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THE ROLE OF VIDEO-RECORDED SPEAKING TASK IN IMPROVING STUDENTS' SPEAKING SKILL

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Abstract: This study is aimed at examining the effectiveness of video recorded speaking task in improving students' speaking skill. A quasi-experimental design is employed in this study. The population was the tenth grade students of a vocational school in Bandung. The sample was 30 students chosen through convenience sampling. The sample was divided into two groups: experimental and control groups. Each group was given a pre-test at the beginning and a post-test at the end of the treatment. The kind of speaking test was mini conversation test where the researcher gave the students topic, and gave them time to prepare talks, and then they performed it in front of the class. In this stage, the researcher assessed their speaking skill using the scoring rubric by Brown (2001) cited in Vidhiasi (2017). The result of pre-test score showed that there was no significant difference between two classes. Then, the result of analyzing gained score, generated from the difference between pre- and post-test, revealed that the score of experimental class was significantly higher than controlled class at significance level 0,05. It means that the use of video recorded speaking task was effective in improving students' speaking skill.

Keywords: speaking skill, video-recorded speaking task, vocational school.

INTRODUCTION

Speaking is one of the important skills in English that students have to master in learning languages. As mentioned by Zyoud (2016), the ability to speak is the most important skill since it is the basic for communication. Furthermore, speaking could be an indicator of someone's ability in one particular language (Indriani & Sakina, 2022). Therefore, it is important to master speaking because speaking is the most essential skill that people use to communicate with each other and it indicates how fluency someone is in a certain language.

The common problem that occurs in teaching speaking is teachers find difficult to conduct the active class which is centered to the students. Ur (1996: 121) states that many English Foreign Language learners have some personal problems, such as inhibition, nothing to say, low or uneven participation, and mother-tongue use. Inhibition appears because students worried about making a mistake and fear of critic. Nothing to say happens when students have less idea and vocabulary. Low or uneven participant is often seen in many schools because the students' competence and characters in one class are different. Thus, some students are dominant in the class while other students talk less and sometimes silent.

Based on preliminary study, it was found that there are two categories, namely internal and external. The external problems are problems caused by environmental factors, which is the limited opportunities to train students' speaking skill. Students have some difficulties in finding a supportive environment to practice their speaking skill because most activities in Indonesian context still use their native-language that is Bahasa as the prominent media. In addition, the purpose of learning to speak is not clear because some students live in environments where English is not needed. This condition is related to the position of English as a foreign language in Indonesia which is not used as a means of communication in every part of life.

Furthermore, the internal problem is the problem that comes from the students themselves. They do not have a strong motivation to practice their speaking skills so that they cannot use the language correctly. In addition, they get some obstacles in speaking English. They revealed that they did not know what they were going to say, they lacked preparation, they were nervous and worried about making mistakes, or lacked confidence (Wang, 2014). Besides, they also had inadequate ability in mastering the English vocabulary and functional expressions so that they had no idea to speak. Furthermore, the students had problems with the motivation and self-confidence. They looked apathetic and inhibited with the activities that involve oral skills. Many of them felt afraid of being criticized and humiliated in front of their partners. As the result, they avoided being part of this kind of activities. The teaching and learning habit also take a part in causing this condition worse. Gardner and MacIntyre (1993) cited in Aydın, (2009) believe that some students may get communication apprehension. Communication apprehension refers to fear of communicating directly with other people.

Based on the problems mentioned above, it is necessary to implement an innovative action that fosters the improvement of oral ability. There are a lot of ways in teaching speaking. One of the methods that teachers can use to teach speaking is Task Based Learning. There are many forms of tasks in Task Based Language Teaching. One of them is tasks that require the use of technology to support language teaching.

Recently, language teaching technology has had a foremost influence in the education field, especially in the teaching and learning process. Technological developments make students learn English easily since the use of technology can create interesting learning activities, increase the students' interest in learning, and generate learning environments that support students' independence with flexible time and place and optimize their English proficiency (Sakina et al., 2020; Taufik et al., 2023; Suloso and Sakina, 2023). When the students practice their English speaking skill, they need technologies to support them in speaking.

Video recording as one of the technologies is an appropriate media that can be used to develop the students' speaking skills (Gromik, 2015) since they can see their own reflection just like normal speaking in front of a mirror but in a better version. Students can

easily analyze the mistakes that they have made when watching their video later (Wicaksono, 2017). Students can pay attention to errors of pronunciation, grammar, vocabulary, ways of speaking (posture), and facial expressions.

There were several studies about video recorded speaking task and the perceptions of students and teachers. Rosevinda & Bitu (2019) investigated a study about students' perception of using video recording to improve their speaking skill. The study employed mixed method to analyze the data. A pre-test and post-test were used as the instruments and analyzed quantitatively by using paired t-test that is used to determine the students' speaking ability before and after implementing video recording in speaking class. Moreover, the study employed a structured interview to gain their perceptions on using video recording. The results revealed a significant increase in students' speaking abilities, particularly in their accuracy and fluency. The students also show a good perception in the use of video recording in speaking classes. They stated that video recording is an interesting thing that can be used to train their speaking skills.

In addition, Maria & Sonia (2011) investigated the perceptions about self-recording videos to develop EFL speaking skills in two Ecuadorian Universities. The study employed a qualitative method with a descriptive statistical analysis and the discourse analysis. The result revealed that students made an obvious improvement in their speaking skill, and they have positive perceptions of integrating video in the lesson.

In summary, there are many previous studies about the use of video recorded speaking task in improving speaking skill and how are the students and teachers' perception. Most of them were conducted in senior high schools. However, a study that focused on video recorded speaking task in a vocational school is still limited. Therefore, this study concerns on video recorded speaking task in a vocational school in Bandung, which aims at examining the effectiveness of video recorded speaking task in improving students' speaking skill.

Finally, the results from this study can contribute theoretically, practically, and professionally. Theoretically, this research can enrich the literature of English teaching especially speaking skill. Practically, it is expected to give teachers information on the effectiveness of video recorded speaking task in improving students' speaking skill. Professionally, it is expected that the findings can inform English teachers regarding teaching English for speaking skill and give them suggestions about the appropriate method for teaching speaking.

LITERATURE REVIEW

Speaking Skill

Speaking is a productive skill of language learning and is always regarded as an essential tool for communication, thinking, and learning. Linguists and researchers have given various definitions of "speaking". In the Webster New World Dictionary, it is defined as the act of uttering words orally in order to communicate, make a request, or give a speech (Nunan, 1995). According to Chaney & Burk (1998), speaking is the process of forming and sharing meaning through verbal and non-verbal symbols in different contexts. Brown (1994) defines speaking as interaction with each other to create meaning that includes the production, reception, and processing of information. The speaking skill considered in this study is the communication skill that students acquire to communicate, express opinions, convey information to others, and understand communication content.

As a result, students find it difficult to convey their thoughts effectively in the target language, and creating a successful speaking lesson has always been a challenging task for

teachers. Students often feel anxious in speaking class because of the pressure from the speaking tasks that require them to present individually in a limited time. Sometimes they have nothing to say because the topic is too difficult for them to understand and brainstorm ideas. Or they are sometimes too shy to respond to the teacher in the target language. It might be because they have few ideas about what to say, which vocabulary to use, or how to use the grammar correctly. In order to improve students' English speaking skill, it is necessary for the teachers to adopt creative and innovative approaches which focus on students oriented and involve them actively in speaking lessons. One of the most prospective approaches by using video recording that can be easily implemented to attract the students' motivation and enhance their self-confidence and courage.

Willingness to Speak

Communication involves the ability to produce an oral language in order to communicate, and the ability to talk clearly, efficiently, and articulately, as well as use excellent voice projection, is connected with successful communication. (Tarp, G. 2020). English is the contact language for worldly multicultural people due to socio-cultural reality. Implicitly convey that speaking is a critical skill that every English student must master. However, aside from the importance of communicating as already stated, speaking activities can take place if both communicant and communicator have an adequate degree of willingness to communicate (Shen & Byfield, 2018).

Task-Based Learning

Task based learning is a different way to teach languages. Harmer (1998) said Task-based Learning puts the focus of learning on the progress of specific tasks. Task-based Learning is an approach that encourages students to act at their speed and to process and reorganize their inter-language within their degree and field of interest. Meanwhile, Richards and Rodgers (2001) identify Task-based Learning as an approach that focused on using tasks as the center planning units and language teaching.

Task-Based Language Teaching

Task Based Language Teaching (TBLT) is an approach to teach a second/foreign language that seeks to engage learners in internationally authentic language using the target language by having them perform a series of tasks (Murad, 2009). Furthermore, as mentioned before, TBLT focuses its activities on tasks. Related to this, Nunan (2004) explains that there are two kinds of tasks, real world or target tasks and pedagogical tasks. Real world tasks are the uses of language beyond the classroom. On the other hand, pedagogical tasks are the uses of language that occur in the classroom. In applying TBLT, teachers give students communicative tasks (pedagogical tasks) which reflect the language use in real world (target tasks). According to Task Based Language Teaching, a task will enable the learner to focus on interaction and improve speaking ability in the real-world situations.

Video Recording

The innovation of the latest technology has made the application of video recordings in the EFL classrooms more convenient, making it possible for students to make their own videos of themselves speaking in English or to view and give comments on the other students' performances. Hence it helps to enhance students' speaking skills as they can witness their speaking performance to self-reflect (Kondal & Prasad, 2020). According to

Harmer (2001), the use of video recording has been a common feature of language teaching for many years.

Video-Based Project

Fitria (2013) defines video-based as an educational procedure, project instruction guarantees that practical skills are taught through the use of videos. For best understanding, audio and visuals in video are connected together to give a multisensory experience for learners. Learners can play, replay, pause, and rewind to specific areas of the experiment, which aids practice and practice, which is critical for competence development. As a result, the learner is in command of the learning process. One of the audio-visual media that may be utilized to enable instructional video to attract the senses of hearing and sight is the instructional video.

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 (Creswell, 2012). The researcher adopted a quasi-experimental research with control time series design in this study.

The research was conducted in one of the Vocational Schools in Bandung because it is accessible for the researcher. The population was the tenth grade students of a vocational school in Bandung. The sample was 30 students chosen through convenience sampling. The sample was then divided into two groups: experimental and control groups. Each group was given a pre-test in the first meeting to examine their speaking skill. The kind of speaking test was mini conversation test where the researcher gave the students topic, and gave them time to prepare talks, and then they performed it in front of the class. In this stage, the researcher assessed their speaking skill using the scoring rubric by Brown (2001) cited in Vidhiasi (2017). After the pre-test, each group was given materials about speaking in three meetings with different treatment. In the control group, the speaking class was done with a regular teaching and learning activities. Meanwhile, in the experimental group the researcher gave a video recording task in teaching speaking. In the last meeting, both groups were given a post-test. The kind of the speaking test was same with the test in first meeting. That is mini conversation which helped researcher in scoring the students' performance well. Each student performed with their partners in front of the class.

In assessing both the pretest and posttest, scoring rubric proposed by Brown (2001) cited in Vidhiasi (2017) was used as the guideline. The rubric was arranged in rating scale for four criteria of the elements of speaking skill. They are fluency, pronunciation, grammar and comprehension. This research focused on pronunciation and fluency. Hence, the researcher focused to see the improvement of two aspects (pronunciation and fluency) that mentioned in rubric that proposed by Brown (2001) cited in Vidhiasi (2017).

In order to examine the effectiveness of the experiment, both the gain and posttest scores were analyzed using t-test. A t-test is a statistical test that is used to compare the means of two groups. It is often used in hypothesis testing to determine whether a process or treatment actually has an effect on the population of interest, or whether two groups are different from one another. The formula for the two-sample *t* test is shown on the next page:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s^2(\frac{1}{n_1} + \frac{1}{n_2}))}}$$

In this formula, t is the t value, x_1 and x_2 are the means of the two groups being compared, s_2 is the pooled standard error of the two groups, and n_1 and n_2 are the number of observations in each of the groups. A larger t value shows that the difference between group means is greater than the pooled standard error, indicating a more significant difference between the groups.

FINDINGS AND DISCUSSION

Description of Data

In this chapter, the writer presented the result of tests given to both experiment and control groups. The pretest was given at the start of the study, and the posttest was given at the end. The result of the tests then was analyzed to prove whether the use of video-recorded speaking task is effective in improving students' speaking skill or not. The author provided an explanation of the outcome of the pretest and posttest below.

The Students Score of Pre-test

This section provides the results of the pre-test that was administered in the experiment class and the control class. Three categories were used to classify the scores: low, middle, and high. Any score below 75 was considered low, any score between 75 and 80 were categorized as intermediate, and scores more than 80 as high. The classification of the scores are shown in the table below.

Table 1. The score of pre-test

Scores	Experimental Class			Control Class		
	Frequency	Percentage	Mean	Frequency	Percentage	Mean
* < 75	8	26,7	76,97	5	16,7%	77,47
70-80	20	66,7		22	73,3%	
81<**	2	66,7		3	10,0%	

According to the table above, there were two students (6,7%) who received the maximum score of 83, twenty students (66,7%) who received the middle score, and eight students (26,7%) who received the lowest score in the experimental class. Meanwhile, three students (10%) received the highest score, 22 pupils (73.3%) got the middle score, and five students (16,7%) had the lowest score in the control class.

From the table, it can be concluded that the experimental class's mean was lower than that of the control group. The experimental class's mean score was 76,97, but the controlled class's mean score was 77,47. But the author has demonstrated that the data's distribution was normal and homogeneous according to the writer's normalcy and homogeneity test carried out. The homogeneity and normalcy test result revealed that the normalcy and homogeneity test's significance was more than 0.05, meaning the distribution of the data was homogeneous and normal.

The Students' Score of Post-test

In this part, the writer presented the result of post-test in experimental and controlled class. Just like in the result of pre-test, the writer also classified the score into three

categories. The scores lower than 75 were classified as low score, the scores between 75 and 85 were classified into middle score, and scores above 85 are classified as high score. However, the quantity of students who received low scores in both experimental and controlled classes have dropped. It implies that learners' speaking skills increased in both classrooms. The author would later disclose which method was superior by computing the outcome with T-test. In the following table, the author displayed the post-test results for the experimental and controlled classes.

Table 2. The score of post-test

Scores	Experimental Class			Control Class		
	Frequency	Percentage	Mean	Frequency	Percentage	Mean
* < 75	4	13,3	79,90	3	10,0	78,80
70-80	14	46,7		20	66,7	
81 < **	12	40,0		7	23,3	

According to the table, four students (13,3%) in the experimental class had a low score, fourteen students (46,7%) received a middle score, and twelve students (40,0%) received a high score, with the highest score being 86. In the meantime, three students (10,0%) in the controlled class received a low score, out of the twenty students (66,7%) who had a middle score, and seven students (23,3%) who received a high score, and with the highest score as 84. Additionally, the table indicated that the mean of the experimental class's score is 79,90 and the controlled class's mean score is 78.80. The variation in the experimental class's mean score compared to the controlled class a vague sense that the method employed in the experiment class was superior to control class. However, the result still had to be calculated through T-test to reveal what hypothesis is accepted.

Like in the pre-test result, the author verified that the pre-test score was homogeneous and normal. Both tests' results showed that the data was normally and homogeneously distributed, with significant normality and homogeneity values over 0.05. The next section contains a detailed table of the results of the normality and homogeneity tests for the pre- and post-tests in the experiment and control class.

The Students' Gained Score

Along with providing the pre- and post-test data, the author also included the data of gained score generated by the students through both tests. To get the acquired score, the author subtracted the pre-test score from the post-test score. The computation's outcome is shown in the table below:

Table 3. The gained score of pre- and post-test

Scores	Experimental Class			Control Class		
	Frequency	Percentage	Mean	Frequency	Percentage	Mean
* < 0	3	10,0	2,93	8	26,7	1,33
1-3	16	53,3		21	70,0	
4 < **	11	36,7		1	3,3	

As seen in the table 3, the mean of gained score for the experimental and controlled classes differs. The significance of the improvement would then be determined by calculating this difference. According to the above table, only 1 student (3,3%) in the controlled class was able to improve their score to 4 points or higher; the majority of

students in the controlled class were only able to improve their score to 1-3 points. In contrast, 11 students (36,7%) in the experimental class were able to improve their score to 4 points or higher. This indicates that the improvement of the controlled class was not as significant as the experimental class.

The Difference between Experimental and Controlled Group in The Pretest, Post-test and Gained Score.

a. Pre-test

This study utilized SPSS 20 to analyze the data. The purpose of this test was to examine the effectiveness of using a video-recorded speaking task on the speaking abilities of tenth-grade pupils at a vocational school in Bandung. The author used the formula outlined in the research methodology to compare the pre- and post-test scores of the experimental and controlled classes.

Table 4.
Group statistic of pre-test score

	Class	N	Mean	St. Deviation	Std. Error Mean
Pre-Test	Experimental Class	30	76,97	2,895	,528
	Controlled class	30	77,47	2,389	,436

Table 5.
Independent Sample Test of Pre-test Score

		Levene's Test for Equality of Variances		t-test Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	1,458	,232	-,500	58	,468	-,500	,685	-1,872	,872
	Equal variances not assumed			-,500	55,984	,469	-,500	,685	-1,873	,873

The t-test result for the pre-test score was displayed in the table above. The table described the mean, standard deviation, and the standard error of mean. The table 5 showed the result of independent sample test that was examined with SPSS 20. The homogeneity variance was tested by the author using Levene's test. According to the outcome, $p=0,468$ and $F=1,458$. After using a significance level of 5%, the author concluded that the data was homogeneous since $p>0,05$. Because the data was homogeneous, the author then used the independent sample test result in the

anticipated equal variance. The t-test result for the pre-test score was displayed in the table above. The table above revealed that the t_0 was $-0,730$ and it means that $t_0 < t_{table}$. As a result, there was no difference between the experimental and control groups at first.

b. Post-test

Table 6.
Group statistics of post-test score

	Class	N	Mean	St. Deviation	Std. Error Mean
Post-Test	Experimental Class	30	79,90	3,809	,695
	Controlled class	30	78,80	2,734	,499

Table 7.
Independent sample test of post-test score

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	2,855	,096	1,285	58	,026	1,100	,856	-,613	2,813
	Equal variances not assumed			-	52,617	,027	-,500	,856	-,617	2,817

Like in the pre-test results, the author used t-test analysis to examine the post-test results. The goal was to observe the state of the classes following the experimental class's treatment. The result showed that the two classes' means were rising based on the table. The controlled class mean score increased from 77,47 in the pre-test to 78,80, while the experimental class mean score increased from 76,97 in the pre-test to 79,90 in the post-test.

Following a t-test analysis of the pre- and post-test results, the author compared the significance of the homogeneity test with the significance level (5%=0,05) to determine whether the test results differed between the classes. Table 7 indicated the significance level of Levene's test was 0,097 which is higher than 0,05. Thus, the data of post-test was homogeneous.

The table then displayed the post-test significance as 0,026 ($p=0,026$), which is less than the previous value of 0,05 ($p<0,05$). As a result, the null hypothesis was rejected and the two groups' differences were statistically significant. In other words, there was a significant effect of employing video-recording speaking task on the speaking abilities of the pupils.

c. Gained Score

Having analyzed the pre- and post-test scores using t-test, the author then conducted an analysis of the gained score of pre- and post-test in order to determine the significance of video-recorded speaking task impact. The difference between the pre- and post-test scores (post-test score - pre-test score) was used to determine the gained score. The analysis's outcome is shown below:

Table 8.
Group statistics of gained score

	Class	N	Mean	St. Deviation	Std. Error Mean
Gained Score	Experimental Class	30	2,93	1,701	,310
	Controlled class	30	1,33	1,605	,293

Table 9.
Independent sample test of gained score

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Gained-Score		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gained-Score	Equal variances assumed	,045	,832	3,748	58	,000	1,600	,427	,746	2,454
	Equal variances not assumed			3,748	57,805	,000	1,600	,427	,745	2,455

As seen in the table 9, the calculation of the total of gained score was 82,6 and the mean (M1) was 2,753. Meanwhile in controlled class, the total of gained score was 43,6 and the mean (M2) was 1,453. From the table, it showed that the standard deviation of experimental class (SD1) was 1,64 while the standard deviation of controlled class (SD2) was 1,49. Then, the table also displayed that the standard error mean of gained score of experimental class (SEM1) was 0,301 and the error mean of gained score of controlled class (SEM2) was 0,273.

Then, the table 9 presented the result of independent sample test analyzed using SPSS 20. The writer utilized Levene's test to test the homogeneity variance. The result showed that F=0,045 and p=0,832. The author used the significant level as 5% (0,05) and it can be seen that the data was homogeneous because p>0,05. After ensuring that the data was homogeneous, the author employed the independent sample test result in the equal variance assumed. Based on the table of the result, the significance was 0,000 (p=0,000) and this number is lower than 0,05, or in other words, p<0,05. This

means that the null hypothesis was rejected and there was a statistically significant difference between two groups.

The table then revealed that the research's degree of freedom (df) was 58, and the value of the t-table with these parameters was 1,672 at the significant level of 5%. The table indicates that the t_o was greater than the t_{table} since it was 3,748. Or in other terms, it might be described as $t_o > t_{table}$ ($3,748 > 1,672$).

After analyzing the data, the author then used hypothesis testing to get the result of the research to which hypothesis was accepted. The mechanism for testing the hypothesis can be describes as follows:

1. Alternative Hypothesis (H_a) : there was significant effect of using role-play technique on students' speaking skill.
2. Null Hypothesis (H_o) : there was no significant effect of using role-play technique on students' speaking skill.

To prove the hypothesis, the result of t-test calculation was tested with these conditions:

1. If $t_o < t_{table}$, or the significance was higher than 0,05 in significance degree 5%, then the H_o was accepted and H_a was rejected. It means that there was no significant effect of using video-recorded speaking task on students' speaking skill.
2. If $t_o > t_{table}$, or the significance was lower than 0,05 in significance degree 5%, then the H_o was rejected and H_a was accepted. It means that there was significant effect of using video-recorded speaking task on students' speaking skill.

Furthermore, according to the SPSS 20 result, the value of t_o was 3,748 and the degree of freedom was 58. The value of t_{table} in the degree of freedom 58 and in significance level as 5% was 1,672. Therefore, the value of t_o was higher than t_{table} , or it could be described as $t_o > t_{table}$. Also, the SPSS result showed that the significance was 0,000 ($p=0.000$) and it means the significance was lower than 0,05, or it could be described as $p < 0,05$. Because the $t_o > t_{table}$ and $p < 0,05$, therefore the H_o was rejected and H_a was accepted. It means, there was significant effect of video-recorded speaking task on students' speaking skill.

The results of this research were in line with Rahayu & Azkiyah (2016) who found that the use of video-recorded speaking task was effective in improving speaking skill at the tenth grade students of SMA Negeri 1 Tangerang Selatan. The procedure of this research was rather similar with the previous study conducted by Rahayu & Azkiyah (2016) because the video recoded-speaking task was used as a tool for improving speaking skill in these studies. However, the number of participants were different. The sample in Rahayu & Azkiyah's (2016) study was 87 students and they were divided into experimental and controlled groups. The experimental group was asked to make video-recorded speaking task with certain topics while the controlled group was not.

CONCLUSION

It can be concluded that the result of analyzing pre-test score showed that there was no significant difference between two classes. Then, the result of analyzing gained score, generated from the difference between pre- and post-test, revealed that the score of experimental class was significantly higher than controlled class at significance level 0,05.

It means that the use of video recorded speaking task was effective in improving speaking skill of the tenth grade students of a vocational school in Bandung.

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