# CHAPTER I

# INTRODUCTION

This chapter describes the research background, research question, research purposes, research significances, conceptual framework, hypothesis and previous studies.

## A. Background of the Study

English has been utilized for various reasons in several areas in this country; one of them is that English is a compulsory subject for Indonesian students to learn. Learning English in Indonesian schools is generally directed at mastering four language skills: speaking, listening, reading, and writing. Speaking is one of the valuable skills that students should learn, and it is the most crucial competence to learning English successfully.

According to Yunita (2015), speaking ability is the most crucial factor in language learning effectiveness since fluency in a foreign language can be observed in how speakers conduct conversations.

In addition, Chaney (1998) states that Speaking is a social action involving using various circumstances to create and distribute meaning. Through learning to speak, students can also communicate in English well, by maintaining good communication, students can understand the other person and exchange information with each other. Speaking skills are also one way to communicate ideas and messages orally (Hakim, 2019).

Learning to speak is also included in the junior high school learning curriculum, one of them is about learning recount text in 8th-grade learning content. Students are instructed to master recount text in a spoken form, meaning they must master speaking skills.

An observation conducted on eighth-grade students at the Junior High School of Al-Amanah Cileunyi Bandung reveals that students had experienced difficulties in mastering speaking skills. They need to gain self-confidence when asked to do an oral presentation in front of the class. This can be seen from the

way how they spoke with too many pauses in it. Besides, they were used to thinking by making sounds like "mm.. ee.. ", which resulted in unconveyed messages.

To solve the issues above, a Self-Recording Video Technique can be the solution. The Self-Recording Video technique can develop students speaking ability. Supported by Kondal & Durga (2020), students' speaking abilities can be improved through video recording since they can evaluate their speaking performance.

Besides, students can get more confidence in their ability to learn to speak. In addition, this technique also focuses students on a particular learning context. According to the Basic English Competency in 2013 Curriculum about Learning Recount texts at 8th-grade learning content, students are required to be able to compose oral and written factual recount texts by telling about stories, activities, or experiences in the past.

By using self-recording videos for students, both students, and teachers can assess students' speaking abilities and give them ample opportunity to practice until they become fluent, supported by Robertson (2009), cited by Koesoemah (2019), to improve English, the students have to practice three times a week.

Many researchers have studied this methodology to determine how effective it is. The first research conducted by Koesoemah (2019) Analyzed the speaking ability of college students using self-recorded video, and the results of the SRV technique can improve students' speaking skills. The study from Aprianto and Muhlisin (2022) aims to assess or investigate the effectiveness of using Self Recording Videos (SRV) in college students by examining the average score. This research confirms how the application of SRV influences students' English learning performance. The last research is from Menggo, Suastra, and Padmadewi (2019), Self-recording videos to increase academic speaking ability. The result showed that SRV is highly beneficial and effective in teaching students speaking ability.

Even though many researchers have looked into the effectiveness of employing The Self-recording Video (SRV) technique to develop English-

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speaking abilities, the present study differs from the earlier studies. Previous studies concentrated on utilizing SRV to evaluate college student performance in the classroom without using specific material. This study focuses on developing students' speaking abilities and the material in the self-recording video, namely the recount text. This study has never been carried out in SMP Al Amanah Bandung.

## B. Research Questions

The study is divided into the three following questions.:

1. What are the students speaking ability before using Self-Recording Video Technique?
2. What are the students speaking ability after using Self-Recording Video Technique?
3. Is there any significant difference before and after using Self-Recording Video Technique in developing students speaking ability?

## C. Research Purposes

Based on the research questions mentioned above, the purposes of this research are:

1. To find out students speaking ability before using Self-Recording Video Technique.
2. To find out students speaking ability after using Self-Recording Video Technique.
3. To find out any significant difference before and after using Self-Recording Video Technique in developing students speaking ability.

## D. Research Significances

The result of this research is focused on using Self-Recording Video (SRV) Technique in developing speaking ability that is expected to give several significance practical and theoretically.

1. Theoretically, this research is expected to make a valuable contribution to education, especially for developing speaking ability using Self-Recording Video, and it may support or verify the previous research.
2. Practically, this study's findings will be helpful to English teachers as well as eighth-grade students in terms of their speaking abilities.

**E. Conceptual Framework**

This study discusses a conceptual framework composed of intricately related theories to demonstrate how they connect with one another to improve the ability to speak of EFL students. According to Fulcher (2003), Speaking is a skill taken for granted because it is acquired through socializing through conversation. Speaking is one of the most essential abilities to learn in order to master English. Speaking ability is usually used to be able to communicate with each other and also exchange information. As said (Bygate, 1987), Speaking is a skill that needs the same consideration as literary skills.

Speaking is simply one aspect of learning to talk; other aspects include comprehending sentence structure, using appropriate grammar by putting together a few words to make sense and being on the verge of mastering vocabulary and pronunciation. Speaking is essential in life since it allows for the interchange of concepts, knowledge, and other things. Speaking more clearly can also help you prevent misunderstandings with others or when communicating information. Gower, Philips, & Walter (as cited in Derakhshan, Khalili, 2016) claimed that accuracy and fluency are the two fundamental aspects of speaking. Accuracy means utilizing vocabulary, grammar, and pronunciation through various tasks constitutes accuracy; Speaking naturally and with persistence is referred to as fluency.

Speaking proficiency is a significant component of the language teaching curriculum, making it a crucial area for assessment (Luoma, 2008). There are various ways to improve speaking skills, especially in learning at school. Wallace (1991) said that being able to speak a foreign language is the primary objective for learners studying a new language. With that, students can get

creative and innovative learning approaches. One approach that teachers can apply is to use self-recording videos as a learning technique.

Video recording has long been a standard component of language instruction, according to Harmer (2001). Students are also encouraged to participate in various language learning activities that involve scripting, visual and auditory gesticulating, and improvisation (Driane, 2022). This teaches pupils many areas of learning a new language, notably English ability, that are appropriate for present times. Cakir (2006) stated that video-recording offer genuine language inputs; contextualizes the paralinguistic ways that learners are familiar with, such as expressions of emotion, dress, gestures, and posture; and develops communication strategies for the pre-communication, while communication and post-communication phases.

## F. Hypothesis

A quantitative research statement is known as a hypothesis that identifies an independent and dependent variable in order to prove the relationship that is expected to exist (Creswell, 1994).

This study employs the null hypothesis (H0) and the alternative hypothesis (Ha). The following is the research hypothesis:

1. Alternative Hypothesis (Ha) : There is a significant difference before and after using the Self-Recording Video technique in developing speaking ability for EFL students.

2. Null Hypothesis (H0) : There is no significant difference before and after using the Self-Recording Video technique in developing speaking ability for EFL students.

## G. Previous Study

The first research was researched by Asuncion and Magali in 2019, entitled Perceptions about Self-recording Videos to Develop EFL Speaking Skills in Two Ecuadorian Universities. This type of research is qualitative, and the participants are students majoring in Hotel and Tourism Management. This

study focused on the perspective of college students on SRV to develop their speaking skills. The results of this study stated that using SRV could improve their speaking skills, and students mentioned more positive than negative aspects of using this SRV. They also admitted that they had improved their vocabulary and pronunciation, which helped them reduce their fear of speaking English.

The second study was researched by Azhaar, Dwi, and Destina in 2022, entitled The Effectiveness of Using Self-Video Recording towards Students' Speaking Performance at MTsN 2 Solok. This was a descriptive-quantitative study. This study included all students in the second grade at MTsN 2 Solok. The research aims to determine the efficacy of Self-Video Recording in increasing speaking learning. This research found that the technique was very effective, with an average student score of 83.69. The 56 samples showed that only three people scored below the KKM. Most students were pleased when the teacher told them about assignments using the self-recording technique.

The third research was from Rahmawati in 2022 and titled Student's Preference on The Use of English Self-Recording Video and Zoom Interview in Practicing Speaking. This type of research is a qualitative method and uses a questionnaire distributed to students majoring in English at IAIN Salatiga, semester 8. This study aimed to discover students' preferences for using English self-recording video and Zoom interview media for speaking learning and the benefits of using self-recording video and Zoom interview media. The results indicate that students prefer using English self-recording video content for their educational needs. Using English self-recording videos has many benefits, including boosting students' self-assurance and reducing anxiety. It also encourages students to be more innovative and creative.

According to the studies above, Self-Recording Videos can help students develop speaking ability. Although this research has similarities with previous studies, that is regarding the use of the SRV technique in teaching speaking for students or university students. This study also differs from a previous study in that it emphasizes student self-recording videos based on report text material

and focuses on developing students speaking ability through the Self-Recording Video (SRV) technique which has never been done at SMP Al-Amanah.