

**THE EFFECTIVENESS OF USING VIDEO-RECORDED
SPEAKING TASK ON STUDENTS' SPEAKING SKILL
AT SECOND SEMESTER OF EIGHTH GRADE
OF MTS AI-HIDAYAH MARGA AGUNG
IN THE ACADEMIC YEAR
OF 2021/2022**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for SI-Degree

By

CITRA PARAMIDA

NPM. 1511040024

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
2022**

**THE EFFECTIVENESS OF USING VIDEO-RECORDED
SPEAKING TASK ON STUDENTS' SPEAKING SKILL
AT SECOND SEMESTER OF EIGHTH GRADE
OF MTS AI-HIDAYAH MARGA AGUNG
IN THE ACADEMIC YEAR
OF 2021/2022**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for SI-Degree

**By
CITRA PARAMIDA
NPM. 1511040024**

Study Program : English Education

**Advisor : Dewi Kurniawati, S.S., M.Pd
Co-Advisor : Istiqomah Nur Rahmawati, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
2022**

ABSTRACT

THE EFFECTIVENESS OF USING VIDEO-RECORDED SPEAKING TASK ON STUDENTS' SPEAKING SKILL AT SECOND SEMESTER OF EIGHTH GRADE OF MTS AL-HIDAYAH MARGA AGUNG IN THE ACADEMIC YEAR OF 2021/2022.

**By
CITRA PARAMIDA**

In the process of teaching and learning English, many students find some difficulties in learning English. Speaking Skill is one of the problems in learning English. To solve this problem, the researcher used video-recorded speaking task as a media. The aim of this research is to find out the effectiveness of using video-recorded speaking task on students' speaking at second semester of eighth grade of MTs Al-Hidayah Marga Agung in the academic year 2021/2022.

In this research, the researcher used quasi-experimental design with the treatment held in three meetings, and 90 minutes for each meeting. The population of this research was the eighth grade of MTs Al-Hidayah Marga Agung. There were two classes of 58 students. The researcher took sample by using cluster random sampling, the sample were VIII A as experimental class, consist of 31 students and VIII B as the control class, consist of 27 students. Therefore, the total of sample was 58 students. In collecting the data, the researcher used video-recorded by students with the theme of personal recount for pre-test and post-test.

The researcher analyzed the data by using independent sample t-test, the result that there was an effectiveness of using video-recorded speaking task on students' speaking skill at the eighth grade of MTs Al-Hidayah Marga Agung in the academic year of 2021/2022. From

the data analysis computed by using SPSS, it was obtained that Sig = 0.000 and $\alpha = 0.05$. It means H_a is accepted because Sig 0.000 < 0.05. Therefore, there was significant effect of using video-recorded speaking task on students' speaking skill at second semester of the eighth of MTs Al-Hidayah Marga Agung in the Academic year 2021/2022.

Keywords: *video-recorded, speaking skill, quasi experimental design.*

DECLARATION

I am a student with the following identity:

Name : Citra Paramida
Student Number : 1511040024
Thesis : The Effectiveness of Using Video-Recorded Speaking Task on Students' Speaking Skill at Second Semester of Eighth Grade of MTs Al-Hidayah Marga Agung in the Academic Year of 2021/2022.

Thereby that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researcher' opinion or research finding included in the thesis are quoted or cited in accordance with ethical standard.

Bandar Lampung, June 23rd 2022
The Researcher,



Citra Paramida
NPM.1511040024

MOTTO

فَإِنْ تَوَلَّوْا فَقُلْ حَسْبِيَ اللَّهُ لَا إِلَهَ إِلَّا هُوَ عَلَيْهِ تَوَكَّلْتُ وَهُوَ رَبُّ

الْعَرْشِ الْعَظِيمِ ﴿١٢٩﴾

But if they turn away, say (O Muhammad صلی اللہ علیہ وسلم): "Allah is sufficient for me. *La ilaha illa Huwa* (none has the right to be worshipped but He), in Him I put my Trust and He is the Lord of the Mighty Throne."¹
(QS. At-Taubah: 129)

¹Hafiz Abdul Waheed. *Interpretation of the Meaning of Noble Qur'an*. Texas: Dar-Us-Salam Publication. 1995. Available on <http://noblequran.com/translation/index.html> (accessed on Monday, 16th September 2019: 22.16 PM).

DEDICATION

From the deepest, place my heart, an undergraduate thesis dedicated to everyone who cares and loves me. I would like to dedicate an undergraduate thesis specifically to:

1. My beloved parents: My father Mr. Senen and my mother Mrs. Rosidah who has bestowed me with loves, affections and tirelessly pray for my life and my success. Thank you for giving me the financial, moral, and spiritual support. I do love you.
2. My beloved sister: Regertha Cahya who always give me supports and spirit. Thanks for your kindness and we must be better for our future.
3. My beloved grandmother: Aminah who always pray for me all the time.
4. My beloved uncle: Baha who always give motivate for my success.
5. My best friend: Nurayu Prelia Putri who always beside me in every condition, thanks to always protect me, make me laugh, support me, motivate, pray for me and to feel my life is better.
6. My beloved lecturers and Almamater UIN Raden Intan Lampung, which has contributed a lot of my development.

CURRICULUM VITAE

The name of the researcher is Citra Paramida, she was born on April 13rd 1997 in East Lampung. She is the first child of two sisters from Mr. Senen and Mrs. Rosidah. She has also 14 years younger sister namely Regertha Cahya.

The researcher began her study at SD N 1 Sumur Kucing and graduated on 2009. After that she continued her study to SMP N 1 Sragi and finished on 2012. Then, she continued her study to Senior High School of SMA N 1 Pasir Sakti and graduated on 2015. Stepping to higher, on 2015, he was accepted to one of state university in Bandar Lampung namely State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Departement of Tarbiyah and Teacher Training Faculty. During study in UIN Raden Intan Lampung, she joined organization. It organization was UKM Bahasa.

ACKNOWLEDGMENT

First of all, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Effectiveness of Using Video-Recorded Speaking Task on Students’ Speaking Skill at Second Semester of Eighth Grade of MTs Al-Hidayah Marga Agung in the Academic Year of 2021/2022.” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree.

The researcher is fully aware that she cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. He wishes to give the sincerest gratitude and appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who have given an opportunity and forbearance to the researcher when on going the study until the end of this thesis composition.
2. Dr. Moh. Muhassin, M.Hum, as the chairperson of English Education Study Program at UIN Raden Intan Lampung.
3. Dewi Kurniawati, S.S., M.Pd, the first advisor for his guidance helps and countless time given to the researcher to finish this final project.
4. Istiqomah Nur Rahmawati, M.Pd, as the co-advisor who has patiently guided and helped a lot until the completion of this thesis.
5. All lecturers of English Education of Tarbiyah and Teacher Training Faculty who have taught the researcher a lot of valuable lessons.
6. Fajri, S. Pd.I as the headmaster of MTs Al-Hidayah Marga Agung and all the teachers and staff who have helped the researcher in

collecting data.

7. Nofriyanti, S.Pd as the English teacher at MTs Al-Hidayah Marga Agung who has been so kind and helpful in carrying out the research.
8. My beloved friends in PBI A 2015, Especially Aprilia Imanuri, Hani Saputri, Anggun Lestari, Ambar Sari, Iga Ayu Pramesti and Dwi Puspita Ariani who always give me help and cheer me up in the process of finishing this thesis.
9. My best friends in UKM Bahasa, especially Nurayu Prelia Putri, Irfida Rahmatika, M. Ulumuddin, Maiza Samsul Huda, Adi Ryansyah Putra and M. Ghaffari who always be my wise supporters and good listeners.

Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, June 23rd 2022
The Researcher,

Citra Paramida
NPM.1511040024

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION	iv
APPROVAL	v
ADMISSION	vi
MOTTO	vii
DEDICATION	viii
CURRICULUM VITAE	ix
ACKNOWLEDGEMENT	x
TABLES OF CONTENT	xii
LIST OF FIGURES	xv
LIST OF TABLES	xvi
LIST OF APPENDICES	xvii
CHAPTER 1 INTRODUCTION	
A. Background of the Problem	1
B. Identification of the problem	8
C. Limitation of the Problem.....	8
D. Formulation of the Problem	9
E. Objective of the Research.....	9
F. Significances of the Research	9
G. Scopes of the research	10
CHAPTER 11 REVIEW OF THE LITERATURE	
A. Speaking	11
1. The Nature of Speaking.....	11
2. The Objectives of Speaking.....	12
3. The Elements of Speaking.....	13
4. Types of Classroom Speaking Performance	19
5. Speaking Ability.....	21
6. Teaching Speaking in ELF Setting	22
B. Text	23
1. Definition of Text	23
2. Type of Text	24

C.	Concept of Recount Text	26
1.	Definition of Recount Text	26
2.	Generic Structure of Recount Text	27
3.	Language Features of Recount Text	27
4.	Types and Example of Recount Text	28
D.	Mobile Learning	30
E.	Mobile-Assisted Language Learning (MALL)	32
1.	The Use of Video Recording in MALL	34
2.	The Advantages of Video Recording	34
3.	The Procedure in Using Video- Recorded Speaking Task.....	35
F.	Previous Study	36
G.	Thinking Framework	36
H.	Theoretical Hypothesis	37

CHAPTER III: RESEARCH METHODOLOGY

A.	Research Design	39
B.	Variable of Research	40
C.	Operational Definition of Variable	41
1.	Independent Variable (X)	41
2.	Dependent variable (Y).....	42
D.	Population, Sample, and Sampling Technique	42
1.	Population of the Research	42
2.	Sample of the Research.....	43
3.	Sampling Technique.....	43
E.	Data Collection Technique	44
F.	Research Instrument	44
G.	Research Procedure	45
H.	Scoring Procedure of Assesing Students Speaking	46
I.	Validity Test	49
1.	Content Validity	49
2.	Construct Validity	50
J.	Data Analisis	50

1. Fulfillment of the Assumption	51
a. Normality Test	51
b. Homogeneity Test	51
2. Hypothesis test	52

CHAPTER IV: RESULT AND DISCUSSION

A. Result of Research	53
1. Result of Pre-Test.....	53
2. Result of Post-Test	54
B. Result of Data Analysis	56
1. Fulfillment of Assumption	56
a. Result of Normality Test	56
b. Result of Homogeneity Test	58
2. Result of Hypothetical Test	59
C. Discussion	60

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	63
B. Suggestion.....	63
1. Suggestion for the English Teacher	63
2. Suggestion for the Students	63
3. Suggestion for the Next Researcher	63

REFERENCES	65
-------------------------	-----------

APPENDICES	75
-------------------------	-----------

LIST OF FIGURES

Figure 1 Example of Personal Recount	14
Figure 2 Example of Factual Recount	14
Figure 3 Example of Imaginative Recount.....	15
Figure 4 Graphs the Result of Pre-Test in Experimental Class	26
Figure 5 Graphs the Result of Pre-Test in Control Class	26
Figure 6 Graphs the Result of Post-Test in Experimental Class ..	27
Figure 7 Graphs the Result of Post-Test in Control Class	27

LIST OF TABLES

Table	Page
1. Students' Speaking Recount Text Score	2
2. Pre-Test and Post-test Design	19
3. The Population of the Eighth Grade.....	21
4. The Rating Sheet Score	23
5. The Result of Normality Test in Experimental Class.....	28
6. The Result of Normality in Control Class.....	29
7. The Result of Homogeneity Test in Experimental and Control.....	29
8. The Result of hypothetical Test.....	30

LIST OF APPENDICES

Appendix 1 The Result of Interview with English Teacher	75
Appendix 2 The Result of Questionnaire with the Students	78
Appendix 3 Students' Speaking Recount Text Score.....	81
Appendix 4 Syllabus	85
Appendix 5 Instrument of Pre-Test	92
Appendix 6 instrument of Post-test	93
Appendix 7 Validation Form for Speaking Test	94
Appendix 8 RPP (Experimental Class)	95
Appendix 9 RPP (Control Class).....	112
Appendix 10 Students Speaking Transcription	130
Appendix 11 Result of Pre-Test in Experimental Class	136
Appendix 12 Result of Pre-Test in Control Class	138
Appendix 13 Result of Post-Test in Experimental Class	140
Appendix 14 Result of Post-Test in Control Class.....	142
Appendix 15 Documentation.....	145
Appendix 16 Research's Permit from MTs Al-Hidayah Marga Agung	150

CHAPTER I

INTRODUCTION

A. Background of the Problem

In the process of language learning there are four language skills in learning English, one of them is speaking. Speaking is one of skills that should be mastered by students, where the students can use English in their activity, at school or at home. When speaking, the students learn how to organize the idea, express the language in spoken form with good pronunciation and stressing. They also learn about how to convey the meaning of the language according to the context they are speaking. According to Richard, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as effectiveness of their English course on the basis of how much they feel. They have improved in their spoken language proficiency.¹

For many students speaking is also difficult to be mastered. It is supported by Pollard who states that speaking is one of the most difficult aspects for student to master.² There are some factors that can make them difficult to learning. It is caused by some factors like difficulties for remembering about English words, students do not have enough time to practice English and not confident to speak English because it is the foreign language and they feel shy and unconfident to speak different language.

Some factors that can be the causes of the low speaking ability by the students are:

- 1) English is considered as a foreign language
- 2) Less exposure of English in the environment

¹ Jack C. Richard, *Teaching Listening and Speaking From Theory to Practice* (Cambridge: Cambridge University Press, 2008), p. 19.

² Lucy Pollard, *Guide to Teaching English* (Harlow: Longman, 2008), p. 33.

- 3) Learning English is not stressed on speaking ability but focus on more structure and vocabulary
- 4) Ashamed and fear of making mistake and
- 5) English is not considered as a necessity.³

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best media. The teacher can use good media in teaching of English language, media is used to help the students for speaking to make interaction between the teacher and students.

Concerning the problem in ELT, the problems observed by the researcher happened at MTs Al-Hidayah Marga Agung in teaching and learning English especially speaking are also various and related for some aspects. First, there were limit time and place to practice speaking English. Since, the major use of English in Indonesia only can be seen in the field of science and technology, while the other fields still use Bahasa as the prominent media. Therefore, students' speaking skill was still low because students have difficulties in finding a supportive environment to train their speaking skills. As a result, they only practice speaking English inside the class which only has duration 35-45 minutes per week. Also, A large number of students in the class which contribute to the limited speaking practice in the class.⁴

Second, the goal of learning speaking was not obvious because some students live in an environment in which speaking English is not necessary. Therefore, they do not have a strong motivation to train their speaking skills to be able to use the language properly. This condition relates to the position of English as a foreign language in Indonesia which is not used as the mean of communication in every part of life aspect. As a result, Gebhard says that some students only study English as the requirements to

³ Kasihani K.E Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2007), p. 57.

⁴ Nofriyanti, *The English Teacher of MTs Al-Hidayah Marga Agung, an Interview*, on February 14th 2022, Unpublished.

complete their studies.⁵

Third, there were some constraints of speaking English. Some students reveal that they have no idea what they are going to say, they have a lack of preparation, they are shy and worried about getting wrong, or have less confidence. As the consequence of this, the demand to activate students in class is hard to achieve. Marcellino says that three factors are bringing on this situation. First, students are not used to exposing with interactive learning model. Second is cultural interference which does not encourage them to expose their ability in front of people which can make them act like showing off. Third, they have lack vocabulary, English expression and grammar.⁶

The next problem is a large number of students in the class. The usual class in Indonesia commonly consists of 30-35 students or even more in each. Consequently, it is hard for a teacher to focus on those students at once. It is unsuitable for language teaching in class which needs dynamic class so that all skills can be trained well. As the effect for this situation, the class activity will only focus on practical activities such as reading, listening, grammar, writing, etc. Meanwhile, speaking is only trained through open-ended question and answer, discussion, or role-play which is sometimes still unpractical done in class.

⁵ Jerry G. Gebhard, *Teaching English as a Foreign Language or Second Language* (Michigan: University of Michigan Press, 2006), p. 40.

⁶ M. Marcelino, English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity, *TEFLIN (Teaching English as a Foreign Language in Indonesia) Journal*, Vol. 19 (1), 2008, p. 65. Available on <http://journal.teflin.org/index.php/> (Accessed on Nov 17th 2019).

Table 1
The Student's Speaking Score at the Second Semester of
Eighth Grade of MTS Al-Hidayah Marga Agung in the Academic
Year of 2021/2022

No	Score	Class		Total	Percentage
		VIII A	VIII B		
1	<70	21	17	38	65,52%
2	≥70	10	10	20	34,48%
Total		31	27	58	100%

Source: The data of speaking score at eighth grade of MTs Al-Hidayah in the academic year of 2021/2022.⁷

Criteria of a minimum in speaking skill at MTs Al-Hidayah Marga Agung is 70.⁸ Based on the data it can know that only 34.48% can get the Criteria of Minimum in speaking skill while 65.52% of students get a score under the Criteria of Minimum in speaking skill. From the data, we can see those 38 students from 58 get score low or under the Criteria of Minimum in speaking skill, it means that the students have the problem in speaking and in this case in practice speaking.

Besides the problems, speaking is an important skill to be acquired by students. Because, the goal of learning a language is to be able to communicate with the language. It is in line with the natural function of language name as the mean of communication. Moreover, communicating effectively needs the integration of receptive and productive skills. The receptive skill enables a learner to understand information and productive skill makes it possible for a learner to give feedback to the information.⁹ Also,

⁷ Nofriyanti, *The Data of Speaking Score at the Eighth-Grade of MTs Al-Hidayah Marga Agung*, February 14th 2022, Unpublished.

⁸ *Ibid.* The English Teacher of MTs Al-Hidayah Marga Agung, *an Interview*, Unpublished.

⁹ Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed)*, (London: Longman, 2001), p. 52.

in the syllabus 2013 curriculum, speaking skill is also determined as one basic competency in English lesson. For instance, the basic competence for eight-grade students of junior high school points 4.11.

“Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.”¹⁰

Translation: Composing oral and written recount text, very short and simple, related to personal experience in the past (personal recount), taking into account social function, text structure and linguistic element, correctly and by following with the context.

Then, as the response to those problems and the importance of speaking skills, there have been some studies conducted in English Language Teaching (ELT). Most of the studies offer some alternative techniques, media, or materials which can help to enhance students' speaking skill. Among those studies, the study dealing with the technology as the media is interesting to be examined. Since, the development of technology is growing rapidly, but the study which investigates it in the English pedagogical domain is slight.

Besides, the idea of digital natives-people who grew up with digital media and engage with the media continuously-which is proposed by Prensky,¹¹ is the considerable study result that supports the need to examine the effectiveness of technology in speaking class. Since, most students nowadays have had access to technology, such as mobile phones, the Internet, and computer, easily. Even, those devices have been an integral part of their life.

¹⁰ Kementerian Pendidikan dan Kebudayaan, "Syllabus Mata Pelajaran Sekolah Menengah Pertama, Madrasah Tsanawiyah," Mata Pelajaran Bahasa Inggris. Available on www.jagoanbahasainggris.com. (Accessed on Jan 26th 2022).

¹¹ Marc Prensky, Digital Natives, Digital Immigrants Part 2: Do They Really Think Differently?, *On The Horizon*, Vol. 9, No. 5, 2001, p. 1. Available on <https://marcprensky.com>. (Accessed on Des 09th 2019).

The changing of this life-style, therefore, makes possible the immersion of technology for language teaching.

Furthermore, the mobile phone, as a part of technology, is the technology that is very close to most students in Indonesia. The portability, connectivity, and the complete features of the device is the main reason for the students to always engage with it. They can play music and games, send and receive the message, engage in social media, and use camera for taking pictures or videos with just one device, mobile phone. Moreover, the access to get the sophisticated device is easier since it is available at many places with various types and price which can be adjusted based on their needs and capability. Then, the educators can take benefit from this phenomenon.

In the pedagogical area, mobile device can provide a new extension for learning, such as giving more learning opportunities, situated learning, and personal learning, although not all of the learning content and activities are appropriate for mobile devices. Some activities of language learning which can be done facilitated by the mobile device are SMS-based learning, game-based learning, looking for word meaning and pronunciation rules, etc. Those activities can facilitate language learning for the areas of vocabulary, listening, grammar, phonetics, and reading comprehension.¹²

Furthermore, there have been some previous study which investigated and reviewed the use of mobile device to support pedagogical process, for instance, based on the previous research by Muhammad Sirrul Muna from Sebelas Maret University of Surakarta, he focused on the title Utilizing Youtube Videos to Enhance Students' Speaking Skill A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta, Academic

¹² Tayabeh Mosavi M. and Amin N. Mobile-Assisted Language Learning, *International Journal of Distribution and Parallel System (IJDP)*.3. 2012, pp. 309-312. Available on <https://www.researchgate.net/publication/271600581>. (Accessed on Nov 19th 2019).

Year 2010/2011.¹³ In his research, he focused to enhance students' speaking skills. he got a conclusion based on the results of his research that youtube videos can enhance students speaking skills and the class situation during the teaching-learning process.

Another previous research by Sinta Prasetia Trias Sari from Yogyakarta State University, her research focused on improving the students' speaking skill at class VII B of SMPN 2 Patuk in the Academic Year 2014/2015 through the use of videos.¹⁴ The results of her research can be concluded that the implementation off all action was successful and made positive changes in the speaking teaching and learning process.

Therefore, considering the problem of speaking discussed before, the existence of technology as an integral part in students' lives today, and the slight number of experimental research in the field, the researcher proposes the effectiveness of using video-recorded speaking task on students' speaking skill. The process of video making will enable students to activate their target language without excessive anxiety because they will have enough rehearsal.¹⁵ Doing it outside the class, even they can develop critical thinking and organization of idea.¹⁶ Also, it provides more time to expose speaking which is limited in the classroom. The authenticity is also high because the students will have a short presentation, about two minutes presentation, to make video-recorded speaking task based on their experience. This task will also encourage students to speak because it becomes one of the parts of the assessment. Also, recording video through a phone is easy to do. Even, some mobile phone have provided high-

¹³ Muhammad Sirrul Muna Thesis, "*Utilizing Youtube Videos to Enhance Students' Speaking Skill*", 2010/2011. Available on [Utilizing-YouTube-Videos-to-Enhance-Students-Speaking-Skill-abstrak.pdf](#) (Accessed on Oct 18th 2019).

¹⁴ Sinta Prasetia Trias Sari Thesis, "The *Use of Videos to Improve Students' Speaking Skill*", 2014/2015. Available on <http://eprints.uny.ac.id/23845/1/> (Accessed on Oct 18th 2019).

¹⁵ Jeremy Harmer, *How to Teach English* (Essex: Pearson Education Limited, 2007), p. 123.

¹⁶ Michael Dal, *Digital Video Production and Task Based Language Learning, Roustefnurit Netlu-Menntakvika*, 2010, pp. 1-11. Available on www.learntechlib.org. (Accessed on Oct 18th 2019).

resolution camera.

Based on the explanation of problem in speaking and the emergence of technology, especially mobile phone which brings some beneficial impact for pedagogical purpose, this research was investigate The Effectiveness of Using Video-Recorded Speaking Task on Students' Speaking Skill at Second Semester of Eighth Grade of MTs Al-Hidayah Marga Agung in the Academic Year of 2021/2022.

B. Identification of the Problem

Based on the explanation in the background of the problem, there were some problem in teaching and learning speaking which can be identified, such as:

1. The students' speaking skill were still low.
2. There were some constraints of speaking English, like the lack of making preparation, the fear of making mistake, and the lack of confidence.
3. A large number of students in class which contribute to the limited speaking practice in class.

C. Limitation of the Problem

Furthermore, this research was intended to overcome the problem of speaking and the researcher limited the problems in this research by focusing only on practice speaking English with the use of students' mobile phone to make video-recorded speaking task monologue with the theme was recount text about personal recount type at the second semester of the eighth-grade students of MTs Al-Hidayah Marga Agung in the academic year of 2021/2022.

D. Formulation of the Problem

The formulation of the problem in this research was:

Is the using of video-recorded speaking tasks effective in students' speaking skills?

E. Objective of the Research

The objective of this research was to find out whether the use of video-recorded speaking tasks effective in students' speaking skills or not.

F. Significances of the Research

The research expects that there are some significances of the research are as follows:

1. For the Students

- a. To give information of students about video-recorded task in teaching learning especially on speaking skill.
- b. To facilitate students to utilize their mobile phone for practice speaking English with low anxiety.

2. For the Teachers

- a. To give information of English teacher about the effectiveness of using video-recorded task on students' speaking skill.
- b. To motivate teachers to use innovative media in teaching English especially for teaching speaking skills.

3. For the Other Researchers

- a. As a contribution for education research development.
- b. To give information for further research.

G. Scopes of the Research

The scopes of the research are as follows:

1. Subject of the Research

The subject of the research was the students at second semester of eighth grade of MTs Al-Hidayah Marga Agung.

2. Objects of the Research

The objects of the research was the use of video-recorded speaking task with mobile phone and the students' speaking skill.

3. Place of the Research

This research conducted at MTs Al-Hidayah Marga Agung Lampung Selatan.

4. Time of the Research

The research conducted at the second semester in the academic year of 2021/2022.

CHAPTER II

REVIEW OF THE LITERATURE

A. Speaking

1. The Nature of Speaking

Speaking is one of the important skills in English acquisition. It is included in productive skill which enables the speaker to express ideas, feelings, or information orally.¹⁷ In addition to the term of productive skill, speaking is also called the active use of language,¹⁸ so that someone who can speak properly does not only know the theory of a language but they also know how to use the language.

However, speaking differs from writing, another kind of productive skill. The difference is on the aspects of the medium, the form of feedback, the characteristic of the product, and feature required for creating communicative information. Speaking can involve gesture, intonation and stress to support message or information which a speaker wants to deliver to the listener. Also, speakers can immediately know the feedback from their listeners by looking at their expressions, comments and can make an immediate correction when they are speaking. In contrast, writing needs high accuracy of the aspect of grammar, vocabulary, and punctuation, because those aspects will determine the meaning of information in a piece of writing. The feedback of writing is also not immediately given by the audience (the reader), even sometimes it does not get feedback at all. Likewise, McDonough and Shaws state that speaking is not the oral form of written language, because speaking involves the mastery of some sub-skills which some

¹⁷Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed)* (London: Longman, 2001), p. 52-53.

¹⁸ Lynne Cameron, *Teaching Language to Young Learners* (Cambridge: Cambridge University Press, 2001), p. 40.

of them do not exist in written form, such as, pronunciation, fluency, gesture, etc.¹⁹

Then, although speaking is not same as writing, it cannot be separated into other skills as well. This assumption is in line with Harmer's idea that it is often true that one skill cannot be performed without another.²⁰ Since, the target of speaking is to communicate. It means that speaking involves two people or more, one as the communicant and the rest is the interlocutor. Hence, the ability to listen well is required for the case. The ability of reading and writing is also needed when someone makes a presentation. Reading ability can help to gain information for producing a high argument. Then, writing ability can help a speaker to prepare a guideline for speaking performance, such as in the case of making paper for presentation.

In short, speaking is a kind of productive skill to express idea, information, or feeling. Also, it needs the involvement of nonverbal communication, such as gestures, oral skills, such as pronunciation and fluency, and the collaboration of other skills, such as listening, reading and writing.

2. The Objectives of Speaking

The objective of speaking relates to the reason and purpose of why people speak. Most people have particular purposes. It is like doing other skills, such as listening, writing, or reading. Scott Thornbury has made classifications of the speaking purposes which are included in speaking genres.²¹ First, speaking can serve transactional and interpersonal function. Speaking for the transactional function is to convey information and facilitate the exchange of goods and services, for instance in the context of phoning to book a table in a

¹⁹ Jo McDonough, Christopher Shaw, *Materials and Methods in ELT- A Teacher's Guide* (Oxford: Blackwell, 1993), p.133.

²⁰ *Ibid.* The Practice of English Language Teaching, p. 52.

²¹ Scott Thornbury, *How to Teach Speaking* (London: Longman, 2005), p.13.

restaurant. Second, speaking for an interpersonal function is to establish and maintain social relations, such as when talking between friends.

Beside classifying speaking purpose based on the genres, Thornbury also makes classification based on pragmatic knowledge which focuses on communicative purposes and speech acts, namely complimenting, suggesting, requesting, offering, and so on.²²

Another objective of speaking is assumed by Jason S. Wrench. He argues that there are three purposes of speaking. Those are to inform, to persuade, and to entertain.²³ The purpose of speaking is to inform when people speak to help their audience gain knowledge. Hence, audiences can acquire information to understand something. Then, to persuade means that people use their speaking to get the audience's intention to do or thinking as what the speaker said. The special characteristic of this kind of purpose is the changing mindset or behavior of the listener. Also, entertaining means that speaking focuses on making audience's enjoyment. Therefore, the general purposes of speaking are to inform, to persuade, and to entertain. But those general purposes can be classified into two kinds of genres, namely transactional and interpersonal.

3. The Elements of Speaking

a. Pronunciation

Pronunciation deals with sound system used in speaking and listening. The sound system relates to how a particular sound in a language is produced or manner how a word or utterance is spoken. Seidlhofer suggested that

²² *Ibid*, p.16.

²³ Wrench, *et.al.*, *Public Speaking: Practice and Ethics v. 1.0.*, a Creative Commons by-nc-sa 3.0 pp 138—144, 2012, [Available on http://creativecommons.org/licenses/by-nc-sa/3.0/](http://creativecommons.org/licenses/by-nc-sa/3.0/) license, (Accessed on Des 2nd 2019).

pronunciation is the production and perception of the significant sound to achieve meaning in the context of language use.²⁴ Therefore, English pronunciation is considered by some aspects. First, it relates to the speech organs and how the organs produce sounds. The flow of air which comes from lungs will have modification at the vocal cord, pharynx, mouth, and nasal cavity. At vocal cord, the sound will be determined as an unvoiced sound or voicing sound. It happens as the open and close of the vocal cord. While, at the upper part of speech organs like at pharynx, mouth, and nasal cavity, the air will be modified into plosive, lateral, velar, nasal, bilabial, alveolar, dental, etc.²⁵

Second is the phonetic symbol. People use phonetic symbol to represent the sound in order easy to reproduce and learn. It is caused by the fact that English is not a phonetic language. It means that we cannot look at the written word and know how to pronounce it or we hear a word then know how to spell it. Also, there are only 26 alphabets used in English writing. While, there are 24 sounds of consonants and 13 sounds of vowels. The phonetic symbol is based on the widely understood pronunciation which is generally described as Received Pronunciation (RP).²⁶

Furthermore, English sound is divided into two categories, segmental and supra-segmental. Segmental aspect consists of phonemes whether vowel and consonant. Meanwhile, supra-segmental aspect consists of stress, rhythm, and intonation. Those two aspects have an important role in determining the meaning of English

²⁴ Ronald Carter and David Nunan (ed.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (Cambridge: Cambridge University Press, 2001), p.56.

²⁵ Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education Limited, 2001), p. 4-6.

²⁶ Daniel Jones, *The Pronunciation of English* (Cambridge: University Press, 1956), p.4

sound.²⁷

Also, the goal of teaching pronunciation is comprehensible pronunciation, not native-like pronunciation. Since comprehensible pronunciation is an important aspect in communicative competence.²⁸ As a result, in studying pronunciation, students will not only be able to aware of various sound and the features but also be able to improve their communicative competence. Therefore, based on the good impact of pronunciation teaching, the teacher must be more aware of some techniques in teaching pronunciation.

b. Grammar

Grammar deals with language structure. The grammar could generate well- formed syntactic structures of a language and fail the wrong one.²⁹ There are two classifications in viewing grammar. Those are formal grammar and functional grammar.³⁰ The formal grammar tends to see grammar as the form or structure of language and focus on a set of rules to build well-formed sentence or utterance.³¹ On the other hand, the functional grammar tends to describe how a sentence, phrase, or other linguistic forms of language is more appropriate to convey meaning in communication.³²

Furthermore, the English sentences can be divided into two parts, subject, and predicate. This division can be

²⁷ *Ibid.* How to Teach Pronunciation. p.1-3.

²⁸ Joan Morley, The Pronunciation Component in Teaching English to Speakers of Other Languages, *TESOL Quarterly*, Vol. 25, No. 3 (Autumn, 1991) , p.488. Available on <https://deepblue.lib.umich.edu/handle/2027.42/90128>. (Accessed on Des 09th 2019).

²⁹ George Yule, *The Study of Language: An Introduction*, 4th ed., (Cambridge: Cambridge University, 2010), p. 81.

³⁰ *Ibid.* The Cambridge Guide to Teaching English to Speakers of Other Languages. p.34.

³¹ James E. Purpura, *Assessing Grammar* (Cambridge: Cambridge University Press, 2004), p.6.

³² *Ibid.* The Cambridge Guide to Teaching English to Soeakers of Other Languages. p.34.

broken into several parts of speech which is classified based on the function, namely nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions.

The words that form the central core of the sentence—around which all the other words “cluster”—are the parts 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.³³

Verb as one of parts of speech is generally categorized into 12 types of tenses. Those types are classified based on time and forms. The time in English is divided into three categories, past, present, and future. The past tense is used for telling events that occurred in the past time, the present tense is used to show events in daily activity, general truth, and habit, and the future tense is used to tell events that will occur or do in the future.³⁴

The use of grammar in speaking is different from the use of grammar in writing. In speaking, it is possible to use only one word to express our feeling. It is also possible to tolerate the use of ellipsis in speaking. Therefore, grammar in speaking is not as complex and rigid as in writing.

c. Vocabulary

Vocabulary is a collection of words used by people in their language. Each word has its definition which builds particular meaning for utterance or sentence. Therefore, vocabulary tends to be seen like a dictionary or a set of words that has a description of meaning associated with

³³ Marcella Frank, *Modern English: A Practical Reference Guide* (New Jersey: Pentice- Hall, Inc, 1972), p.1.

³⁴ Betty Schramper Azar, *Understanding and Using English Grammar (3rd ed)*, (New York: Pearson Education,2002), p. 2-10.

the words.³⁵ However, vocabulary mastery is not only knowing the meaning(s) of the words. Harmer states that there are several aspects of the word that need to understand for describing the term ‘knowing a word’. The aspects are the meaning of the word, the use of word, the information of the word, and the position of the word in grammar.³⁶

Furthermore, there are some classifications of vocabulary. One of the classifications categorizes vocabulary into two types, function and content words.³⁷ Function words belong to grammatical feature. For instance, articles, prepositions, pronouns, conjunctions, and auxiliaries. In addition, the content words are referred to as words that have meanings. There are three classes of words included in the type of content word. First is noun, words for things, ideas, or entitles. Second is the verb, words naming actions. And the last is adjectives and adverbs, words which are used to describe the qualities of nouns and verbs.

Also, there are some ways of how English vocabulary is developed. Some of words are derived from other languages, such as Latin, Germanic, or French. This is related to the historical background of English which has gradual interaction with the country from where the languages are. Another way is through some process of word formation such as coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronym, and derivation.³⁸

d. Fluency

Fluency refers to speak easily and quickly as long as a

³⁵ John Read, *Assessing Vocabulary* (Cambridge: Cambridge University Press, 2000), p. 16.

³⁶ *Ibid.* The Practice of English Language Teaching, p. 156-158.

³⁷ Victoria Fromkin *et.al.*, *An Introduction to Language*, (USA:Wadsworth, 2018), p.24.

³⁸ *Ibid.* The Study of Language: An Introduction, 4th ed., p. 52-55.

speaking activity. However, the speed in speaking is not the only one focus of fluency. Because, the use of pause in speaking is more influential in determining someone's fluency. The pause can be an opportunity to take breath or to formulate speaking material. However, the long frequently pauses will be different matter. It tends to be a sign of not fluent speaking. Therefore, the use of pause needs to be managed to produce natural and flowing speaking activity. There are four features of pauses proposed by Thornbury,³⁹ namely:

- 1) Pauses may be long but not frequent.
- 2) Pauses are usually filled.
- 3) Pauses occur at meaningful transition points.
- 4) There are long runs of syllables and words between pauses.

Besides, the ability to speak fluently is not enough because the speaker needs to consider accuracy as well. Accuracy is related to the use of appropriate grammar, vocabulary and pronunciation in speaking. Brown states that both fluency and accuracy need to be achieved simultaneously. Fluency can be an initial goal of speaking and accuracy can be learned to some extend of study which allows students to focus on the aspect of grammar, pronunciation, phonology, etc.⁴⁰ So that, the activity of speaking runs naturally and there will not be misunderstanding during communication.

e. Comprehension

The comprehension in speaking activity is needed to consider because the objective of speaking is to deliver message or information. Hence, the successful speaking is determined by the successful in delivering the message so

³⁹ *Ibid.* How to Teach Speaking, p.7.

⁴⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition* (New York: Pearson Education, 2000), p. 268.

that it can be received by interlocutor well.⁴¹ Consequently, a speaker needs to produce speaking which is clear and acceptable for the interlocutor or people who are intended to get the message. Therefore, the combination of speaking elements which is previously mentioned above is important to achieve this target.

4. Types of Classrooms Speaking Performance

Brown states that there are six categorizes of speaking performance assessment tasks, described as follows:

a. Imitative

It is described as the ability to simply parrot back (imitative) a word or phrase or possibly a sentence.

b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. The example of intensive assessment tasks includes directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard, greeting and small talk, simple requests and comments, and the like.

For example:

Mary:” Excuse me, do you have the time?” Doug: “Yeah. Nine-fifteen.”

⁴¹ *Ibid.*, p.269.

d. Transactional (Dialog)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (Dialog)

Interpersonal dialog carried out more for the purpose of maintaining social relationship than for transmission of facts and information.

f. Extensive (Monolog)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches.⁴²

From the statement above, the researcher can conclude that there are some types of classrooms speaking performance can be used by the students. The first is imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second is intensive. The students practice some phonological/grammatical aspect of language. The third is responsive. The student should have question or command for their teacher. The fourth is transactional. In this activity, the students will try to speak to get the purpose of getting information. The fifth is interpersonal. The students will get the purpose of maintaining social relationship to get the fact and information. The last is extensive. The researcher will be trying to use this one. The students will try to perform oral transactional such as for the purpose of conveying or exchanging specific information.

⁴² H. Douglas Brown, *Language Assessment: principles and Classroom Practice (1stEd)* (New York: Pearson Education Limited, 2003), p. 271.

5. Speaking Ability

Speaking differs from writing although both are the form of language production. A speaker needs to consider some aspects which are absent in writing such as body language, intonation, and pronunciation. Since those aspects can impact the message. Besides, the knowledge of the language, like grammar and vocabulary, is also needed to have good performance in speaking. Therefore, a speaker needs to combine several competencies while they are speaking. It is in line with Harmer that language users should have communicative competence which relates to the knowledge of language use and language discourse.⁴³

The knowledge of language use refers to the ability to arrange sentences with well-organized vocabulary and grammar which agrees with the purpose of speaking. Furthermore, the knowledge of language discourse relates to the competence to use a language based on the context. Hence, a speaker with this knowledge can adjust words, utterances, and topics with the situation and the person he or she faces.

In addition to those two competencies, Canale and Swain give additional competencies contributing to communicative competence speaking performance which is also stated by Richard and Rodgers.⁴⁴ Those are strategic competence and sociolinguistic competence. The strategic competence means that a speaker can give appropriate feedback or response in communication. Then, sociolinguistics competence refers to the knowledge and ability to respond non-verbally.⁴⁵

In short, four elements need to consider by the speaker.

⁴³ *Ibid.* The Practice of English Language Teaching, p. 14.

⁴⁴ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching: A Description and Analysis* (New York: Cambridge University Press, 2001), p. 160.

⁴⁵ Canale and Swain, Theoretical Bases of Communicative Approach to Second Language Teaching and Testing, *Applied Linguistic*, (1), 1980, p.1-47. Available on <https://www.researchgate.net> (Accessed on Des 09th 2019).

Those are the knowledge of the language, the knowledge of language discourse, strategic competence, and sociolinguistic competence. Then, the speaker needs to combine and activate those elements in the speaking performance.

6. Teaching Speaking in EFL (English as a Foreign Language) Setting

Teaching English in an EFL setting means that teaching in a context where English is not the first or second language. Consequently, the use of English in such a context is not widely used. This context is like in Indonesia. English is a foreign language which is only used at certain places such as, tourism spot, foreign office, airport, shopping mall, etc. As a result, speaking English is not commonly used in EFL setting. Consequently, it is hard to train speaking English in daily life because there is no supporting environment that facilitates speaking English continuously.

Besides, Gebhard proposes some characteristic of teaching in an EFL setting. First, there are fewer chances for the learner to practice English outside the classroom. Second, the major purposes of learning English are generally to pass English entrance exams to enter good high schools and universities or to enable the learner to communicate with people from another country at least a basic level. Third, most of EFL learners still thought traditionally in EFL settings whether the culture or the pattern of language. Therefore, there are found some errors which is made by FL (Foreign Language) learners.⁴⁶

Consequently, it is hard to teach speaking in an EFL setting. For instance, in the Indonesian context, most students are rarely involved with English in daily life. Also, there is no strong reason to train their speaking English when they still can communicate with *Bahasa*. Hence, the role of the teacher

⁴⁶ Jerry G. Gebhard, *Teaching English as a Foreign Language or Second Language: A Teacher Self-Development and Methodology Guide* (Michigan: University of Michigan Press, 2006), p. 39-41.

is needed for this situation. Since, the teacher can give understanding to the students in the importance of speaking ability in English, such as, it can be a useful skill in workplace, it can open the opportunity to get higher education like getting scholarship abroad, and it can enlarge our relatives and friends. Also, the teacher can facilitate the learner to overcome the problem through various techniques and methods in language teaching, approach, and media.

According to Brown, there are several principles in designing speaking technique, namely:

- 1) The technique needs to meet learners' needs of accuracy, communicative aspect, and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) The technique provides a link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies.⁴⁷

B. Text

1. Definition of Text

According to Knapp and Watkins, there are two main categories of text, literary and factual text. Literary texts include novels, epics, poems, dramas and sagas. Factual text deal with the exchange of knowledge (learning) in all of the

⁴⁷ *Ibid.* Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition, p.275-276.

learning areas.⁴⁸ It means that the different of those two texts are in the purpose. Literary text is a written product to enter training people, while factual text is written product that describes something based on facts to learning process.

Based on the explanation above, there two categories of texts, they are literary and factual text. Literary text is a written product to enter training people, such as novels, epics, poems, dramas and sagas, while factual text is written product that describes something based on facts to learning process. Based on facts to the learning process, such as biographies, autobiographies, science, phenomena, and arts.

2. Type of Text

The texts are classified into genres based on the writer's intention. Knapp and Watkins stated that types of the text in English are divided into several types. They are genre of describing, explanation, intucting, arguing and narrating. These variations are known as genre.⁴⁹ However, Gerot and Wignel classify the genre into thirteen types, they are:

a. Recount

Recount text is a text telling someone what you have done.

b. Report

Report is a text to describe the ways things are with reference to a range of natural, mode and social phenomena in our environment.

c. Spoof

It is a text to retell an event with a humorous twist.

d. Analytical Exposition

Analytical Exposition ia a text to persuade the reader

⁴⁸ Peter Knapp & Megan Watkins, *Genre, Text, Grammar* (Sidney: University of New South Wales Press Ltd, 2005), p. 30.

⁴⁹ *Ibid*, p.97-220.

or listener that something in the case.

e. News Item

News Item is a text to inform readers, listeners, or viewers about events of the day which are considered news worthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a text to assume, entertain, and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure text is a text that describes how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place, or thing.

j. Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a fundamental process in the exchange of information and ideas.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews are a text to critique an art work or event

for a public audience.⁵⁰

Based on the explanation above, it can be inferred that there are some types of text. For each type of text have different purpose and function. The types of the text those must be mastered by the students in speaking for increasing the students' speaking ability. In this research, the researcher only focuses in recount text as the form of speaking that will be investigated because this kind of speaking form is concluded as the material should be learned by the students for the tenth-grade.

C. Concept of Recount Text

There are many kinds of text in English. Every text has the difference in definition, social function, language features, and generic structure. In this case the researcher will focus on recount text.

1. Definition of Recount Text

According to Anderson, recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount paragraph means that form text talking about someone experience in the past, there for the experience of the readers themselves, such us their adventure and their day's activities.⁵¹ Recount is a kind of text which retells the action happened in the past. According to Cahyono, recount text is telling the experiences in the past. A recount text presents the past experience in the series of events in detail.⁵² It means that recount text is the text is a type of text that retells an event in the past.

Recount text is retelling about events or experiences in the

⁵⁰ Linda Garot and Peter Wignell, *Making Sense of Fundamental Grammar* (New South Wales: Gerd Stabler, 1994), p. 192-220.

⁵¹ Mark Anderson, Kathy Anderson, *Text Type in English I and II* (Sount Yarra: Machmillian Education Australia, 1997), p. 48.

⁵² Bambang Yudi Cahyono, *Teaching English by Using Various Text Type* (Malang: State University of Malang Press, 2011), p.14.

past. According to Knapp and Watkins, recount is the simplest text type in the genre. It means that recount is the easy text for a reader appropriate with genre. In another notion, Saragih, Silalahi, and Pardede state that recount text talks about events series and evaluate their meaning in some way.⁵³ The recount story has feeling expression that usually made by writer about the events series Based on the explanation above, it can be concluded that recount text is a kind of a text that retells past event, to give the information to the readers about the past events.

2. Generic Structure of Recount Text

Additionally, the generic structure of recount text is described as follow:

- a. Orientation: Giving background information about who, what, where and when.
- b. Events: A record of events usually recounted in chronological order.
- c. Reorientation: which "rounds off" the sequences of events or retell about what happened in the end.⁵⁴

3. Language Features of Recount Text

- a. Introducing personal participant (I, my group, etc.).
- b. Using chronological connection (First, then, next, etc.).
- c. Using linking verb; (Was, were, saw, heard, etc.).
- d. Using action verb; (Walked, visited, swam, played, brought, bought etc.).
- e. Using simple past tense; (S + V2), saw, went, etc.⁵⁵

⁵³ Natanael Saragih, Roswita Silalahi, and Hilman Pardede, *The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Permatang Siantar*, *IQSR Journal and Social Science*, Vol. 19, (2014), p.57. Available on <https://pdfsresourcesIQSR-d234d2g2vv4bn>. (Accessed on Des 04th 2019).

⁵⁴ Wardiman, Artono et al, *English in Focus for Grade VIII Junior High School (SMP/MTs)* (Jakarta: Pusat Perbukuan Departement Pendidikan Nasional, 2008), p.70.

4. Types and Example of Recount Text

According to Keir, there are three types of recount text. There are:

a. Personal Recount

Personal recount is these that the writer or that has experienced Personally. It means that personal recount is a story that tells about activities whereas the writer or speaker involves or do by her or himself. This type uses first pronoun (I, we). Example of personal recount:

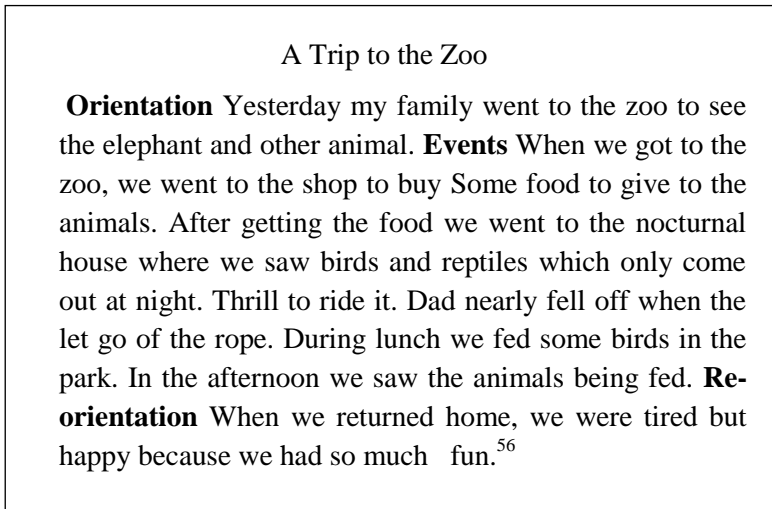


Figure 1. Example of personal recount

b. Factual Recount

Factual recount records the details of a particular incident. A factual recount is concerned with recalling accurately. This type uses the third person pronouns

⁵⁵ M. Sudarwati and Eudia Grace, *Pathway to English 1* (Gelora Aksara Pratama: Erlangga 2014), p.14.

⁵⁶ Muhammad Luthan, "Contoh Recount Text" (On-Line) <https://luthan.com/contoh-recount-text/> (Accessed on Des 06th 2019).

(he, she, it and they). Some examples include: accident report and historical recount. Example of factual recount:

Man Charged with Pushing Old Woman down Bus

Orientation SINGAPORE – The man who pushed an old woman down a bus along Upper Thomson Road has been charged in court. Twenty-five-year-old Ong Kok Hao is accused of hurting 76-year-old Hwang Li Lian Nee Lye on bus service number 167 at about 3pm on June 5 this year. **Events** Ong is said to have used his right hand to push the old woman on her back, causing her to fall on the steps of the bus. The incident was captured in a two-minute video and uploaded on YouTube. The video shows Ong suddenly flying into a rage at Madam Hwang for pressing the bell at the last-minute along Upper Thomson Road. **Re-orientation** A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus. Ong’s lawyer Eddie Koh will be making representations to the court. The case will next be mentioned in December.⁵⁷

Figure 2. Example of factual recount

c. Imaginative Recount

Imaginative recount gives details of what might have happened in the past. It means that imaginative recount describes an imaginary role and gives details of imaginary events. Example of imaginative recount text:

⁵⁷R. Makaryo, “Contoh Recount Text”, (On-Line), Available on: <https://maudisini.com/contoh-recount-text/> (Accesed on: Des 06th 2019).

My Adolescence

Orientation I had my adolescence when I was thirteen.
Events It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends. Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face. **Re-Orientation** That was my bad experience with adolescence, though there were still lots of good experience too.⁵⁸

Figure 3. Example of imaginative recount

Based the explanation, the focus of the researcher was personal recount. It is because personal recount text has been taught to the students and also appropriate with the syllabus on second semester of eighth grade at MTs Al-Hidayah Marga Agung.

D. Mobile Learning

In the world that emerging technology-supported devices are rapidly growing, wireless communication technology is not an exception in this respect. As mobile phones with high capabilities extend into all areas of human life, it is expected that this wireless computing device soon becomes accessible for all urban and rural areas of each country. So, widespread access to such an inexpensive and sophisticated device has rather changed the landscape of e-learning in many ways. In fact, mobile learning can be considered as the next generation of e-learning.⁵⁹ Mobile

⁵⁸ “Contoh Recount Text, Pengertian dan Strukturnya” (On-Line), Available on: <https://informasiana.com/contoh-recount-pengertian-dan-strukturnya/>, (Accesed on: Des 06th2019).

⁵⁹ Mike Sharples, *The Design of Personal Mobile Technologies for Lifelong Learning*: (Computers & Education, 2000), p. 177-193. Available on:

devices are not substitute for existing learning devices, but they serve as extension for learning in new environment having new capabilities, though, not all learning content and activities are appropriate for mobile devices.⁶⁰ Mobile learning is characterized by its potential for learning to be spontaneous, informal, personalized and ubiquitous. Such learning is reinforced when people encounter shortage of free time as the result of working longer hours. In such an environment, busy people tend to use portable devices to learn new materials rather than taking time for traditional classroom-based courses.

Among all modern communication devices, mobile phones are the most powerful communication medium even richer than email or chat as it can act as a learning device despite its technical limitations. With such a learning device the learner controls the learning process and progress in his/her own space based on his/her cognitive state. Learning through the computer or e-learning enables the learners to learn in a non-classroom environment when they are at home in front of their personal computers online or offline. However, learning through the mobile phone or m-learning provides the learners with the opportunity to learn when they are in the bus, outside or at work doing their part-time jobs. In fact, they can learn every time and everywhere they are.

There are some factors having key roles in the use of mobile devices in learning environments. Physical characteristics of a mobile phone such as its size and weight as well as input and output capabilities such as keypad vs. touchpad and screen size and audio functions are among the factors which should be assessed in this respect. The learner skills and his/her prior knowledge and experience with mobile devices for learning, as well as the learner's attitude towards the learning through mobile phone play a crucial role in the output quality of such a mobile-

<https://researchgate.net/pub> (Accessed on: Des 18th 2019)

⁶⁰ Geri Gay, M. Stefanone, M. Grace-Martin, & H. Hembrooke, “*The Effects of Wireless Computing in Collaborative Learning Environments*”. *International Journal of Human-Computer Interaction*, 13(2), 2001, p. 257-276.

based tasks.⁶¹

E. Mobile-Assisted Language Learning (MALL)

The type of language learning which integrates mobile technology as the media of learning is usually called as MALL (Mobile-Assisted Language Learning).⁶² This is the effect of the rapid growth of technology in the pedagogical area, especially in language learning. It is caused by the continuous interaction of students to technology, such as mobile phones, the internet, and computer. Even, those devices have been an integral part of life for some students. As the result, this situation is used by some people to integrate such technology into learning like MALL.

Furthermore, the portability, connectivity, and the complete features of the device is the main reason for the students to always engage with it. They can play music and games, send and receive the message, engage in social media, and use the camera for taking pictures or videos with just one device, mobile phone. Moreover, the access to get the sophisticated device is easier since it is available at many places with various types and price which can be adjusted based on their needs and capability. Therefore, the changing of this life-style makes possible the immersion of technology for language teaching.

In the pedagogical areas, the mobile device can provide a new extension for learning, such as giving more learning opportunities, situated learning, and personal learning, although not all of the learning content and activities are appropriate for mobile devices.⁶³ Some activities of language learning which can be done

⁶¹ Marguerite L Koole, "A Model for Framing Mobile Learning". In M. Ally (Ed.), *Mobile learning: Transforming the delivery of education & training*, (Athabasca: AU Press, 2009.), p. 25–47. Available on: <http://citeseerx.ist.psu.edu> (Accessed on: Des 18th 2019).

⁶² Tayabeh Mosavi M. and Amin N. Mobile-Assisted Language Learning, *International Journal of Distribution and Parallel System (IJDPSS)*. Vol 3, No.1, 2012, p. 309. Available on <https://www.researchgate.net/publication/271600581>. (Accessed on Des 09th 2019).

⁶³ *Ibid.*

facilitated by the mobile device are SMS-based learning, game-based learning, looking for word meaning and pronunciation rules, etc. Those activities can facilitate language learning for the areas of vocabulary, listening, grammar, phonetics, and reading comprehension.⁶⁴ However, beside the plus of the device, it also has limitations that still become a consideration in implementing mobile devices in language learning. For example, the limited storage capacity, processor speed, battery life, and compatibility of the device.

In addition, there are several principles for the use of MALL which is proposed by Stockwell and Hubbard. The principles are as follows:

- a. Mobile activity, task, and apps should be adjusted with the limitation of device and environment.
- b. It should limit multi-tasking and environmental distractions.
- c. The use of a mobile device also needs to respect learner's time.
- d. Strive to maintain equity.
- e. Acknowledge and plan for accommodating language learner differences.
- f. Be aware of the language learner's perception of their mobile device use.
- g. Design activity and task short and succinct.
- h. Let the task fit with technology and the environment.
- i. Consider that sometimes learners need to be given guidance in using mobile devices for educational purposes.⁶⁵

⁶⁴ *Ibid.*, p.313-314.

⁶⁵ Glenn Stockwell and Philip Hubbard, *Some Emerging Principles for Mobile-Assisted Language Learning* (Monterey, CA: The International Research Foundation for English Language Learning, 2013), p. 8-10. Available on: www.tirfonline.org. (Accessed on: Des 06th 2019).

1. The Use of Video Recording in MALL

Several activities can be facilitated by MALL. One of the activities is video recording. It utilizes a camera inside the mobile phone for educational purposes. Specialized in teaching and learning to speak, the camera is used to create video recording task. The type of such a task can be categorized into two types, video feedback, and video project work. Video feedback is the task that allows students to record a communicative activity, such as, simulation or presentation. Besides, video project work refers to the use of video as the medium for making a documentaries and news item.⁶⁶

Therefore, the use of video recording in MALL is closely related to task-based learning. It refers to language learning activities that ask students to perform language skills or abilities.⁶⁷ Hence, it can be challenging activity for learners since they are asked to directly activate their language.

Furthermore, there is some consideration for why using video recording in practice speaking is suggested. For instance, the production of video using a mobile phone is easy even some types of phones have been facilitated with good resolution camera. The mobile phone is more affordable today for most people. Video recording can be a form of meaningful learning which also breaks the limitation of learning places and time.

2. The Advantages of Using Video Recording

There is some positive relation to the use of video recording to some principles of teaching a foreign language which can be listed as follows:

⁶⁶ Ann-Karin Korsvold and Bernd Ruschoff (ed.) *New Technologies in Language Learning and Teaching*, (Strasbourg Cedex: Council of Europe Publishing, 1997), p. 62.

⁶⁷ Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2009), p. 123.

- a. The use of video production can involve communicative activity, such as, problem-solving and role play.
- b. It provides the opportunity to use the target language in an authentic and meaningful setting.
- c. It lets students to express their ideas and opinions.
- d. The process of video making will enable students to activate their target language without excessive anxiety because they will have enough rehearsal and doing it outside the class, even they can develop critical thinking and organization of idea.
- e. Also, it provides more time to expose speaking which is limited in the classroom.⁶⁸

3. The Procedure in Using Video-Recorded Speaking Task

This procedures adapted from Gromik's study with some modifications in implementing Video-Recorded Speaking Task.⁶⁹ First, the teacher explains the regulation, the duration for making the video, the topic, and the aspects of speaking would be assessed. It is intended to build students' understanding of the task. Then, the teacher shows an example of the task. The example can be the video of the native speaker so that the students can have the target model of English.

Furthermore, the students make the video with the certain topic. It is highly recommended to use topics related to their experience. Therefore, the use of video can be authentic

⁶⁸ Michael Dal, Digital Video Production and Task Based Language Learning, *Roustefnurit Netlu-Menntakvika*, 2010, p. 3-5. Available on: www.learntechlib.org. (Accessed on: Des 06th 2019).

⁶⁹ Nicholas Gromik, "Investigation of The Cellphone Video Recording Feature by Japanese Undergraduate EFL Learners," Ph. D Thesis, James Cook University, 2013, pp. 1-286. Available on: <http://researchonline.jcu.edu.au/40269/> (Accessed on: Des 06th 2019).

speaking training.

F. Previous Study

In addition, there have been some previous study which investigated and reviewed the use of mobile device to support pedagogical process, for instance, based on the previous research by Muhammad Sirrul Muna, he focused on the title Utilizing Youtube Videos to Enhance Students' Speaking Skill A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta, Academic Year 2010/2011.⁷⁰ In his research, he focused to enhance students' speaking skill. he got a conclusion based on the results of his research that youtube videos can enhance students speaking skills and the class situation during the teaching learning process.

Another study was conducted by Sinta Prasetia Trias Sari, her research focused on improving the students' speaking skill at class VII B of SMPN 2 Patuk in the Academic Year 2014/2015 through the use of videos.⁷¹ The results of her research can be concluded that the implementation off all action was successful and made positive changes in the speaking teaching and learning process.

G. Thinking Framework

Teaching speaking English refers to the effort to make students activate their language knowledge, like grammar, vocabulary, pronunciation, and the theory of language skill into real practice of communication, so that they can communicate their feeling, ideas, and information to others appropriately. Also, students need

⁷⁰ Muhammad Sirrul Muna Thesis, "*Utilizing Youtube Videos to Enhance Students' Speaking Skill*", 2010/2011. Available on [Utilizing-YouTube-Videos-to-Enhance-Students-Speaking-Skill-abstrak.pdf](#) (Accessed on Oct 18th 2019).

⁷¹ Sinta Prasetia Trias Sari Thesis, "*The Use of Videos to Improve Students' Speaking Skill*", 2014/2015. Available on http://eprints.uny.ac.id/23845/1/Sinta%20Prasetia%20TriasSari_11202241006_Thesis.pdf (Accessed on Oct 18th 2019).

to be able to organize ideas in their mind into comprehensible information, so that others can understand the message or information they are saying. Also, they have to be careful with non-verbal languages, such as body language, when they speak. Hence, the understanding of discourse is also need in speaking.

However, teaching English speaking in Indonesia is something handicapped by some problems, such as the limitation of supporting environment to learn speaking English, the large number of students in the class which limits the opportunity to have enough time practice speaking in the class, students' anxiety, and the vague of speaking goal in Indonesia. Hence, it needs alternatives to activate students' speaking with English. By using video-recorded tasks, students encouraged to expose their speaking skills outside class. Therefore, learning to speak is not only limit in English class which only takes place for about 90 minutes. Also, it is expected to reduce their anxiety and give more time to rehearse. Besides, the use of the camera in a mobile phone for doing this task integrates the existence of technology which is popular in students' world.

H. Theoretical Hypothesis

Based on the theory and problem of speaking previously presented, the writer stated the hypothesis as follows:

- a. Alternative hypothesis (H_a) : There was significance effect of using video-recorded speaking tasks on students' speaking skills.
- b. Null hypothesis (H_o) : There was no significance effect of using video-recorded speaking tasks on students' speaking skills.

REFERENCES

Anderson, Mark and Kathy Anderson. *Text Type in English I and II*.
Sount Yarra: Machmillian Education Australia, 1997.

Artono, Wardiman, et al., *English in Focus for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departement Pendidikan Nasional, 2008.

Ary Donald. *Introduction to Research in Education Eighth Edition*.
Canada NelsonEducation, Ltd, 2009.

----- *Introduction to Research in Education*. Canada,
Wadsworth Cengange, Learning, 2010.

Azar, Betty Schramper. *Understanding and Using English Grammar (3rd eds)*. New York: Pearson Education, 2002.

Balnaves Mark, and Caputi Peter. *Introduction to Quantitative Research*. London: Sage Publication, 2001.

Brown, H Douglas. *Language Assessment, Principles and Classroom Practice*. New York: Longman, 2003.

----- *Language Assessment: Principles and Classroom Practice (1st Ed)*: New York: Pearson Education Limited, 2003.

- . *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Pearson Education, 2000.
- Cahyono, Bambang Yudi. *Teaching English by Using Various Text Type*. Malang: State University of Malang Press, 2011.
- Cameron, Lynne. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press, 2001.
- Carter, Ronald and David Nunan (ed.). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, 2001.
- Creswell, John W. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education. 4th Ed, 2012.
- Fraenkel, Jack. R and Wallen, Norma R. *How to Design and Evaluate Research in Education*, 2009.
- Frankel, Jack R. dkk. *How to Design and Evaluate Research in Education*. New York, McGraw-Hill. Sixth Edition, 2008.
- Fromkin, Victoria, et.al., *An Introduction to Language*. USA: Wadsworth, 2018.
- Garot, Linda and Peter Wignell. *Making Sense of Fundamental Grammar*. New South Wales: Gerd Stabler, 1994.
- Gebhard, Jerry G. *Teaching English as a Foreign Language or Second*

Language: a Teacher Self-Development and Methodology Guide. Michigan: University of Michigan Press, 2006.

Harmer, Jeremy. *The Practice of English Language Teaching (3rd Ed).* London: Longman, 2001.

-----, *How to Teach English.* Essex: Pearson Education Limited, 2007.

-----, *The Practice of English Language Teaching.* London: Longman ELT, 4th edition, 2007.

Hughes Arthur. *Testing For Language Teacher.* Cambridge: Cambridge University Press, 2003.

Jacson, Sherri. *Research Methods and Statistics A Critical Thinking Approach.* Canada: Cengage Learning, 2008.

Jones, Daniel. *The Pronunciation of English.* Cambridge: University Press, 1956.

Kelly, Gerald. *How to Teach Pronunciation.* England: Pearson Education Limited, 2001.

Knapp, Peter and Megan Watkins. *Genre, Text, Grammar.* Sidney: University of New South Wales Press Ltd, 2005.

Korsvold, Ann-Karin and Bernd Ruschoff (ed.). *New Technologies in Language Learning and Teaching.* Strasbourg Cedex: Council of Europe Publishing, 1997.

McDonough, Jo, Christopher Shaw, Hitomi Masuhara. *Materials and Methods in ELT- A Teacher's Guide (3rd Ed)*. Oxford: Blackwell, 2013.

Mujis Danil. *Doing Quantitative Research in Educational*. London: Sage Publications Ltd.

New York, McGraw-Hill. Seventh Edition, 2004.

Pollard, Lucy. *Guide to Teaching English*. Harlow: Longman, 2008.

Purpura, James E. *Assessing Grammar*. Cambridge: Cambridge University Press, 2004.

Read, John. *Assessing Vocabulary*. Cambridge: Cambridge University Press, 2000.

Richard, Jack C. *Teaching Listening and Speaking From Theory to Practice*. Cambridge: Cambridge University Press, 2008.

Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. New York: Cambridge university Press, 2001.

Sudarwati, M. and Eudia Grace. *Pathway to English 1*. Gelora Aksara Pratama: Erlangga, 2014.

Suyanto, Kasihani K.E., *English for Young Learners*. Jakarta: Bumi Aksara, 2007.

Thornbury, Scott. *How to Teach Speaking*. London: Longman, 2005.

Ur, Penny. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, 2009.

Yule, George. *The Study of Language: An Introduction*, 4th ed., Cambridge: Cambridge University, 2010.

Online Sources:

Canale and Swain. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing, *Applied Linguistic*, 1980. Available on <https://www.researchgate.net>. (Accessed on Des 09th 2019).

Dal, Michael. "Digital Video Production and Task Based Language Learning, *Roustefnurit Netlu- Menntakvika*", 2010. Available on: www.learntechlib.org. (Accessed on: Oct 18th 2019).

Gay, Geri.; M. Stefanone, M. Grace-Martin, & H. Hembrooke, "The Effects of Wireless Computing in Collaborative Learning Environments". *International Journal of Human-Computer Interaction*, 13(2), 2001. Available on: <https://www.researchgate.net/publication/220302445> (Accessed on: Des 09th 2019).

Gromik, Nicolas A. "Investigation of The Cellphone Video Recording Feature by Japanese Undergraduate EFL Learners," Ph.D Thesis, James Cook University, 2013. Available on:

<http://researchonline.jcu.edu.au/40269/> (Accessed on Des 06th 2019).

Kementerian Pendidikan dan Kebudayaan, "Syllabus Mata Pelajaran Sekolah Menengah Pertama, Madrasah Tsanawiyah" Mata Pelajaran Bahasa Inggris. Available on: www.jagoanbahasainggris.com. (Accessed on Jan 26th 2022).

Koole, Marguerite L. "A model for framing mobile learning". In M. Ally (Ed.), *Mobile learning: Transforming the delivery of education & training*, (Athabasca: AU Press, 2009. Available on: <http://citeseerx.ist.psu.edu> (Accessed on: Des 09th 2019).

Marcelino, Mike. English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity , *TEFLIN (Teaching English as a Foreign Language in Indonesia) Journal*, Vol. 19 (1), 2008. Available on: <http://journal.teflin.org/index.php/journal/article/view/99/93> (Accessed on Nov 17th 2019).

Morley, Joan. The Pronunciation Component in Teaching English to Speakers of Other Languages, *TESOL Quarterly*, Vol. 25, No. 3, 1991. Available on: <https://deepblue.lib.umich.edu/handle/2027.42/90128>. (Accessed on Des 09th 2019).

Muhammad Luthan. "Contoh Recount text". (On-Line), available on: <https://luthan.com/contoh-recount-text/> (Accessed on Des 06th 2019).

Muhammad Sirrul Muna Thesis, "Utilizing Youtube Videos to Enhance Students' Speaking Skill", 2010/2011. (On-line),

Available on: [Utilizing-YouTube-Videos-to-Enhance-Students-Speaking-Skill-abstrak.pdf](#) (Accessed on Oct 18th 2019).

Nofriyanti, *Interview an English Teacher*, MTs Al-Hidayah Marga Agung, Feb 14th, 2022. Unpublished.

-----, *The Data of Speaking Score at the Eighth-Grade of MTs Al-Hidayah Marga Agung*, February 14th 2022, Unpublished.

Prensky, Marc. Digital Natives, Digital Immigrants Part 2: Do They Really Think Differently?, *On The Horizon*, Vol. 9 (5), 2001. Available on: <https://www.marcprensky.com>. (Accessed on Des 09th 2019).

R. Makaryo. "Contoh Recount Text". (On-Line), available on: <https://maudisini.com/contoh-recount-text/> (Accessed on Des 06th 2019).

Saragih, Natanael., Roswita Silalahi, and Hilman Pardede, *The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Permatang Siantar*, *IQSR Journal of Humanities and Social Science*, Vol. 19, 2014. Available on: <https://pdfssourcesIQSR-d234d2g2vv4bn>. (Accessed on Des 04th 2019).

Sharples, Mike. *The Design of Personal Mobile Technologies for Lifelong Learning*. Computers & Education, 2000. Available on: <https://www.researchgate.net/publication/222548900> (Accessed on: Des 09th 2019).

Sinta Prasetya Trias Sari Thesis, "The Use of Videos to Improve Students' Speaking Skill" , 2014/2015. Available on: <http://eprints.uny.ac.id> (Accessed on Oct 18th 2019).

Stockwell, Glenn and Philip Hubbard. *Some Emerging Principles for Mobile-Assisted Language Learning*. Monterey, CA: The International Research Foundation for English Language Learning, 2013. Available on: www.tirfonline.org. (Accessed on Des 06th 2019).

Tayabeh Mosavi M. and Amin N. Mobile-Assisted Language Learning, *International Journal of Distribution and Parallel System (IJDPS)*. Vol 3, No.1, 2012. Available on: <https://www.researchgate.net> (Accessed on Des 09th 2019).

Wrench, *et.al.*, *Public Speaking: Practice and Ethics v. 1.0.*, a Creative Commons by-nc-sa 3.0, 2012. [Available on: http://creativecommons.org/licenses/by-nc-sa/3.0/](http://creativecommons.org/licenses/by-nc-sa/3.0/) license, (Accessed on Des 2nd 2019).