students can notice the mistakes inaccuracy (pronunciation, grammar, vocabulary), the manner of talking (posture), facial expression, and so on so forth. Moreover, as a teacher it is better to show the students' video recording to the other students in the students' classroom. Because as more people see it, more opinions, advises and recommendations and also can assume it by analyzing it all together. According to Ball and Lampert (1999), the use of video data can significantly help to improve communication skills and this technique has been widely used in teacher education. Brophy (2004) states video technology has the capacity to capture the complexity and immediacy of teaching in the classroom. Hence, the tearchers are allowed to bring the camera to the classroom. Many educators, such as; Allen & Ryan, 1969; Derry, et.al, 2010; Greenwalt, 2008; Guo, 2009; Hamilton, 2012; Sewall, 2009; Zhang, et.al, 2010; and Olivero, 1970 agree that videotape should always be on-hand in any teacher education environment. The researcher argues that video provides important audio and visual information to help students reflect on and improve their communication skills.

Similar researches had conducted by Wina Hafrina, Naniek Kuswardani and Retno Budi Wahyuni and Yasemin Kirkgoz. Wina at Ar-Raniry State Islamic University investigated students' perception on self assessment requirement in role play technique through audio video recording. The result showed that, there

were positive perception of the university students toward audio video performance for self assessment requirement in role play technique. Naniek and Retno at Bandung Institute of Tourism (STPB) investigated videoing students' activity to improve their speaking ability. They said it was important to speak in English well in doing job, and self confident is needed. The result showed that the STPB students' selves confident improved through videoing their activity, and also they were able to see their mistakes. Yasemin Kirkgöz (2011) at Turkish higher education investigated in designing and implementing a speaking course in which face-to-face instruction informed by the principles of Task-Based Learning is blended with the use of technology, the video, for the first-year student teachers of English in Turkish higher education. The result showed that video recording has been very significant in helping students overcome their anxiety, gain fluency and useful communication strategies. It can be concluded that, video recording is the effective media that can be used to enhance students' speaking ability.

Besides they had similar research with the researcher, they also have the differences focus from her research. Wina focused on self assessment requirement on role play technique. Naniek and Budi focused on the STPB students' selves confident in doing Job, and Yasemin Kirkgoz focused on students' anxiety and fluency in speaking, while the researcher focused on the elements of speaking which include grammar and pronunciation. Therefore, the researcher would like to conduct the research that is differ from the researcher mentioned before.

In the fifth semester, the researcher took Computer Assisted Language Learning (CALL) as the optional course. When the researcher was presenting

Prezi presentation project, one of the members of the CALL class recorded the presentation by using phone camera. By watching the recording the researcher realized that there were many mistakes in speaking when presenting *Prezi* presentation, including accuracy (pronunciation, grammar, vocabulary), the manner of talking (posture), facial expression, and so on and so forth. Thus, the researcher had a good recollection of performance once it was over and helped the researcher to correct the mistakes when doing speaking. The researcher did self-evaluation by watching the recording, so that the researcher knew the mistakes by herself. Because of that experience, the researcher would like to conduct a research about "**The Effects of Video Recording on Students' Speaking Ability.**"

B. Research Question

Regarding the identified problems stated previously, the researcher formulated the question as follows:

What is the effect of video recording on the students' speaking ability?

C. Research Aim

Regarding to the research question above, the aim of the study is to investigate the effects of video recording on the students' speaking.

D. Research Terminology

   1. Video Recording

Video recording that the researcher means in this research is the tool that used to record the students' speaking performance in the classroom. By recording the students' speaking performance, the students can watch the recording in doing speaking. They will learn their mistake from the video and people's comments. By doing this, they will evaluate each others. The teachers can use video to help students become better speakers in English (Lonergan,1984, Toamlin & Stempleski,1990). By recording students' speaking performance, they will have opportunities to view to play and replay the recording many times so that they could learn from their mistakes. They will learn from their self-evaluation and also from their friends' comments and teacher's feedback. Therefore, they are able to be self-critical as they can learn the mistakes and solve their problem assisted by the teacher.

   2. Speaking Ability

Brown (2004) defines speaking as a productive skill that can be directly and observed empirically, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. From that statement, the researcher conclude that speaking is an activity that involves two or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

According to Oxford Dictionary (2005) ability is the talent or or the level of skill at doing something. From that definition, the researcher pointed that ability is someone's capability in doing something well by using knowledge and skill or something that people do very well because they have learned and practised.

Thus, it can be concluded that speaking ability is someone capability in speaking English by using knowledge that they have learned. In this research, the researcher focused on elements of speaking that are accuracy which include pronunciation and grammar.

E. Hypothesis

Based on the research question, research terminology and previous study above, the alternative hypothesis of this study is: there is significant difference toward the students' speaking ability after implementing video recording.

F. Significance of Study

a. For Department of English Language Education of UIN Ar-Raniry, it is expected that the result of the research can expand the theories in using Video recording to improve students' speaking ability.

b. For the English lecturers, it is expected that the result of the research can give a contribution to the English lecturer to improve students' speaking ability by implementing video recording.

c. For the future researchers, it is expected that the result of the research can be used as the references to the researchers who conduct the similar studies.

G. Research Method

This research is an experimental research that attempts to influence a particular variable. In the experimental research, a researcher looked at the effect of independent variable on dependent variables (Frankel & Wallen, 2001). The researcher used pre-experimental design which provided a kind of class which is experimental class. Experimental class is the group that receive the treatment. It means that this group receive the variable that being tested in the study. The data is quantitatively analyzed.

1. Data Collection Procedures

The researcher used two kinds of techniques to collect the data. They were experimental teaching and test.

a) Experimental Teaching

The researcher had done taught in the experimental class in four meetings. In First meeting, the researcher gave pre-test. In the second and third meeting, the researcher gave treatment, it was teaching by using video recording media. In the last meeting, the researcher gave post-test.

b) Test

This research employed pre-test and post-test, and involved two classes, control class and experimental class. The researcher tested the students' speaking ability by using the speaking test. According to Scott Thornbury (2005), there are the most commonly used types test of speaking, such as interviews, live monologues, recorded monologues, role plays, and collaborative tasks and discussions. The pre-test is given to both groups before the treatment. Here, the researcher tested the students' speaking ability by using live monologues test. It means that the researcher gave the topic to the students, asked to the students to prepared a short talk and presented it in front of the class without applying video recording, another students were being the audiences. The post-test was given after treatment, the researcher tested the students by using live monologue also, but in the different topics. It was done to know the result of the students' speaking ability after implementing video recording in experimental class.

2. Data Analysis

After conducting experimental research, the researcher needed to analyze the results. The kind of the data was quantitative data, they came from the students' speaking scores. The scores generated from pre-test and post-test to measure the influence of video recording to the students' speaking ability in the classroom. The researchers used the speaking rubric that is proposed by Madsen (1984).

In analyzing the test the researcher also used statistical formula, they were the range of data, interval class, space of interval class, to make table of frequency distribution, mean of the table and to find out the *t score.*

H. Population and Sample

1. Population

The researcher selected all students of second semester who took Speaking-I at Department of English Language Education of UIN Ar Raniry as the population in this study. Population is the collection of all elements processing one or more attributes of interest. The number of population was 249 students who divided into seven units. Five units consist of 35 students, one unit consists of 36 students, and a unit consists of 38 students.

2. Sample

The researcher selected unit one of the second semester at Department of English Language Education of UIN Ar Raniry as the samples. Unit one consists of 29 students also. So, the total number of the sample was 29 students. Unit one was selected the experimental class. The sample of the study was selected by using intact classes. Intact classes are commonly and often by necessity used in research for the sake of convenience (Mackey & Gass, 2005).

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher examined some theories that become the frames of thoughts of the study.

A. Video Recording

Video recording is the media which is used in teaching speaking by recording the students' speaking performances. Video recording has the ability to self-reflect and it is widely recognized as the desirable learner attribute that can induce the deep learning (Chau and Cheng, 2009). Odhabi & Nicks-McCaleb (2009) say that media technologies allowed the users to record audio and video by using video cameras in lecture halls and other learning environments. Dali (2012) argues that video recording is favorably perceived media especially in providing feedback. The use of video-recording on students' speaking in language learning offers several advantages: First, students can watch and see themselves and their fellow friends' performances. Second, teachers can use video to help students become better speakers in English (Lonergan, 1984; Tomalin & Stempleski, 1990). In addition, students have the opportunity to view the recording on video more than once.

Thus, recording students' speaking performances allowed the teachers or the students to play and replay the video recording in many times. Hence, the students

did self-evaluation of themselves as well as their fellow friends. As a consequences, the students became self-critical, because they can see their problems and trace their improvements. And when the video recording showed to many people, there were some recommendations and suggestions to the presenter. Broady (1998) explains that because of video, the learners have a motivation to communicate with each other and with the teacher. Related to this opinion, the example can be seen in the speaking class using video recording, the students were able to comment their friends' performances and asked the teacher for the additional comments and suggestions in evaluating session. This situation showed the good interaction between students and teachers.

B. Video Recording Tool

In order to record students' speaking performances, the teacher needed a certain material or tools to make a very high quality video as a good data information that they can use it as a sources to teach and evaluate students' speaking performances. Derry (2007) suggested several tools that can be used to make a very high quality of video with some additional by the researcher. The tools as follows:

1. Camera Phone

There are several numbers of activities which can be facilitated by Mobile Assisted Language Learning (MALL). Camera phone is one of the parts of MALL. It utilized camera inside mobile phone for educational setting. The

researcher used this kind of recording tool to record students' speaking performances. Camera phone also can be used by the students to create video recording task. Korsvold and Ruschoff (1997) mention that there are two types of video tasks, they are video feedback and video project. Video feedback is the task that allows the student to record their activity. Besides, video project works refers to the use of video as a medium for making a documentaries and news items.

2. Camera DV

A mini-DV camera should have an image stabilization feature (for hand-held use) and true stereo (left/right) audio separation. A rechargeable, long-life battery (i.e., one that will last more than three hours) is also highly desirable. A good quality, screw-on wide-angle lens is also very useful, particularly when the researcher is filming in restricted spaces. Using a camera into which tapes can be loaded while the camera is attached to a tripod.

3. Microphones

Several types of mikes are useful. Almost any external mike will do a better job of sound capture than will the camera's built-in mike.

4. Tripod

By attaching the camera to a good quality tripod, the teachers are able to smoothly pan, zoom and lock the camera in a fixed position when the teachers were busy or did the other things.

5. Earphones

This tool is used to check the sound with earphone at the beginning of a recording and again periodically while recording. A video recording with weak audio will be checked later.

6. Gaffer's Tape

Gaffer's tape (black, cloth tape) allowed the teachers to tape down the legs of the tripod without leaving marks on furniture or other anchoring objects.

7. Camera Bag

A durable, spacious camera bag allowed the teachers to carry the entire rig in one hand while carrying a tripod in the other.

C. Strategies for Recording Video

In this study, the researcher used video recording as a media in teaching speaking. It means that, she used it while teaching and learning process. On one hand, teaching speaking by using an appropriate media, such as video recording is the things that should be done by the teachers. But in the other hand, promoting that media and giving the students a chance to learn the language is also needed by putting them in real context. It means that the teacher also can ask the students to record themselves by their own in their homes. Because it is the good thinks. Hence, they need the strategies in doing recording. Here, the researcher offered several strategies in order to do recording that is supported

by Derry (2007).

1. Conduct Fieldwork Strategically (Planed the Fieldwork)

It is importance to the student to have a plan to his fieldwork. The teacher asks the students to create a fieldwork about the recording tasks which are given by the teachers.

2. Setting up the Video Recording Tool

Before recording, it is important to set the tool that will be used to record performances. Checking the lighting of the recording tool, sound and duration are important, because it leads the high quality of video recording.

3. Treat Yourself as a Recording Device

The students are the objects of the video recording. It means that, they are as the actors in the recording. The students' experience in the field of recording a video is important, but what they bring back from that experience and its utility for later analysis are equally or more important. There are two things that should be done by the students. Firstly, the students should capture by recording it what is happening, as best they can. Secondly, they should provide an index of these recordings that will later allow them to locate particular events or utterances in a rapidly growing collecting of such recordings.

4. Separate Observations from Inferences

The video which are student recorded became a data to provide information to his classmate and his teacher. So the students must distinguish

between what he observed, on the one hand, and why it happened in a particular way, on the other hand. In addition, the student who is recorded has to give his capacity to remember what he saw or heard will quickly be overwhelmed by the volume of information which he encounters in the field, also should treat his writing in the field as an archive that distinguishes between analytic and observational notes.

5. Build Students' Analysis

It is final analysis. The students not only feel like a mechanical recording when they did recording, but also remain adaptively open to finding things that student might not have imagined while planning his research. The students should analyze what they have observed. And write them on the paper. This task leads the students being more critical students.

D. The Advantages and Disadvantages of Video Recording

The use of video recording in educational setting have brought the good things in teaching and learning process. It is clearly appears when considering how difficult it is for performer-students to assess themselves. When they did mistakes in pronunciation, grammatical, comprehension, vocabulary, facial expression, posture, and gesture. One possible solution is using video recording to record themselves. Fernandez (2010) supported and stated that after recording the students, the next step is listening to the audio-recording as the assessing activity.

Watching the students' speaking performances allowed the teachers to focus on each individuals easily.

There are several ways that should be done by the teacher after viewing stage; taking time to reflect and integrate the conference points, incorporates suggestions from the first phase, write a letter to the presenter, ask to other students to provide feedback toward their friends performances and the last, the teacher reflect and give feedback toward the students' performance (Ortlieb, Mcvee, & Shanahan, 2015). However, video recording also has disadvantages in teaching speaking. As the examples, recording and watching videos takes time and it can seem not so interesting for students, because they can think that they have already heard "grosso modo" what was wrong or right in their playing (Fernandez, 2010). Nevertheless, the advantages of this learning media compensate for these disadvantages.

Watching students' recording performances is the only way of becoming aware of inappropriate postures or involuntary movements, pronunciation, grammar and the likes and this awareness create them being self-critical. The other reason is the potential of video-recording as a tool for reflection. The teachers and students are involved in collective discussion and reflection while watching the students' video recordings in the classroom. Moreover, using video-recording also can help students in constructing their self-image, which is one of the personal and professional identity-making process elements (Fernandez, 2010).

E. Definition of Speaking Ability

Speaking is defined operationally in this study as the ability of English students to speak English appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation and grammar. Spratt et. al (2005) defines speaking as a productive skill. It involves using speech to express meaning to other people. Nunan (2003) agrees with Spratt et.al that speaking is a productive oral skill which consists of producing systematic verbal utterances to convey meaning. Brown (2004) also adds that speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed.

From the definitions above, the researcher concludes that speaking is one of productive skills which is used to communicate with other, and it is not only producing the words, but also having a meaning. And it has purpose to share knowledge, infomation and ideas.

Ability is the power or capacity to do or to act physically, mentally, legally, morally and competence based on natural skill, training, or other qualification, and talents special skill or aptitudes (Yolles, 2006). So, from that explanation, the researcher concluded that ability is someone's capability in doing something well by using knowledge and skill or something that people do very well because they have learned and trained.

In addition, related to speaking ability, Nunan (2003) states that speaking ability is the ability of the speaker to convey information, express ideas, thoughts,

feeling and reaction, in appropriate structure, speech sound, and sound pattern, appropriate vocabulary, according to situation and subject matter and used the language quickly and confidently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas. The ability to speak a language is the same as knowing a language since speaking is the most basic means of the human communication.

F.   The Role of Teacher in Speaking Classroom

Jeremy Harmer (2001) in his book *How to Teach English* states that as a teacher it is important to give the students speaking tasks which provoke them to use all and any language at their comment. Such as; rehearsal, feedback, and engagement. Rehearsal is getting students to have a free discussion gives them a chance to rehearse having discussion outside of the classroom; feedback is the speaking tasks where the students are trying to use all and any language they know provide feedback for both of the teachers or the students; and engagement is the good speaking activities and should be highly motivating, because if the students can participate in activities well and the teacher has set up the activity properly and providing sympathetic feedback, they will get satisfaction from it.

Harmer (2001:275-276) also states that "the teacher have to play the different roles at the same time." He states three roles of the teacher in speaking class. They are;

1. Prompter

The teacher should help his/her students when they get lost, or cannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to struggle out on their own. However, the teacher may offer discrete suggestions to help the students.

2. Participant

The teachers can participate in discussions or role-plays themselves to prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and maintain a creative atmosphere.

3. Feedback Provider

Teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students and take the communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstanding. Everything depends upon teacher act and the appropriateness of the feedback provided.

G. Aspects of Speaking

    a. Fluency

In teaching speaking, fluency is the main goal in teaching speaking, because it

is the main characteristic of the speakers' performance. Fluency is the ability to speak quickly and automatically that has signs including the speed of speaking and few pauses which are used to characterize a person's level of communication proficiency. Related to that statement we can conclude that a person is said to be a fluent speaker of a language if they can use the grammatical structures and patterns accurately, quickly, and automatically at the normal conversation speed when they are needed. The ability to speak spontaneously is also part of fluency. It indicates that the speakers do not spend a lot of time to search or to think the idea when they express the message or the talk.

Hedge Tricia (2000:54) adds also that:

> "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or appropriate slowness, or undue hesitation."

Regarding to Tricia, the researcher points that fluency is the ability to react something in a coherent way through linking words and phrases effectively, pronouncing the sounds clearly, using stress and intonation, and doing all of things quickly. This is supported by Hughes (2002), he explains that fluency and coherence refer to the ability to speak in a normal level of continuity and to link the ideas together in a coherent way (speech rate). Speech continuity and speech rate are the keys indicator of coherence. Many second language speakers think that fluency is speaking fast. Thus, they start speaking rapidly without pauses. Thornbury (2005) argues that speed is an important factor in fluency and pausing, because speakers need to relax and take breath. The native speakers also need to

pause from time to time in order to let their interlocutors catch what they said. Nevertheless, pausing in many times can consider as the speaker has problem in speaking. Thornbury (2005) suggests that as the speakers, they should have the ability to fill the pauses (tricks). The example of pause fillers are "uh" and "um", vagueness expressions such as "short of and "I mean". And other device for filling the pauses is the reputation of one word when there is a pause.

b. Accuracy

The second aspect is related to accuracy. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction (Brown, 2004). It means that accuracy is achieved by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as games, conversation, role play, debates, etc. Those kinds of activities can engage the learners in the natural interaction process whenever possible.

c. Grammar

Nowadays, we can see that there are a lot of people like to speak fluently and forget to speak accurately. Speaking without accuracy makes the confusion of the listeners and makes them lost their interest toward the speakers. Thus, paying attention to accurateness and to the completeness of the language is a must. Accuracy is related to grammar. Yule (2010) states that grammar deals with the

language structure, the grammar could generate well formed syntactic structures of a language and fail the wrong one. Regarding to Carter & Nunan (2001), there are two classifications in viewing grammar. Those are formal grammar and functional grammar. Regarding to Purpura (2004), formal grammar is the grammar who tends to see grammar as a form or structure of language and focus on a set of rules to build well-formed sentence or utterances (Purpura, 2004). On the other hand functional grammar is the grammar who tends to describe how a sentence, phrase, or other linguistic forms of language is more appropriate to convey the meaning of communication (Carter & Nunan, 2001).

Thus, English sentence can be divided into two parts, those are subject and predicate and this division can be divided into several parts of speech which is classified based on function. They are nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions.

Marcella Frank in her book *Modern English (A practical references guide)* P.1 states:

"The words that form the central core of the sentences around which all the other words "cluster" are the part of speech known as nouns or (pronouns) and verbs; the words that modify the central core words are the parts of speech called adjectives and adverbs; the words that show a particular kind of connecting relationship between these four parts of speech are called prepositions and conjunctions."

As we know that, verb is categorized into 12 types of tenses. Those types are classified based on times and forms. The time in English is divided into three categories. Those are past, present and future. Past tense is used to tell the events

that happened in the past, the present tense is used to show the events in daily activity, general truth, and the habit, and the future tense is used to tell the events that will happen in the future.

d. Pronunciation

The fourth aspect is related to pronunciation. The term pronunciation is used to capture the idea of how sounds are used in communication (Goh and Burns, 2012). Pronunciation is the difficult aspects of speaking whether native speaker or non native speaker. As the learner who wants to has good ability in pronunciation must practice the vocabulary every times. The students have to be aware to the different sounds, they have to be aware where the words should be stressed, when to use raising intonation and the low one. Those things help the students to be able to speak effectively.

According to Dewing and Munro (2005), having a good pronunciation of the language can be helpful in a normal communication, particularly for intelligibility. It means that the good pronunciation showed the clarity of your words and your ideas. But, if you used the incorrect pronunciation, the listener will not understand what are you talking about because the accuracy is not achieved and then will break the conversation. Pronunciation deals with phonemes, phonemic patterns, intonation, rhythms, and stresses. It is the way for speakers to produce the clearer language.

e. Vocabulary

The next aspect is vocabulary. Selecting and using the appropriate

vocabulary are the things that should be done by the speakers. The students often used inappropriate vocabulary. Sometimes, we see the students use words incorrectly. They have limited vocabulary, anyone will also have a limited understanding in terms of listening, speaking, reading, and writing. So that, they have to enrich their vocabulary. Harmer (2007) argued that the knowledge of the word classes also allows the speakers to perform well utterances. Willis (1990) added that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary has to do with the appropriate diction which is used in conversation. Without having a sufficient vocabulary, someone cannot communicate effectively to express ideas in both oral and written forms.

f. Comprehension

According to Oxford Dictionary (2005), comprehension is the ability to comprehend something. In speaking, comprehension is one important thing to consider because the objective of the speaking is to deliver information or the message. Comprehension helps the listeners or the speaker in avoiding miss understanding. Hence, the successful speaking is determined by the successful in delivering the information or the message (Brown, 2004). Consequently, a speaker need to produce speaking which is clear and acceptable for the interlocutor or the people who is intended to get the message. Therefore, the combination of speaking elements which is previously mentioned above is important in achieving this target.

H. The Speaking Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004). It helped the teachers or the educators in finalizing the result. In this study, the ability of the students' ability was measured by giving the speaking test. According to Brown (2004) test is a method of measuring a person's ability, knowledge, or performance in a given domain. Speaking test can be a source of beneficial backwash (Kitao & Kenji, 1996). It means that, if speaking tested, it can encourage the teaching of speaking in the classroom. There are several types of speaking test according to Thornburry (2005);

1. Interview

In this test, the students are called out one by one for their interviews. Interview is relatively easy to set up, but difficult to eliminate the effects of the interviewers questioning style.

2. Live Monologue

The students prepare and present the short talk with the topics that has been selected. This kind of test is easy to handle and the other students can take a job as the audiences. If they want to ask, they can ask to the presenter. This will help the students to speak spontaneously and interactively.

3. Recorded Monologue

Recorded monologue is more stressful than live monologue. This test is

more practicable because the students can record themselves about every things they like. The assignment of the recorded test can be done after the recording.

4. Role Play

In this kind of test, the students do the simple role play in the classroom. It is enjoyable, but hard to control. The teacher can use the same format in rating the students' speaking ability.

5. Collaborative task and discussion

This kind of test is same with role play, the students can act freely without instruction. In this test, the learners' interactive skills can be observed in circumstances that close approximate real-life language use.

From the five kinds of the speaking test, the researcher selected the live monologue test. Because it is easy to rate the students performances. The students talk alone in front of the class. So, the teacher can listen the students' speaking performances clearly.

Besides, Kitao and Kenji (1996) suggested that testing speaking can use visual material, such as; pictures, maps, diagram, and the other types of visual materials that can be used to test the students' speaking ability. The material should be selectively selected by the teacher, because it will help the teacher/tester to control the vocabulary and grammatical. In this test, the students are given the series of picture which tell the story and are required to put together in coherent narrative. Rating the test is challenging. However, Thornburry (2005) suggested

two main ways; holistic scoring and analytic scoring. Holistic scoring is giving the single score on the basis on all of impression. This way has advantage of being quicker and probably adequate for informal testing of progress. Analytic scoring is giving the separate scores from different aspects of the task. This way takes longer, but compels the tester to take a variety of factors into account and if these factors are well chosen, is probably both fairer and more reliable.

CHAPTER III

RESEARCH METHOD

This chapter explained about the description of the steps that is taken to conduct this research. They are: (a) Research Design, (b) Population and Sample, (c) Data Collection Technique, (d) Technique in analyzing data, (e) Brief Description of Research Location.

A. Research Design

Research design refers to the plan or strategy of shaping the research. It includes the entire process of research from conceptualizing a problem to writing research questions, and on to data collection, analysis, interpretation and report writing (Creswell, 2007). It provided the framework for the collection and analysis of data and subsequently indicated which research methods were appropriate.

The type of this research is quantitative research which is based on traditional scientific methods, and it generates numerical data and usually seeks to establish causal relationships between two or more variables, and using statistical methods to test the strength and significance of the relationship (Hohmann, 2005). The researcher adopted quantitative research in this study because it allowed the researcher in getting the strong data (facts) not abstract about the purpose of the study (Bryman & Bell, 2007).

Experimental research is a quantitative approach designed to discover the

effects of presumed caused. Schutt (2006) states that experimental research is the

best way in answering the effects of a treatment. Consequently, the researcher used experimental teaching in answering the research question. The kind of experimental research that was used by the researcher was pre-experimental which employed the pre-test and post-test in one group. Sudjana (2001) states that this design follows three stages. Firstly, giving test to measure the dependent variable before treatment is given. Secondly, giving treatment to the subjects. Lastly, giving test to measure the dependent variable after giving treatment.

Regarding to that statement, the experimental group was given the special treatment by using video recording. The research involved the independent variable and the dependent variable. The independent variable is the treatment consisting of one category, that was the treatment with video recording in the experimental class. Temporarily, the dependent variable is the students' speaking ability.

This research also employed a pre-test and a post-test. The pre-test was given in the first meeting to know the students' basic score in speaking, and Post-test was given in the last meeting to know the effect of video recording on students' speaking ability. The data was analyzed quantitatively.

B. Population and Sample

a. Population

Population is the entire subject of the research (Arikunto, 2009). The population of this research included the freshmen of English Department of

Language Education at Ar-Raniry State Islamic University, Faculty of Tarbiyah and Teacher Training who take Speaking-II. The number all of the students are 243. They were divided to seven units. They are Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6 and Unit 7 in the academic year of 2017/2018.

b. Sample

Sample is a part of representative of population which is studied and can be done if the population have homogenous characteristic (Arikunto, 2009). The researcher selected unit one as the sample of this research. The research sample was assigned by the intact class technique. Intact classes are commonly and often by necessity used in research for the sake of convenience (Mackey & Gass, 2005). The researcher also had checked the students' scores in Speaking-1 and counted the average scores of each unit. The results showed that there were some units who got the higher score, some units got high score and some units got the low scores. Regarding to that results, the researcher selected the unit whose lower scores. The researcher perhaps the scores of the unit whose lower score in Speaking-I will increase after implementing video recording media, and the results will be shown in Speaking-II course.

C. Data Collection Technique

In collecting the data, the researcher conducted two kinds of techniques; they are experimental teaching and test.

a. Experimental Class

The researcher conducted experimental teaching with pre-experimental designs. It was because this research was used to test the effects of video recording on students' speaking ability. The experimental teaching conducted in four meetings. First meeting was conducted to give pre-test, second meeting was conducted to implement video recording media in teaching speaking, a in the third meeting, the researcher discussed about students' performances and in the last meeting, the researcher gave post-test.

1. First Meeting

At the first meeting, the researcher introduced and explained about the research. Then, checked the students' attendance list by calling the students' names. While calling the name, the researcher asked to the students the difficulties in speaking. Then, the researcher explained about video recording, then the researcher controlled the class and mad the students feel comfortable before giving them pre-test. The kind of speaking test is live monologue. In this stage, the researcher gave the topic to the students and asked to the students to prepare the talks. After that, the researcher asked to the students to perform their talk in front of the class. This was done to know the students' speaking ability before having the treatment.

2. Second Meeting

At the second meeting, the researcher started the class like usual. In this stage, the researcher applied the video recording in teaching and learning process. The students and the researcher discussed about the topic that will be learn. In this meeting, the researcher asked to the students to make a role play and divided them into five groups. Each groups consisted of five up to six students. Next, the researcher gave time to prepare the role play in 10 minutes. Then, each groups performed their role play in front of the class. The researcher recorded all of their performances by using video recording media.

3. Third Meeting

At the third meeting, the researcher started the class like usual. First of all, the researcher asked to the students toward their performance in the second meeting, still they remember or not? Did they realize the mistakes or not? And next showed them about their recording. The researcher showed the recording to the presenter first, and to the members of the class later. Then commenting the performance by watching the students' video recording together. And in the end the researcher gave additional comments and suggestions to the presenter to create them being the better speaker.

4. Fourth Meeting

It is the last meeting. In this stage, the researcher gave post-test to the students. the kind of the speaking test was same with the test in first meeting. That is live monologue, it helped researcher in scoring the students' performance well.

b. Test

There were two speaking tests in this study, they were pre-test and post-test. The kind of speaking test was live monologue test where the researcher gave the students topic, and gave them time to prepare talks, and then performed it in front of the class. In experimental class, the pre-tests conducted before treatment and post-test conducted after the treatment. Hence, pre-test gave in the first meeting, and the post-test gave in the fourth meeting.

D. Technique in Analyzing the Data

The students' speaking scores in pre-test and post-test were assessed by using speaking rubric that proposed by Madsen (1984).

Table 3.1: Speaking Rubric Proposed by Madsen (1984)

No	Score	Indicator
Fluency	17-20	Speech as fluently as that of a native speaker
	13-16	Speed of speech seems to be slightly affected by language problems
	9-12	Speech and fluency are strongly affected by language problems
	5-8	Often hesitant and forced silence by language limitation
	1-4	Speech is so halting and fragmently that makes communication impossible.
Vocabulary	17-20	Almost no inadequate or inaccuracy

	13-16	Few times no inadequate or inaccuracy
	9-12	Sometimes inadequate or inaccuracy
	5-8	Inaccurate or adequate that affect the understanding
	1-4	Inadequate for communication
Grammar	17-20	No grammatical inaccuracy
	13-16	Few grammatical inaccuracy
	9-12	Grammatical inaccuracy does not impede understanding
	5-8	Grammatical inaccuracy does not seriously impede understanding
	1-4	Grammatical inaccuracy makes understanding almost impossible
Pronunciation	17-20	Accurate pronunciation
	13-16	Few inaccurate pronunciation
	9-12	Inaccuracy of pronunciation does not impede understanding
	5-8	Inaccuracy of pronunciation does not seriously impede understanding
	1-4	Inaccuracy of pronunciation makes understanding almost impossible
Comprehension	17-20	Understands everything in normal educated conversation
	13-16	Understands quite well the normal educated speech/dialogue, but sometimes need repetition or rephrasing
	9-12	Understands simplified speech/dialogue but need repetition and rephrasing
	5-8	Understands only slow, very simple speech, require repetition and rephrasing
	1-4	Understands too little for the simplest type conversation

This research focused on pronunciation and grammar. Hence, the researcher focused to see the improvement of two aspects (pronunciation and grammar) that mentioned in rubric that proposed by Madsen nevertheless the researcher also rate the others aspects. The data which gained from the pre-test and post-test were analyzed by using the *t* formula in standard of significant 5%. The researcher used

the theory of Sudjana (1992) in gaining the results. The procedures to find out the

t score as follows:

1. Determining the distance of the class (R).

2. Determining the interval of the class (k) by using the role of *Sturges* that

    is: 1+3,3 log n, where n refers to the number of the data.

3. Determining the length of the interval class (p) $= \dfrac{R}{k}$

    After creating the frequency table, the next is counting:

4. The mean with formula $\bar{X} = \dfrac{\sum f_i x_i}{\sum f_i}$

    Where, $\bar{X}$ = the mean of students' speaking scores

    f_i = the frequency of interval class data

    x_i = the middle score

5. Determining standard deviation of Pre-test and Post-test:

$$S^2 = \frac{n \sum f_i x_i{}^2 - (\sum f_i x_i{}^2)}{n(n-1)}$$

6. Determining the combination of standard deviation both of the test.

$$S^2 = \frac{n_1 - 1) S_1{}^2 + (n_2 - 1)S_2{}^2}{n_1 + n_2 - 2}$$

7. Finding the *t score* :

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

E. Brief Description of Research Location

This research took place at Ar-Raniry States Islamic University, it was firstly established on October 5th 1963 that located on Jl. Syeikh Abdur Rauf Kopelma Darussalam, Banda Aceh, Aceh province. The head of this university is Prof. Dr. H. Farid Wajdi Ibrahim, MA. UIN Ar-Raniry consists of nine faculties. Each of them focuses on one specific study; Faculty of Syari'ah and Law, Faculty of Education and Teacher Training, Faculty of Ushuluddin and Philosophy, Faculty of Dakwah and Communication, Faculty of Adab and Humaniora, Faculty of Social Science and Government, Faculty of Phsycology, Faculty of Business and Economic Islam, and Faculty of Science and Technology. And she conducted the research at Tarbiyah and Teacher Training faculty which specifically purposes to create a professional educator. The Dean of this Faculty is Dr. Mujiburrahman, M. Ag. Tarbiyah and Teacher Training faculty is divided into 13 departments. They are; Islamic Department (PBI), Arabic Department (PBA), Department of English and Language Education (PBI), Mathematics Department, (PMA), Islamic Education Management Department (MPI), Physics Department (PFS), Biology Department (PBL), Chemistry Department (PKM), Education for Islamic Elementary School Teacher (PGMI), Education for Kindergarten Teacher

(PGRA), Guidance and Counseling Department and Department of Electric Engineering (PTE).

The research conducted in Department of English Language Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University. The vision of this department is *in 15 years (in 2029), Department of English Language Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University (since 2014), will be an excellent study program that produce noble, professional and local wisdom literate graduate*s. The students in this department are taught many subjects, such as; Speaking, Listening, Reading, Writing, Grammar and so on and so forth. Regarding to that, this place is the suitable place for her to conduct the research and it also represented the population and sample in this research. She carried out in Unit one of 2016 which consists of 29 students and started on Tuesday on March 14th up to April 6th 2017.

CHAPTER IV

DATA ANALYSIS

This chapter discussed the analysis of test, including pre-test and post-test. Unit one of Department of English Language Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University was selected to be the sample of this research. In collecting the data, test (pre-test and post-test) was given to the students.

A. The Analysis of Test (Pre-test and Post-test)

The researcher used statistical formula in assessing the data in experimental class. The kind of the data are Pre-test and Post-test. As mentioned earlier, in experimental class the researcher taught by using video recording. There was pre-test and post-test. The class was given the test, namely live monologue test. The aim of the test is measure the students' speaking ability before and after implementing video recording. The following is the results of the test.

a. The Result Pre-test and Post-test

The following table shows the result of pre-test of experimental class:

Table 4.1: Students' Speaking Scores in Pre-Test and Post-test

No	Name	Pre-test	Post-test
1	Jack	60	69
2	George	84	90
3	Anne	64	67
4	Richard	73	80
5	Taylor	82	86
6	Celina	70	77
7	Marley	79	76
8	Ronald	79	79
9	Harley	70	78
10	Justin	69	75
11	Ellyn	73	78
12	Calvin	80	86
13	Jeremy	72	79
14	Zara	72	79
15	Jacob	71	76
16	Martin	63	68
17	Michael	61	65
18	James	62	68
19	Lean	72	77
20	Jason	69	74
21	Brandon	86	90
22	Hacky	75	82
23	Marley	75	81
24	Merry	86	94
25	Bruno	84	90
26	Harry	60	67
27	Sam	70	75
28	Antonio	67	69
29	Rebecca	69	74
Lower Score		**60**	**65**
Higher Score		**86**	**94**

Before analyzing the data using *t test*, the researcher did the following

steps:

1. Determining the distance of the class (R) in Pre-test and Post test

   The higher score in pre-test was 86 and the lower score was 60. So:

   $$R_{\text{Pre-test}} = \text{The Highest Score} - \text{The lowest score}$$

   $$= 86 - 60$$

   $$= \mathbf{26}$$

   The higher score in pre-test was 94 and the lower score was 65. So:

   $$R_{\text{Post-test}} = 94 - 65$$

   $$= \mathbf{29}$$

2. Determining the interval of the class (k)

   $$k = 1 + 3{,}3 \log n$$

   $$= 1 + 3{,}3 \log 29$$

   $$= \mathbf{5{,}83 \rightarrow 6}$$

3. Determining the length of the interval class (p) $= \dfrac{R}{k}$

   The length of the interval class (p) in Pre-test.

   $$p = \frac{R}{k}$$

   $$= \frac{26}{6} = \mathbf{4,33 \rightarrow 5}$$

   The length of the interval class (p) in Post-test.

   $$p = \frac{R}{k}$$

$$= \frac{29}{6} = 4,83 \rightarrow 5$$

After finishing the previous steps, the next step was creating the table of distribution frequency of pre-test and post-test.

Table 4.2: The Table of Distribution Frequency of Pre-test

Score of Pre-test	f_i	x_i	x_i^2	$f_i.x_i$	$f_i.x_i^2$
60-64	6	62	3844	372	23064
65-69	4	67	4489	268	17956
70-74	9	72	5184	648	46656
75-79	4	77	5929	308	23716
80-84	4	82	6724	328	26896
85-89	2	87	7569	174	15138
$\sum$	**29**			**2098**	**153426**

Table 4.3: The Distribution Frequency of Post-test

Score of Post-test	f_i	x_i	x_i^2	$f_i.x_i$	$f_i.x_i^2$
65-69	7	134	17956	938	125692
70-74	2	139	19321	278	38642
75-79	11	144	20736	1584	228096
80-84	3	149	22201	447	66603
85-89	2	154	23716	308	47432
90-94	4	159	25281	636	101124
$\sum$	**29**			**4191**	**607589**

4. Calculating the mean of the Pre-test and Post-test

The mean of Pre-test

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{2098}{29}$$

$$= 72{,}34$$

The mean of Post-test

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{4191}{29}$$

$$= 144{,}52$$

5. Determining Standard deviation of Pre-test and Post-test:

Standard deviation of Pre-test

$$S^2 = \frac{n \sum f_i x_i{}^2 - \left(\sum f_i x_i{}^2\right)}{n(n-1)}$$

$$= \frac{29\,(153426) - (2098)^2}{29\,(29-1)}$$

$$= \frac{4449354 - 4401604}{812}$$

$$= \frac{47750}{812}$$

$$S^2 = 58{,}81$$

$$S = \sqrt{58{,}81}$$

$$= \textbf{7,67}$$

Standard deviation of Post-test

$$S^2 = \frac{n \sum f_i x_i{}^2 - \left(\sum f_i x_i{}^2\right)}{n\,(n-1)}$$

$$= \frac{29\,(607589) - (4191)^2}{29\,(29-1)}$$

$$= \frac{17620081 - 17564481}{812}$$

$$= \frac{55600}{812}$$

$$S^2 = 68{,}47$$

$$S = \sqrt{68{,}47}$$

$$= \textbf{8,27}$$

6. Determining the combination of standard deviation both of the test.

$$S^2 = \frac{(n-1)\,S_1{}^2 + (n_2-1)S_2{}^2}{n_1 + n_2 - 2}$$

$$= \frac{(29-1)\,7{,}67^2 + (29-1)8{,}27^2}{29+29-2}$$

$$= \frac{28\,(58{,}83) + 28(68{,}39)}{56}$$

$$= \frac{1647{,}24 + 1914{,}92}{56}$$

$$= \frac{3562{,}16}{56}$$

$$S^2 = \textbf{63,61}$$

$$S_{gab} = \sqrt{63{,}61} = \textbf{7,98}$$

7. Finding the *t score* :

$$t = \frac{\overline{X}_2 - \overline{X}_1}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$t = \frac{144{,}52 - 72{,}34}{7{,}98\sqrt{\dfrac{1}{29} + \dfrac{1}{29}}}$$

$$= \frac{72{,}18}{7{,}98\sqrt{\dfrac{2}{29}}}$$

$$= \frac{72{,}18}{7{,}98\sqrt{0{,}069}}$$

$$= \frac{72{,}18}{7{,}98 \ (0{,}26)}$$

$$= \frac{72{,}18}{2{,}0748}$$

$$t_{score} = \mathbf{34{,}79}$$

B. Discussion

The aim of this study is to investigate the effects of video recording on students' speaking ability. The researcher collected the data to answer the research question successfully. The explanation for the research question as follow: What is significant difference on the students' speaking ability after implementing video recording? It can be clarified according to the data gained from the pre-test and post-test. It was supported by the fact that the students' speaking score before and after the implementation of video recording was different where the students' speaking score before implementing video recording was **72,34** and after implementing it was **144,52.**

This research has an alternative hypothesis that says "there is significant difference toward the students' speaking ability after implementing video recording." The hypothesis in this research are:

H_o : There is no significant difference toward the students' speaking ability after implementing video recording.

H_a : There is significant difference toward the students' speaking ability after implementing video recording.

This hypothesis can be formulated as follows:

Null Hypothesis (H_o), H_o : $\mu_1 = \mu_2$

Alternative Hypothesis (H_a), H_a : $\mu_1 \neq \mu_2$

There is the criteria of the t-test that proposed by Sudjana (2001)

H_o is accepted if - $t_t < t < t_t$, in other ways H_o is rejected

Having analyzed the data of pre-test and post-test by using t formula, from the result of calculation, it is obtained the value of the t score is **34,79**. The degree of freedom is **56**. The writer used the degree of significance 5%. In the table of significance, it can be seen that on the df **56** and on the ds 5%, the value of degree of significance is **2,02** the calculation value obtain **-2,02 < 34,79 < 2,02**. This result means that the value of t_{score} is not appropriate with the criteria of acceptance of H_o, because the fact show the value of t_{score} is higher than t_{table} (**-2,02 >34,79 >2,02**). So, from that explanation, researcher concluded that null hypothesis is rejected and alternative hypothesis is accepted. Hence, hypothesis stated that there is significance different toward students' speaking ability after implementing video recording.

Based on the result of the data analysis, it is proven that the students' speaking score is better after implementing video recording. As the result, video recording gave positive effects on students' speaking ability. It showed by the

improvement of students' speaking scores. Hence, video recording is the suitable

media   that   can   be   used   by   the   teacher   in   teaching   speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter elaborates the interpretation research in the form conclusion and suggestion in accordance to the findings of the research.

A. Conclusion

This research investigated the effects of video recording on students' speaking ability in unit one of Department of English Language Education batch of 2016 at Ar-Raniry States Islamic University. Through the analysis of the findings of pre-test and post-test, it can be concluded that video recording gave the positive effects toward students' speaking ability, this can be seen from the improvement in the scores of the students in the course. Video recording leads the students' being self-critical, because they can evaluate their mistakes by their selves. The result of the data revealed after implementing video recording, the students' speaking scores were significantly better and well improved (the mean of pre-test = 72,34 and post-test = 144,52). The effect of video recording on students' speaking ability showed in the *t-score*. The results of the *t-score* showed that the value of the t_{score} is **higher** than t_{able}. It means that the t_{score} is in the starting area of acceptance H_a at the significant level **α = 0,05**, so it can be concluded that there is significant difference between students' speaking ability after implementing video recording.

As the result, the researcher concluded that video recording is the effective media in teaching speaking in order to improve students' speaking ability, it gave positive effects on students' speaking ability.

B. Suggestion

The researcher suggested several suggestions to be considered based on the result from the test.

1. Video recording is the suitable media in improving students' speaking ability. Hence, in teaching speaking the lecturer can use video recording as an alternative media.

2. For the future researcher, they can use this research as a reference for the research about video recording in speaking or in other skills.

Finally, the researcher realizes that this research still has weaknesses and mistakes. Therefore, the researcher would like to accept any constructive suggestions to make this research better.

REFERENCES

Arikunto, S. (2009). *Prosedur penelitian : Suatu pendekatan praktek*. Edisi Revisi V. Jakarta : Rineka Cipta.

Ball, D. L., & Lampert, M. (1999). Multiples evidence, time, and perspective. In Lagemann, E. C. Editor, & Shulman, L.S. Editor (Eds.), *Education research: Problems and possibilities*. San Francisco: Jossey-Bass.

Broady, E. (1998). *Learner attitudes towards self-direction*. London, Middlesex University Printing Services.

Brophy, J. (2004). *Using video in teacher education*. Amsterdam: Elsevier.

Brown, H, D. (2004). *Teaching by principle: An interactive approach to language pedagogy*. New York: Addison Wesley Longman, Inc.

Bryman, A., & Bell, E. (2007). *Business research methods: Revised edition*. Oxford: Oxford University Press.

Carter, R., & Nunan, D. (2001). *The cambridge guide to teaching english to the speakers of other languages*. Cambridge: Cambridge University Press.

Cheng, G., & Chau, J. (2009). Digital video for fostering self-reflection in an ePortfolio environment. *Learning, Media and Technology, 34* (4), 337-350. DOI: 10. 1080/17439880903338614.

Cornbleet, S., & Carter, R. (2001). *The language of speech and writing*. London: Routledge Publisher.

Creswell, J.W (2007). *Research design: qualitative, quantittaive, and mixed methods approach (2nd ed),* Thousand Oaks. CA: Sage Publications.

Dali, A. (2012). *Video recording technology: an investigation of students' perceptions of the use of video recording technology in developing speaking skill and idependent learning*.

Derry, S. (2007). *Guidelines for video research in education: Recommendations from an expert panel*, Data Research and Development Center (NORC at the University of Chicago). Retrieved: http://drdc.uchicago.edu/what/video-research.html.

Derwing, T. M., & Munro, M. J. (2005). *Second Language Accent and Pronunciation Teaching: A Research-Based Approach*. Alberta, Canada: TESOL Quarterly.

Fernandez, M. (2010). *Professional identity*: a theoretical frame for research in higher music education. Conference papers. Conference ATEE spring university 2010 "Changing education in a changing society" pp. 90-96. Lithuania: University of Klaipeda. ISSN 1822-2196.

Frank, M. (1993). *Modern english: A practical references guide*.New Jersey: Pentice Hall.

Frankel, J. R., & Wallen, Norman E. (2001). *Educational research: a guide to the process*. London: Phychology Press.

Ginebra, G. (2013). *A manager a teacher.* Retrieved from https://www.td.org/Publications/Blogs/Global-HRD-Blog/2013/08/A-Manager-a-teacher. Accessed on February 4, 2017.

Goh, Cristine, C. M., & Burns, A. (2012). *Teaching speaking*: A holistic approach. New York: Cambridge University Press.

Harmer, J. (2007). *The practice of English language teaching*. England: Longman.

Harmer, J. (2001). *How to teach English: An introduction to the practice of English language teaching*. Edinburg: Pearson Education Lemited.

Hedge, T. (2000). *Teaching and learning in the language classroom.* Oxford: Oxford University Press.

Hohmann, U. (2005). *Quantitative methods in eduction research*. Plymouth: University of Plymouth.

Hughes, R. (2002). *Teaching and researching speaking*.UK: Pearson Education Limited.

Jeremy, H. (2009). *The practice of english language teaching*. England: Longman.

Kitaom S. K., & Kenji, K.(1996). *Testing speaking*. Document Resume ERIC.

Korsvold, A. K., & Rüschoff, B. (1997). *Technologies in language learning and teaching*. Germany: Council of Europe Publishing.

Lonergan, J. (1984). *Video language teaching*. Cambridge: Cambridge University Press.

Mackey, A., & Gass, S. M. (2005). *Second languge research : Methodology and Design*. London: Lawrence Erlbaum Associates, Inc.

Madsen, Harold, S. (1984). *Techniques in testing*. Oxford: Oxford University Press.

Nunan, D. (2003). *The Impact of English as a Global Language on Educatinal Policies and Practices in the Asia-Pasific Region TESOL Quarterly 37(4).589-61.*

Odhabi, H., & Nicks-McCaleb, L. (2009). Video recording lectures: Student and professor perspectives. British Journal of Educational Technology. 10 1111/j. 1467-8535.2009.01011.x.

Ortlieb, M., & Shanahan. (2015). *Video reflection in Literacy teacher education and development: lessons from lesson and practice.* UK: Emerald Group Publishing Limited.

Oxford Advanced Learner Dictionary. (2005). Oxford: Oxford University Press.

Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT course*. Cambridge: Cambridge University Press.

Schutt, Russel, K. (2006). *Investigating the social world: the process and practice of research* (5th ed). Thousand Oaks, CA: Sage Production.
Stempleski, S., & Tomalin, B. (1990). *Video in Action: Recipes for Using video in Language Teaching.* New York: Prentice Hall.

Sudjana, A. (1992). *Metoda statistika.* Bandung: Tarsito.

Sudjana, A. (2008). *Pengantar statistika pendidikan.* Jakarta: Raja Grafindo Persada.

Thornbury,S. (2005). *How to teach speaking.* London: Longman.

Purpura, James, E. (2004). *Assessing grammar*. Cambridge: Cambridge University Press.

Willis, D. (1990). *The lexical approach.* Birmingham: Centre for English Language Studies.

Yolles, Maurice. (2006). *Organization as complex systems: An introduction to knowledge cybernetic.* USA: Age Publishing.

Yule, George. (2010). *The study of language: An introduction*. Fourth Edition. Cambridge: Cambridge University.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/11789/2016
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI N Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Peng Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Me UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Ra Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Statuta UIN Ar-Raniry; Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10 Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Mene Pengelolaan Badan Layanan Umum;
11 Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang I Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keg UIN Ar-Raniry Tanggal 03 November 2016

Menetapkan : **MEMUTUSKAN**
PERTAMA

Menunjuk Saudara:
1. Syamsul Bahri, M.A. TESOL   Sebagai Pembimbing Pertama
2. Nidawati, M.Ag   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : Ikramah
NIM   : 231324150
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effects of Video Recording on Students' Speaking Ability

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Desember 2016
An. Rektor
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-1408 / Un.08/ FTK-1 /TL.00/ 03 / 2017
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
       Menyusun Skripsi

6 Maret 2017

Kepada Yth.

Di -
    Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda dengan ini memohon kiranya saudara memberi izin dan bantuan kepada :

Nama   : **Ikramah**
NIM   : 231 324 150
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester   : VIII
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Alamat   : Jl. Lingkar Kampus, Lr. Serumpun No.28

Untuk Mengumpulkan data pada:

Prodi Bahasa Inggris UIN Ar-Raniry

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan stud Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Effects of Video Recording on Students' Speaking Ability

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik ucapkan terima kasih.

An.Dekan,
Wakil Dekan Bidang Akademik
Kelembagaan,

Sri Suyanta

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan
No: B-58/Un.08/KJ.PBI/TL.00/02/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-1408/ UN.08/FTK-1/TL.00/03/2017 tanggal 6 Maret 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **Ikramah**
NIM : **231324150**
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan thesis yang berjudul:

The Effect of Video Recording on Students' Speaking Ability

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 4 May 2017
Ketua Prodi Pendidikan Bahasa Inggris

Dr. T. Zulfikar. S.Ag.,M.Ed
NIP.197804302001121002

SIMPLE LESSON PLAN

Meeting I (Pre-test)

- **Pre activities**

  ✓ Greeting

  ✓ Checking students' attendance list

  ✓ Introducing and explaining about the research

- **Main activities**

  ✓ Give the students topic to be performanced

  ✓ Ask the students to prepare the talk

  ✓ Ask the students to perform the talk in front of the class one by one.

  ✓

- **Post activities**

  ✓ Expalining the activity will be done in the next meeting

  ✓ Greeting

Meeting II

- **Pre activities**

  ✓ Greeting

  ✓ Checking students' attendance list

  ✓ Ask to the students to learn seriously.

- **Main activities**

  - ✓ Divided the students into five groups

  - ✓ Discussing the topic together

  - ✓ Ask the students to do role play

  - ✓ Ask the students to prepare the talk in 10 minutes

  - ✓ Recording students perfomances.

- **Post activities**

  - ✓ Ask the students'feeling when the researcher recorded their performances

  - ✓ Greeting

Meeting III

- **Pre activities**

  - ✓ Greeting

  - ✓ Checking students' attendance list

  - ✓ Motivation: Asking the students to watch the video focusly

- **Main activities**

  - ✓ Watching the recording (students' performances)

  - ✓ Evaluate the recording together

  - ✓ Giving additional comment and suggestion

- **Post activities**

  ✓ Asking the students to apply video recording in their home.

  ✓ Greeting

Meeting IV (Post-test)

- **Pre activities**

  ✓ Greeting

  ✓ Checking students' attendance list

  ✓ Motivation: Asking the students to work well

- **Main activities**

  ✓ Give the students topic

  ✓ Give the students time to prepare the talk

  ✓ Ask the students to perform the talk in front of the class

- **Post activities**

  ✓ Ask their feeling during 4 meetings

  ✓ Greeting

INSTRUMENTS

Title   **: The Effects of Video Recording on Students' Speaking Ability**

Researcher   **: Ikramah**

Student ID   **: 231324150**

Samples   **: Unit Three and Unit Four**

Course   **: Speaking-II**

Pre-Test

Type of the test   : Live Monologue

Skill   : Speaking

Focus   : Pronounciation and Grammar

Instructions:

- Think about your favorite place.

  Brainstorm what do you want to talk.

  Duration: 1 minute.
- Tell the class about your favorite place.

  Duration: 3 minutes

Speaking Rubric that Proposed by Madsen (1984)

No	Score	Indicator
Fluency	17-20	Speech as fluently as that of a native speaker
	13-16	Speed of speech seems to be slightly affected by language problems
	9-12	Speech and fluency are strongly affected by language problems
	5-8	Often hesitant and forced silence by language limitation
	1-4	Speech is so halting and fragmentally that makes communication impossible.
Vocabulary	17-20	Almost no inadequate or inaccuracy
	13-16	Few times no inadequate or inaccuracy
	9-12	Sometimes inadequate or inaccuracy
	5-8	Inaccurate or adequate that affect the understanding
	1-4	Inadequate for communication
Grammar	17-20	No grammatical inaccuracy

	13-16	Few grammatical inaccuracy
	9-12	Grammatical inaccuracy does not impede understanding
	5-8	Grammatical inaccuracy does not seriously impede understanding
	1-4	Grammatical inaccuracy makes understanding almost impossible
Pronunciation	17-20	Accurate pronunciation
	13-16	Few inaccurate pronunciation
	9-12	Inaccuracy of pronunciation does not impede understanding
	5-8	Inaccuracy of pronunciation does not seriously impede understanding
	1-4	Inaccuracy of pronunciation makes understanding almost impossible
Comprehension	17-20	Understands everything in normal educated conversation
	13-16	Understands quite well the normal educated speech/dialogue, but sometimes need repetition or rephrasing
	9-12	Understands simplified speech/dialogue but need repetition and rephrasing
	5-8	Understands only slow, very simple speech, require repetition and rephrasing
	1-4	Understands too little for the simplest type conversation

Post-Test

Type of the test   : Live Monologue

Skill   : Speaking

Focus   : Pronounciation and Grammar

Instructions:

- Think about your valuable experience.

    Brainstorm what do you want to talk.

    Duration: 1 minute.

- Tell the class about your story.

    Duration: 3 minutes

Speaking Rubric that Proposed by Madsen (1984)

No	Score	Indicator
Fluency	17-20	Speech as fluently as that of a native speaker
	13-16	Speed of speech seems to be slightly affected by language problems
	9-12	Speech and fluency are strongly affected by language problems
	5-8	Often hesitant and forced silence by language limitation
	1-4	Speech is so halting and fragmentally that makes communication impossible.
Vocabulary	17-20	Almost no inadequate or inaccuracy
	13-16	Few times no inadequate or inaccuracy
	9-12	Sometimes inadequate or inaccuracy
	5-8	Inaccurate or adequate that affect the understanding
	1-4	Inadequate for communication
Grammar	17-20	No grammatical inaccuracy
	13-16	Few grammatical inaccuracy
	9-12	Grammatical inaccuracy does not impede understanding
	5-8	Grammatical inaccuracy does not seriously impede understanding
	1-4	Grammatical inaccuracy makes understanding almost impossible
Pronunciation	17-20	Accurate pronunciation
	13-16	Few inaccurate pronunciation
	9-12	Inaccuracy of pronunciation does not impede understanding
	5-8	Inaccuracy of pronunciation does not seriously impede understanding
	1-4	Inaccuracy of pronunciation makes understanding

		almost impossible
Comprehension	17-20	Understands everything in normal educated conversation
	13-16	Understands quite well the normal educated speech/dialogue, but sometimes need repetition or rephrasing
	9-12	Understands simplified speech/dialogue but need repetition and rephrasing
	5-8	Understands only slow, very simple speech, require repetition and rephrasing
	1-4	Understands too little for the simplest type conversation

Note:

♣ Pre-test is given in the first meeting in both units

♣ Post-test is given in the fourth (last) meeting in both units.

DOCUMENTATION

The researcher was introducing video recording to the students.

The researcher was controlling the students' activities when preparing the task.

The students presented their talk in front of the class

The students were reparing for role play with their groups.

The researcher was answering the students' question.

The researcher was controlling the students when preparing for role play.

The students were playing role play in front of the class with their group.

The students were watching their performances in the second meeting.

The researcher and the students were evaluating students' performances together.

The researcher was giving post-test to the students.

The student was peforming his talk in post-test.

The student was peforming her talk in post-test.

The warm togetherness with a part of members unit one PBI'16 in the last meeting.

AUTOBIOGRAPHY

1. Name   : Ikramah
2. Place/Date of Birth   : Labuhan Tarok/ 17 January 1996
3. Sex   : Female
4. Religion   : Islam
5. Nationality/Ethnic   : Indonesian/ Acehnese
6. Address   : Labuhan Tarok II, Meukek, South Aceh
7. Phone Number   : 085360362235
8. Email   : *ikramahmeutuah@gmail.com*
9. Parents' Name   :
   a. Father's Name   : Khairuman Jamin
   b. Mother's Name   : Suhaimi
10. Educational Background:
   a. SD   : SDN 1 Tarok   Lulus Tahun 2007
   b. SMP   : SMPN 2 Meukek   Lulus Tahun 2010
   c. SMA   : SMAN 1 Meukek   Lulus Tahun 2013
   d. University : UIN Ar-Raniry   Lulus Tahun 2017

Banda Aceh, 21 July 2017

Ikramah