



## Improving Students' Speaking Ability through Self-Recorded Video at Grade VII SMP Negeri 1 Sipirok

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### Abstract:

This research aims to improve students' speaking ability through the use of self-recorded video tasks among VII grade students of SMP Negeri 1 Sipirok. The sample consisted of 32 students, selected randomly. The method used in this study is Classroom Action Research (CAR) with a descriptive qualitative approach. The research was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The instruments used include observation sheets and performance assessments based on five criteria: Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. The results showed an improvement in students' speaking ability from the first to the second cycle. The average score of students in Cycle I was 67.31, which increased to 77.03 in Cycle II. This improvement was also supported by students' more active participation in the speaking tasks. Therefore, the use of self-recorded video tasks is proven to be effective in enhancing students' speaking ability.

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## 1. Introduction

English holds a significant position in Indonesia's educational system. Speaking is a key language skill that Indonesian students must develop, as it is the most fundamental form of communication in everyday life. To provide students with opportunities to practice speaking, learning materials, methods, approaches, and activities should promote and support the use of English as a vital means of communication.

Recognizing the importance of effective speaking skills, enhancing speaking performance is a crucial objective in teaching and learning a foreign language. Classroom speaking activities need to be relevant and engaging for students. This implies that such activities should encompass a range of learning experiences rather than merely reading texts. The motivation for students to speak can be influenced by these classroom activities. Although speaking is one of the more challenging aspects of language acquisition, it remains a critical element of any language education program in Indonesia.

According to Bueno, Madrid, and McLaren (2006), "Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many

years they find it difficult to speak in real time situations when it is demanded. There are many reasons to overcome this.

In reality, teaching and learning speaking can present challenges for both students and teachers. Educators face difficulties due to students' lack of content knowledge, limited tutoring time, and uncertainty in selecting appropriate media for instruction. This is in contrast to writing assignments, which can be easily distributed and completed by all students simultaneously.

Based on a preliminary interview with one of the English teachers at SMP Negeri 1 Sipirok, it was revealed that the speaking ability of VII grade students is still relatively low and needs significant improvement. The teacher stated that many students struggle with vocabulary, grammar, and pronunciation, which makes it difficult for them to construct sentences when speaking English.

Furthermore, the students often feel shy and lack confidence, especially when asked to speak in front of the class. This lack of confidence may stem from their weak foundational knowledge, leading to fear of making mistakes. Another important factor identified is the students' daily language habits. Most students use the Batak language both at school and in daily interactions, even when speaking with teachers, which reduces their exposure to Indonesian let alone English.

Consequently, English becomes unfamiliar to them, and they find it difficult to engage in English speaking activities during lessons. These conditions indicate a significant gap between the students' current speaking ability and the expected competence, highlighting the need for an engaging and practical strategy to improve their speaking skills. Therefore, this research aims to address these challenges by implementing a self-recorded video as an alternative way to enhance students' speaking ability in a more familiar and confidence-building environment.

According to Suadi (2020), video recordings not only provide opportunities for students to practice speaking but also allow them to engage in self-assessment, which contributes to improved confidence and performance. Similarly, a study by Dang, Nguyen, and Nga (2022) revealed that video-based speaking tasks significantly improve student outcomes and are positively received by learners.

Moreover, allowing each student to record themselves anytime and anywhere will motivate them to utilize the tools they already possess to complete tasks and express themselves more effectively. This method will make practicing English speaking more enjoyable and engaging, boosting their confidence to participate in interactive activities that enhance their oral communication skills. By watching their own video recordings, they can deepen their understanding of the topic, receive feedback on their performance, and engage in self-reflection regarding their speaking abilities.

According to Wicaksono (2017), in Indonesia, similar approaches have been implemented with promising results. In his study at Universitas Nusantara PGRI Kediri, found that using video recordings enabled students to identify their speaking weaknesses

without the pressure of immediate evaluation, thus fostering a more supportive learning environment.

Choosing junior high school (SMP) over senior high school (SMA) is a decision made because SMP is a crucial moment in personal growth and development. VII grade level at SMP Negeri 1 Sipirok was chosen as the subject of this study because the results will be valuable for teachers in determining the next steps regarding students' speaking skills in the following grade. Choosing this level provides an advantage because students at this stage are still learning the basic material in English in their first year and can further develop their knowledge and skills in the second year. This allows the researcher to focus on the development of advanced English-speaking skills.

This research will enable the writer and teachers to investigate the effect of self-recorded video on English language learning, especially in speaking skills. The researcher anticipates that during the video creation process, students will have the opportunity to practice speaking as much as possible, as it provides unlimited practice time and allows them to use English outside of the English class period. Additionally, this practice enables students to use English properly and correctly.

## **2. Literature Review**

### **2.1 *Speaking***

Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

According to Harmer (2001), speaking occurs when two individuals communicate with one other. It is clear that they are behaving in order to communicate or provide information. As supported by Bailey and Savage in Celce-Murcia (2001), the capacity to speak a language is equivalent with understanding the language for most individuals since speaking is the most basic form of human communication. They say that communicating in a second or foreign language is frequently seen as the most difficult of the four abilities. Supporting the above explanations, Brown (2001) processes that when someone can speak a language, it implies that he can carry on a reasonable and competent discourse. In addition, Pinter (2017) stated that speaking effectively requires both speaking and thinking together. Thus, it needs a variety of specific skills sources. The capacity to talk fluently on purpose, as well as the ability to digest information.

Donough and Shaw (2003), speaking can be done for a variety of purposes, including expressing thoughts and beliefs, expressing a wish or need to do something, negotiating and/or addressing a specific situation, or establishing and maintaining relationships and friendships. In addition, speaking well requires accuracy, confidence, and fluency. If language learners can communicate clearly and naturally, they are considered to have suitable speaking competence Roosdianna, F. F., Munir, A., & Anam (2018). This means

that they must be able to communicate with fluidity, speed, and rhythm while also constructing grammatically correct phrases and sentences, choosing suitable word choices based on the context of their speech or expressions, and using clear pronunciation.

## **2.2 Self-recorded video**

One of the strategies and activities that teachers could provide in speaking class is video recording. To improve and assist language learning, it is a type of project-based learning. It is for the purpose of learning and using their language. According to Nuraeni (2018) stated that even though English has been taught to students as one of the required subjects since secondary school, it is common to observe Indonesian students lack of practicing in the classroom. So, the video recording was highly effective for practicing on outside class hours, especially when the time allocation in learning English in class was insufficient for optimal English learning.

Students in the speaking class create a video recording of their performance as part of their task. Students are encouraged to use their mobile phones' camera and video recording features to record themselves speaking in English about topic provided or the topic they are learning each week as part of this exercise.

## **3. Method**

The research method refers to the section of the study that outlines the research design. In other words, it provides details on how the researcher collected and analysed the data. According to Arikunto (2009), methodology is the approach used by the researcher to obtain data, meaning that the method refers to the techniques employed in gathering research data. Supported by Mills (2011) said, action research is defined as any systematic inquiry conducted by teachers, administrators, counsellors, or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operated, how they teach, and how their students learn.

More important, action research is characterized as research that is done by teachers for themselves. It is truly a systematic inquiry into one's own practice Jhonson (2008). Action research allows teachers to study their own classrooms for example, their own instructional methods, their own students, and their own assessments in order to better understand them and to be able to improve their quality or effectiveness. It focuses specifically on the unique characteristics of the population with whom a practice is employed or with whom some action must be taken.

Similarly, Peats (2002) stated that, the method has the purpose to describe how the writer obtains the result. Thus, the writers need to give precise details of the study design, the method that it was used, and how the writer analyzed the data. Then Fulwiller (2002) said, "Methods consist of the information about how you set up your experiment that would allow another experimenter to replicate your work". The quotation point out that

refers to information about how the writer designs his/her the research. Then, in his/her method, the reader knows how the writer analyzed the data and got the research finding.

According to Widi (2010), there are generally seven types of research methods, namely:

- 1) Historical method, which is used to investigate past events and the problems associated with them.
- 2) Experimental method, which involves the application of specific treatments or interventions to observe their effects.
- 3) Descriptive method, including survey, correlation, and case study approaches, which aim to describe the conditions or characteristics of the subject or object of the research based on collected data.
- 4) Naturalistic observation method, which is conducted in open environments without strict categorization, allowing phenomena to be observed as they naturally occur.
- 5) Modelling method, which involves creating physical, conceptual, or computer-based models to represent a particular system.
- 6) Theoretical method, which focuses on the development of theories derived from empirical data.
- 7) Action research method, which emphasizes efforts to improve practices through systematic actions and reflections.

Arikunto (2006) said, that experimental methods the way to find out the cause effect relationship between two factors and it was happened by researcher with eliminate or unless or avoid others factor could be influenced. Generally, there are two methods in doing a research, namely qualitative and quantitative approach. The qualitative approach is a research method that explains the results using descriptive language, such as words or statements. In other words, it presents findings through verbal explanation rather than numerical data. On the other hand, the quantitative approach focuses on data and numerical scores to explain research results. This method provides explanations by presenting measurable data or scores. Therefore, quantitative research can be understood through the use of scoring and statistical analysis.

This research is a Classroom Action Research (CAR). It had the important thing to improve the education quality in implementation better. Arikunto (2014) this classroom action research is carried out, for example, to increase the effectiveness of teaching methods, assigning assignments to students, assessments and so on. In the case of the teachers who teach need to collaborate with a person or research team who makes observation

According Sukidin (2008) states “Penelitian Tindakan Kelas merupakan suatu bentuk kajian reflektif oleh pelaku tindakan dan PTK dilakukan untuk meningkatkan kemampuan guru dalam melaksanakan tugas, memperdalam pemahaman terhadap tindakan-tindakan yang dilakukan, dan memperbaiki kondisi praktik-praktik yang



dilakukan". (Class action research is a form of reflective study by the actor and action research done to improve the ability of teachers to perform their duties, to deepen understanding of the action-the action taken, and improve the condition of the practices that have been carried out). It means class action research is a research that do the teacher to improve teachers' ability in teaching process, so that, conducting quality of students' better.

Notoatmodjo (2003) states that "A sample is a portion taken from the entire population being studied and is considered to represent the whole population." Action research fosters deep learning for those involved by combining the process of inquiry with reflection on their own practices. In this type of research as in other qualitative methods the development of self-awareness plays a crucial role, since data analysis and interpretation heavily rely on the researcher's personal involvement. Understanding how one's own values and beliefs influence the research outcomes is essential to maintain its quality. Moreover, because action research centers on the participants' own professional practices, it often results in meaningful personal and professional growth. This includes recognizing how personal assumptions and behaviors affect outcomes and relationships in the workplace. While this kind of learning may be less intense for external researchers ('outsiders') compared to internal ones ('insiders'), the process still promotes critical reflection on their roles and actions, contributing to their personal and professional development.

The aims of classroom action research to increasing researchers' understanding of classroom teaching and learning process. Besides that, action research is to improve the quality of teaching and learning process. Therefore, it could be conclude that action research is a process of solving the researchers' problems. In this case, the researchers can effort to improve students' speaking ability through of self-recorded video at grade VII SMP Negeri 1 Sipirok.

In other word, Arikunto, Suhardjono and Supardi (2017) stated, action research as a form of investigation that was reflective participative, collaborative, and spiral that had to application action (observation), and to do the reflection, and so on until with the improvement or the expected improvement was achieved. The classroom action research was emphasized the process and the result of teaching learning, classroom action research was used in two cycles that consist of four stages. The stages were planning, action, observation and reflection.

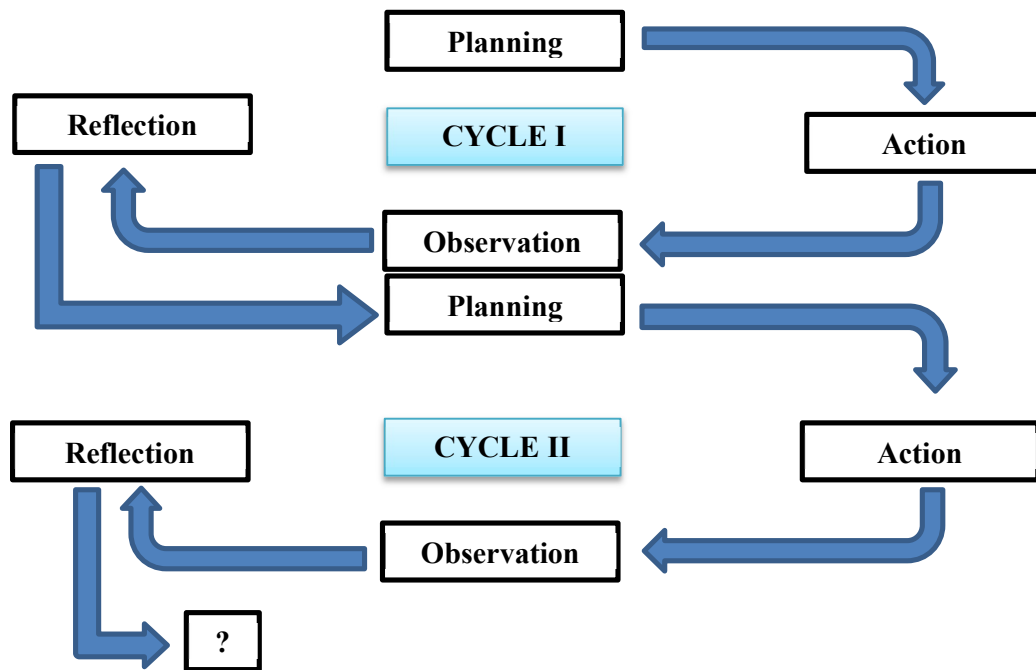


Figure 1. Cycle of Classroom Action Research Model

#### 4. Results

The overall average score of students in Cycle I was 67.31, which falls into the Fair category. The highest score was in the Comprehension indicator, with an average of 14.97, indicating that students generally understood the learning topic. The lowest score was in the Fluency indicator, with an average of 12.16, suggesting that students still often paused or hesitated when speaking. Although all aspects showed improvement compared to before the action, these results indicate that students' speaking skills still require intensive practice, particularly in fluency and pronunciation.

In Cycle 2, 25 students successfully submitted their individual self-recorded videos as required by the research design. However, 7 students did not submit their videos due to several reasons, such as limited access to proper devices, technical difficulties, and lack of confidence to perform in front of the camera. To ensure that all students' speaking abilities were still measured, these 7 students were assessed through direct classroom observation during live presentations. Importantly, their performances were evaluated using the same rubric as the video task, covering grammar, vocabulary, comprehension, fluency, and pronunciation. Therefore, all 32 students were consistently assessed, even though the medium of assessment differed.

## **5. Discussion**

The findings of this study indicate that the use of self-recorded video significantly contributes to the improvement of students' speaking ability in Grade VII SMP Negeri 1 Sipirok. Several aspects can be highlighted:

### **a. Confidence Building**

Recording themselves allows students to practice speaking without the immediate pressure of an audience. This reduces anxiety and gradually increases their self-confidence in using English orally.

### **b. Self-Reflection and Correction**

By watching their own recordings, students can identify mistakes in pronunciation, grammar, and fluency. This self-awareness encourages autonomous learning and motivates them to make improvements in subsequent recordings.

### **c. Increased Motivation**

The activity of creating videos is more engaging compared to traditional speaking exercises. Students feel challenged yet excited to present themselves better, which enhances their motivation to practice consistently.

### **d. Teacher's Feedback**

Self-recorded videos provide teachers with concrete evidence of students' progress. Teachers can give more targeted feedback on specific aspects such as intonation, word choice, and sentence structure.

### **e. Collaborative Learning**

When videos are shared among peers, students learn from each other's strengths and weaknesses. This peer evaluation fosters a supportive learning environment and encourages constructive criticism.

Overall, the use of self-recorded video not only improves technical aspects of speaking, such as pronunciation and fluency but also enhances psychological factors like confidence and motivation. These findings align with previous studies that emphasize the role of technology-based learning in language acquisition. Thus, it can be concluded that self-recorded video is an effective strategy to improve speaking ability among junior high school students, particularly in contexts where direct speaking practice may be limited or intimidating.



## **6. Conclusion**

Based on the results of the classroom action research entitled “Improving Students’ Speaking Ability Through Self Recorded Video at Grade VII SMP Negeri 1 Sipirok”, it can be concluded that the implementation of the self-recorded video technique could improve students’ speaking skills. The improvement could be seen from the increase in the average score from the second cycle. The average score in the cycle 1 was 67,31 (Fair category), and finally reached 77,03 (Good category) in Cycle 2. This shows that the use of self-recorded video was effective in helping students improve their grammar, vocabulary, comprehension, fluency, and pronunciation.

In addition to the improvement in scores, students also showed better confidence and motivation to speak English. They became more familiar with the speaking task, were able to prepare their scripts, practice pronunciation, and self-correct through video recording. The combination of individual preparation and teacher feedback in each cycle contributed to this positive result. Although not all students submitted their self-recorded videos in Cycle 2, as some were assessed through live presentations, the overall results still demonstrated a clear improvement in students’ speaking ability. This indicates that self-recorded video, supported by classroom activities, are effective in enhancing students’ speaking performance.

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