

## The Effect of Video Recording as Media towards the Students' Speaking Skill in Online Class

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### ABSTRACT

This research aims to find out whether there is an effect on using Video recording as media towards the students' speaking skill in online class, in academic year 2019/2020. This research is a quasi-experimental research. It involved 48 students of two class, class 8A as the control class and class 8D as the experimental class. Each class consisted of 24 students. The experimental class was taught by using Video recording as media and control class was taught without using Video Recording. The data were analyzed by using T-test formula. Based on the collecting data, it was obtained that  $t_{count}$  is 7,03 and  $t_{table}$  is 1,68 where  $\alpha$  is 0,05. It showed that  $t_{count}$  higher than  $t_{table}$  (7,03 higher than 1,68), so that  $H_0$  is rejected and  $H_a$  is accepted. It means there is a significant difference in the students' speaking skill between the students who were taught by using Video Recording and those who were taught using teacher method. Based on the result findings, it can be concluded that the use of Video Recording in teaching speaking skill in online class is effective.

Keywords: **Video Recording, Speaking Skill, WhatsApp**

### INTRODUCTION

Indonesia is located among the countries in which English is used as the second language, such as Singapore, Malay, Philippine, Australia, and New Zealand. The desire to visit these countries is easier in case of people have a good English (Ayu & Viora, 2019). Nowadays, more people use English as media of communication. People do not only communicate with who come from the same country, but also with who come from different countries.

According to (Marleni, 2018) states that speaking is an important skill in expressing idea in communication. One of the most important goals of teachers is to enable learners to use English for communication. Many students' could not speak in English, because they have problem in learning English especially in speaking skill. Based on the interview with the English teacher in Mts Muallimin Muhammadiyah Bangkinang, there are still many students could not speaking English well. When the teacher asked them to say something, they understand what the teacher said, but they are speechless, they did not know how to express their idea in English. They also do not know how to pronoun the word and not fluent in English.

The students got difficult to speak in English, Most of the students has difficulties to pronounce the words correctly, for instance, when they were learning about fruits and animals, they were not able to pronounce many words correctly, this problem occurred due to English as a foreign language which has different system of language compared to Indonesian language (Rianti,W 2018) and also it is made them not fluent when speak in English. So, the students' become passive when the teacher asked them to say something or made a conversation.

In this era, especially in Indonesia we have a problem about virus. We call that corona virus or covid-19. Because of the virus the learning process should be stop in the school. The government, give the information that the student must be study at home and the teacher must give some assignment for the students. Automatically, in teaching learning process must to have using online class as media, such as using: WhatsApp, YouTube, ZOOM Application, Instagram and etc.

To overcome this obstacle, there have been many media applied, and Video Recording is one way to deal with the students' problems in speaking skill. Video recording is one of the suitable media that can be used. By video recording the students can see their speaking and it is almost the same technique as talking in front of the mirror. The students can easily analyze the mistakes, watching the video recording later.

## **METHOD**

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).

This research method is quasi experimental research. Rogers & Revesz(2019), states that quasi experimental research is research design to examine whether there is a causal relationship between the independent and the dependent variables. Therefore, experimental research is a systematic method for relationship that contains cause and effect. In this research are two variables: Video Recording as independent variable (X) that gives the effect to students speaking skill. Speaking skill is as dependent variable (Y).

In this experimental study the design chosen was the control group pretest and

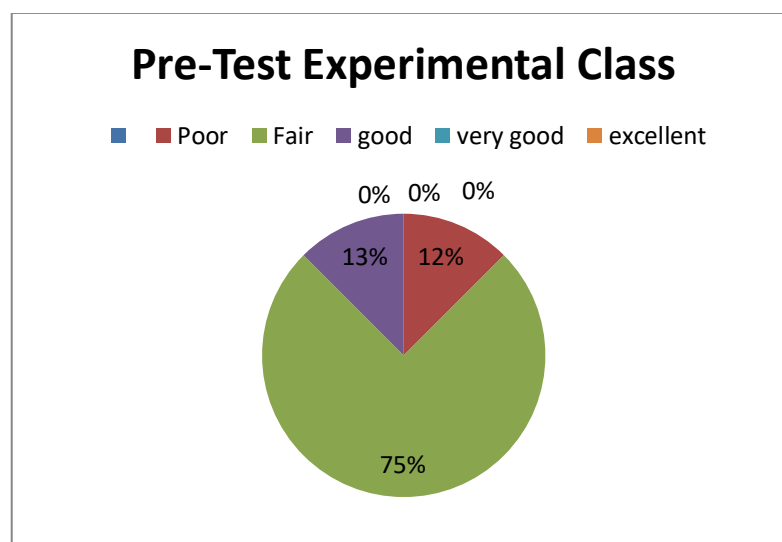
posttest.. In this study two groups are needed namely the experimental group and the control group with the simplest form of design. This research was conducted through the application of 2 different methods in different classes.

## FINDINGS AND DISCUSSION

### 1) The Data Analysis

#### a. The Categorization of Experimental Group's Pre-Test scores

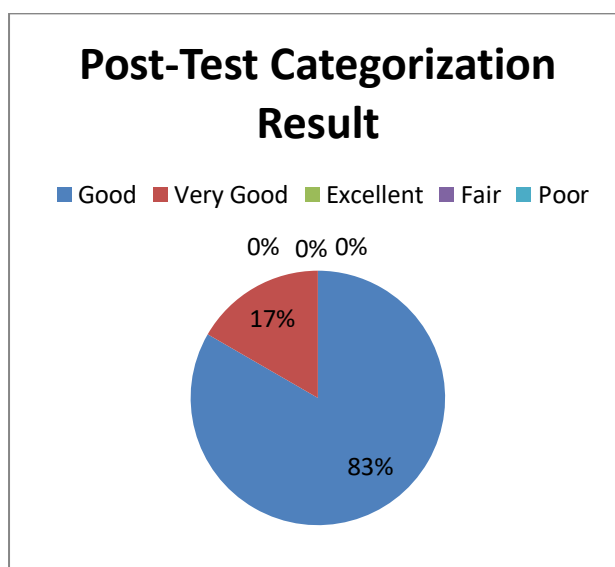
After categorization of the speaking scores of the experimental group from the formula, the frequency and percentage were received, for “poor” category we can see that there was 3 or 12.5 %, for a “fair” was 18 or 75% and for “good” category was 3 or 12.5% and for a “very good” and “excellent” category was 0 or 0%. It can be seen for the student speaking skill in the pretest scores from the experimental group, the scores mostly on the fair level.



**Figure 1. The Categorization of Experimental Group's Pre-Test scores**

#### b. The Categorization of Experimental Group's Post-Test scores

The data of the students scores from experimental group gained after using the formula, the result showed that the total students who got “good” category, resulting 20. Then 4 for “very good” category and for a “poor”, “fair” and “excellent” was 0. In the form percentage, the results showed that “good” category reached 83.3% as the highest percentage and “very good” category was 16.7% and for a “poor”, “fair” and “excellent” category was 0% as the lowest percentage.



**Figure 2. The Categorization of Experimental Group's Post-Test scores**

**c. The Categorization of Control Group's Pre-Test scores**

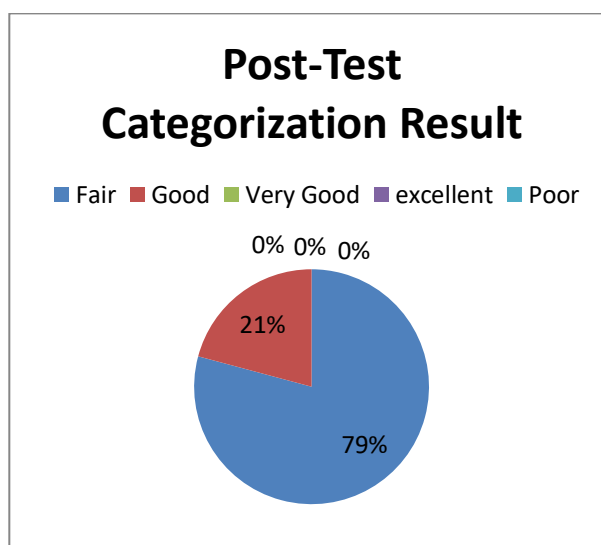
The frequencies were found after applying the formula in categorizing the student scores and the result showed that the frequency of the “poor” category was 3, for the frequency of the “fair” category was 17, for the “good” category was 4 and for a “very good” and “excellent” category was 0. Meanwhile, in terms of percentage the “poor” category reached 12%, for the “fair” 71% and for “good” 17% and for a “very good” and “excellent” category was 0%. It can be seen on the table below.

**Table 1. Pre-Test Categorization Result**

	Frequency	Percent
Poor	3	12
Fair	17	71
Good	4	17
Total	24	100,0

**d. The Categorization of Control Group's Post-Test scores**

The result of post-test scores control group showed that the frequency and percentage of “fair” category was 19 or 79% and for the “good” category was 5 or 21% and for a “poor”, “very good” and “excellent” category was 0 or 0%.



**Figure 3. The Categorization of Control Group's Post-Test scores**

Based on the table above, it shows that there was a better score in the experimental class than the control class. It can be seen from the average of 9. It can be concluded that there was the positive effect in using Video Recording as media in Online Speaking Class at second grade of Mts Muallimin Muhammadiyah Bangkinang than control class. The experimental classes are higher than control class.

## 2) Validity and Reliability of the Test

### a. Validity

The calculation of the item analysis on the experiment and control class did manually by using Product Moment Formula. Based on interpretation of the validity item, the summary of the results, the calculation of validity the pre-test and post-test that has been tested can be seen on the following table:

**Table 4 1 Trial Result of Validity Pre-Test Experimental Class**

Assessment Aspects	Score	Criteria
Pronunciation = x1	0,87	Valid
Grammar = x2	0,41	Valid
Vocabulary = x3	0,59	Valid
Fluency = x4	0,56	Valid
Comprehension = x5	0,53	Valid

Based on the table 4.5 above, for pronunciation the score is 0,87 it is include in valid criteria. For grammar the score is 0,41 it is include in valid criteria. For vocabulary the score is 0,59 it is include valid. For fluency the score is 0,56 it is include valid and for comprehension the score 0,53 it is also valid.

**Table 4 2 Trial Result of Validity Post-Test Experimental Class**

Assessment Aspects	Score	Criteria
Pronunciation = x1	0,42	Valid
Grammar = x2	0,62	Valid
Vocabulary = x3	0,41	Valid
Fluency = x4	0,85	Valid
Comprehension = x5	0,58	Valid

Based on the table 4.6 above, for pronunciation the score is 0,42 it is include in valid criteria. For grammar the score is 0,62 it is include in valid criteria. For vocabulary the score is 0,41 it is include valid. For fluency the score is 0,85 it is include valid and for comprehension the score 0,58 it is also valid.

**Table 4 3 Trial Result of Validity Pre-Test Control Class**

Assessment Aspects	Skor	Criteria
Pronunciation = x1	0,92	Valid
Grammar = x2	0,91	Valid
Vocabulary = x3	0,64	Valid
Fluency = x4	0,48	Valid
Comprehension = x5	0,95	Valid

Based on the table 4.7 above, for pronunciation the score is 0,92 it is include in valid criteria. For grammar the score is 0,91 it is include in valid criteria. For vocabulary the score is 0,64 it is include valid. For fluency the score is 0,48 it is include valid and for

comprehension the score 0,95 it is also valid.

**Table 4 4 Trial Result of Validity Post-Test Experimental Class**

Assessment Aspects	Skor	Criteria
Pronunciation = x1	0,83	Valid
Grammar = x2	0,83	Valid
Vocabulary = x3	0,74	Valid
Fluency = x4	0,82	Valid
Comprehension = x5	0,87	Valid

Based on the table 4.8 above, for pronunciation the score is 0,83 it is include in valid criteria. For grammar the score is 0,83 it is include in valid criteria. For vocabulary the score is 0,74 it is include valid. For fluency the score is 0,82 it is include valid and for comprehension the score 0,87 it is also valid.

#### **b. Reliability**

To calculate the reliability of the pre-test and post-test experimental Class and Control Class, the researcher used by Alpha Cronbach Formula. The summary of calculation level the result instrument reliability, it can be seen based on the table below:

**Table 4 5 The Result of Reliability**

No	Question	$r_{11}$	Interpretation
1.	Pre-Test Experiment	1,18	Very High
2.	Post-Test Experiment	0,44	Enough
3.	Pre-Test Control	0,62	High
4.	Post-Test Control	0,58	Enough

Based on the table 4.9 above, for pre-test experiment  $r_{11}$  is 1,18 it is include very high interpretation. For post-test experiment  $r_{11}$  is 0,44 it is include enough interpretation. For pre-

test control  $r_{11}$  is 0,62 it is include high interpretation and for post-test  $r_{11}$  is 0,58 it is include enough interpretation. It's mean the result of reliability is reliable.

### 3) Inferential Analysis

Technique of data analysis that conducted in this research is t-test. This test is performed to determine there is a significant difference or not between the two classes before and after have given the treatment from the researcher. The value of pre-test and post-test was analyzed statistically by using normality test, homogeneity test, and t-test.

#### a. Test Result Normality of Pre-test and Post-test in Experiment Class and Control Class

The data that would be analyzed in this normality test was Pre-test and Post-test value data in the experimental class and control class. The aims of Normality test was to determine whether the data of each class is normally distributed or not. In this research, the researcher use Chi kuadrat, where  $H_0$  = normal distribution and  $H_a$  = not normal distribution.

If  $\chi^2_{count} < \chi^2_{table}$ , therefore  $H_0$  is accepted and  $H_a$  is rejected. So, the data is normal distribution.

If  $\chi^2_{count} > \chi^2_{table}$ , therefore  $H_a$  is accepted and  $H_0$  is rejected. So, the data is not normal distribution.

One of the assumptions that must be met before testing the homogeneity of the experimental class variance and the control class should be normally distributed. The result of normality test was summarized in the following table:

**Table 4 6 Test Result Normality of Pre-test and Post-test in Experiment Class and Control Class**

Class	$\chi^2_{count}$	$\chi^2_{table}$	Summarized
Pre-test Experiment	-9,92	11,07	Normal Distribution
Post-test Experiment	10,23		Normal Distribution
Pre-test Control	-51,72		Normal Distribution
Post-test Control	-106,57		Normal Distribution

Based on the table above, the conclusion for experimental class and control class it can be seen that  $\chi^2_{count}$  lower than  $\chi^2_{table}$  ( $\chi^2_{count} < \chi^2_{table}$ ). So that,  $H_0$  is



accepted and  $H_a$  is rejected. It means that the data of the experimental class and control class is normally distributed.

**b. Homogeneity Test of Variance of Pre-Test and Post-Test in Experimental Class and Control Class**

Homogeneity Test of Variance has done to know whether the experimental class and control class have the same variance. In determining whether the experiment class data and control had homogeneous by comparing  $F_{count}$  and  $F_{table}$ , where the value of  $F_{count}$  homogeneous by comparing  $F_{count}$  and  $F_{table}$ , where the value of  $F_{count}$  obtained by comparing the largest variance value with the smallest variance have. The result can be summarized in the following table:

**Table 4 7 Homogeneity Test of Variance of Pre-Test and Post-Test in Experimental Class and Control Class**

Class	Variance	N	$F_{count}$	$F_{table}$	Explanation	Summarized
Pre-test Experiment	19,94	24	1,23	2,05	$F_{count} < F_{table}$	Homogeneous
Post-test Experiment	16,17					
Pre-test Control	43,06	24	1,88	2,05	$F_{count} < F_{table}$	Homogeneous
Post-test Control	22,95					

Based on table above and processed data of researchers, it can be seen that  $F_{count}$  of both classes is lower than  $F_{table}$  ( $F_{count} < F_{table}$ ). So  $H_0$  is accepted and  $H_a$  is rejected, it means that, the experimental class data and control class data was homogeneous.

**c. The Average of Post-Test Value in the Experiment Class and Control Class**

Based on data calculations in the experimental class and control class, it found that the two classes were distributed normally, and has homogeneous variance, then the average test used the t-test. The results of average test calculation (t-test) are summarized in the following table:

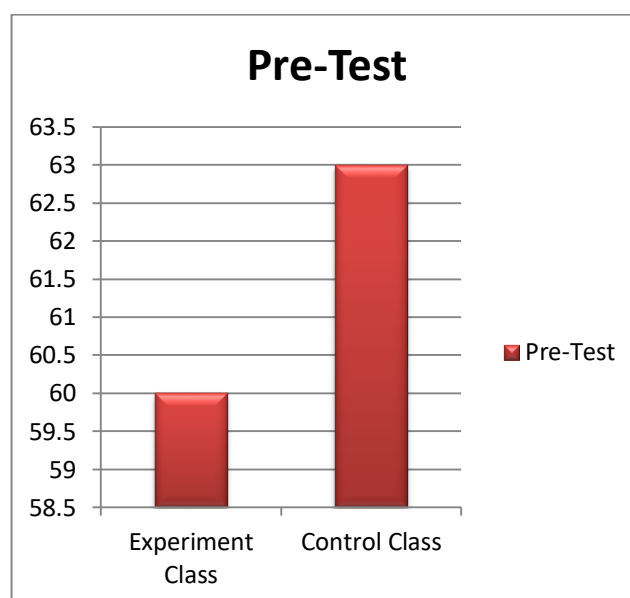
**Table 4 8 The Average of Post-Test Value in the Experiment Class and Control Class**

Class	N	Average	$t_{count}$	$t_{table}$	Summarized
Experiment	24	72	7,03	1,68	$t_{hitung} > t_{tabel}$
Control	24	63			

Based on table above from the data researcher, it is obtained  $t_{count} = 7,03$ . Degrees of freedom in the  $t$  distribution list was  $n_1 + n_2 - 2 = 46$  with degree of freedom 46, so that, obtained  $t_{table} = 1,68$ . Then,  $t_{count} > t_{table}$  ( $7,03 > 1,68$ ). So, it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected. It means that, there are significant differences between outcomes of experimental class and control class after giving the different treatment.

The average learning outcomes experiment class higher than control class, it can be concluded that there are significant differences between outcomes of experimental class and control class. Therefore, it was found that there was a significant effect of using Video Recording as Media Towards Students' Speaking Skill in Online Class by Using WhatsApp.

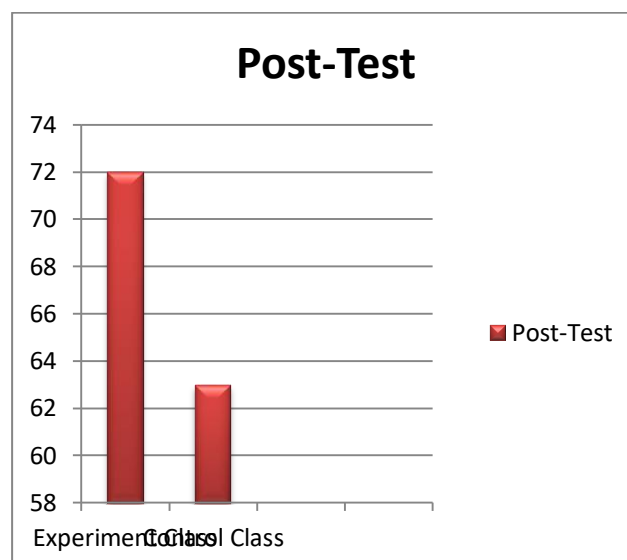
**Figure 4 1 The Comparison of Average Value the Students Score Post-Test in Experimental Class and Control Class**



Based on the data of post-test obtained, after getting the treatment conducted, there is a difference between the learning outcomes of experimental class in learning English by using Video Recording as Media in Online Class with the students result in control class by using teacher method in learning English. The average outcome of experimental class is 72

and control class is 63 it can be seen from graphic below:

**Figure 4 2 The Comparison of Average Value the Students Score Post-Test in Experimental Class and Control Class**



Inferential analysis got from  $t_{count} = 7,03$  and  $t_{table} = 1,68$  where  $\alpha = 0,05$ . Based on test one side, it is clear that  $t_{count} > t_{table}$ , so that  $H_a$  is rejected and  $H_0$  is accepted. It means that there is a difference between the average learning outcomes of the experimental class and the average learning outcomes of the control class. It can be concluded that there are significant differences between outcomes of experimental class by using Video Recording in Online Class and control class by using teacher method or there is no treatment in control class.

The analysis of supporting data, hypothesis acceptable which states that there is a positive effect by using Video Recording as media in Online Class especially in English speaking skill at second grade of Mts Muallimin Muhammadiyah Bangkinang.

The aim of this study is to investigate the effect of Video Recording on students' speaking skill in online class. Based on the data, using Video Recording to teach speaking skill showed that the student interested and got their confidence. It was supported by the frequency and rate percentage of the result of the students' score of pretest and posttest. Based on the result of calculation of t-test obtained  $t_{count} = 7,03$  and  $t_{table} = 1,68$ . It showed that  $t_{count} > t_{table}$  ( $7,03 > 1,68$ ), so that  $H_0$  is rejected and  $H_a$  is accepted. It means there was a significant different between the students' speaking skill who were taught by using Video

Recording and the students' speaking skill who were taught by teachers method. It can be concluded that there was positive effect in teaching speaking skill by using Video Recording as a media in online class.

It is line with (Rahayu, 2016), that found on her research during the learning process by using Video Recording about the effectiveness of using Video Recorded speaking task on students speaking skill. The students stated that the task helped them to practice speaking, to explore their speaking skill without feeling shamed, to provide enough time to speak, to explore their idea, to know their ability in speaking and to express their idea with good arrangement of material and vocabulary, to improve their confidence, to remake the video when they made mistake, to understand new words and the way to pronounce the word, to have new discipline.

The researcher collected the data to answer the research question successfully. The explanation for the research question as follow: what is significant effect on the students' speaking skill after implementing Video Recording? It can be clarified according to data gained from the pre-test and pos-test. It was supported by the fact that the students' speaking score before and after the implementation of Video Recording was different. Where the average of the students speaking score before implementing Video Recording was 60 and after implementing it was 72, the total of student number were 24 students. By using Video Recording give the effect on student performance. It is line with (M Ajib, 2019) said on him research show that the students get better score in peaking performance after getting the treatments at first grade of SMA N 7 Malang.

The effect was proved by the students' score percentage in posttest. The result was obtained the average score of experimental class was 72 which were higher than the result of control class was 63. Teaching speaking skill by using Video Recording as a media in online class make the students' enjoy and better in English. They showed their excited to the lesson because nowadays students can use the technology in learning English. Teaching and learning activity in online class runs effectively because the researcher used WhatsApp as media online that the students always use to chatting and learning during the condition of virus or corona. So, it new for the students in learning process that never been used by the teachers at Mts Muallimin Muhammadiyah Bangkinang.

## CONCLUSION

It can be concluded that Animation Movies gave the positive effect towards students'

writing skill in online class. After implementing at the 8C grade of Mts Muallimin Muhammadiyah Bangkinang. The students writing skill in experimental class is higher than control class. It can be seen in the data analysis that there are many students who got good score in the class with using Animation Movies than the students in control class. As the result, the  $t_{count} = 6,29$  and  $t_{table} = 1,68$  the researcher concluded that Animation Movies is one of the effective media in teaching writing in students writing skill.

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