

**THE INFLUENCE OF SELF-VIDEO RECORDING (SVR) IN
TEACHING SPEAKING SKILL AT THE SEVENTH GRADE
STUDENTS OF SMPN 29 BANDAR LAMPUNG**

**An Undergraduate Thesis Proposal Submitted as a Partial
Fulfillment of The Requirements for S-1 Degree**



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ABSTRACT

As the world has developed rapidly, the advancement of the technology has come to the higher level. The advancement of technology has made it possible for English language teaching and learning to be equipped with various multimedia which can foster the teaching and learning process. The objective of the research is to find out how the self-video recording may influence the speaking achievement of the seventh grade students of SMPN 29 Bandar Lampung. In the attempt of reaching the objective, the quantitative research method with experimental design was employed by involving thirty four participants selected through cluster random sampling. Pre-test and post-test then were conducted as the data collecting technique. The result of the research revealed that the self-video recording technique had a considerable impact on the pupils' speaking abilities, according to the data analysis results. It is evident from the pre-test and post-test results, which were taken before and after the treatment, respectively. The results of the t-test, which was used to determine the significance of the differences between the pre- and post-tests, further revealed that this strategy had a substantial impact on the students' speaking performance both before and after the treatment. Thus, it can finally be concluded that self-video recording technique give significant influence towards the students' of seventh grade of SMPN 29 Bandar Lampung speaking achievement.

Key Words: teaching technique, self-video recording, speaking

DECLARATION

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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿١٣٩﴾

Faint not nor grieve, for ye will overcome them if ye are (indeed) believers.

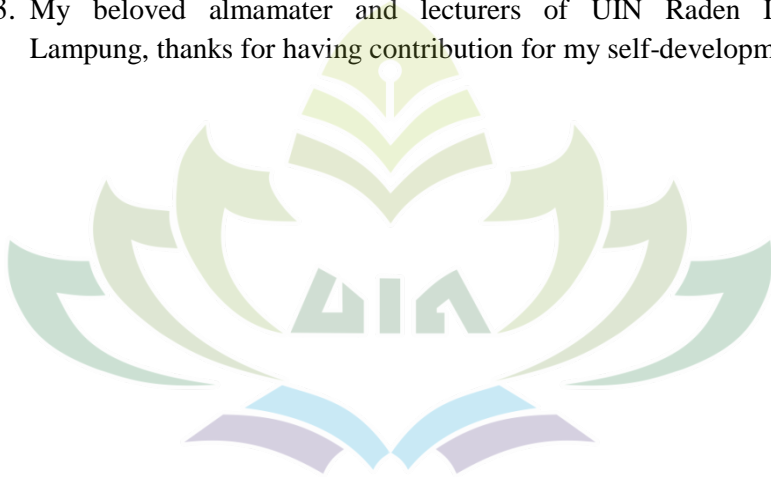
(Q.S. Ali - Imran : 139)



DEDICATION

Praise and gratitude be to Allah SWT the almighty for his abundant blessing for me and from my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, Mr. Abu Bakar and Mrs. Dian Srilisti who always give motivation, support, and pray for me. Thanks for everything. May Allah always bless you all with happiness in the world and hereafter.
2. My beloved brother M. Rizki Firdaus and my beloved sister Aqila Zhafira, thanks for being such a supportive and good sister and brother.
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The researcher's name is Syifa Maharani. She was born in Bandar Lampung on March 16th 1999. She is the first child of Mr. Abu Bakar and Mrs. Dian Srilisti. She has one brother and one sister, their name are M. Rizki Firdaus and Aqila Zhafira.

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Finally, the researcher was fully aware that there are still a lot of weakness in this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung, 2023

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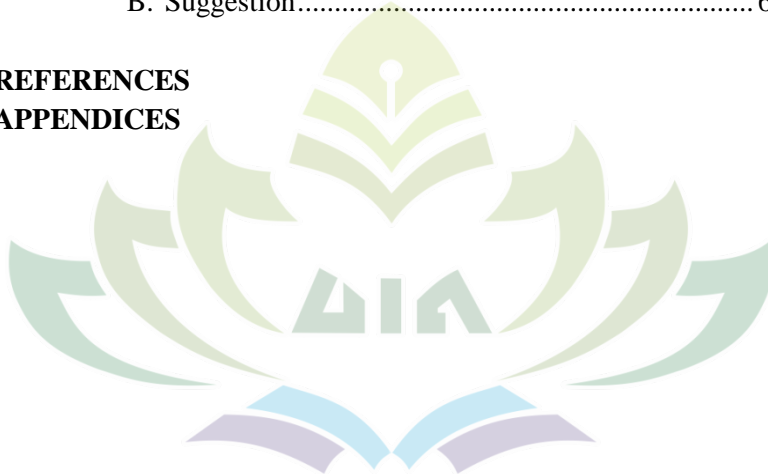
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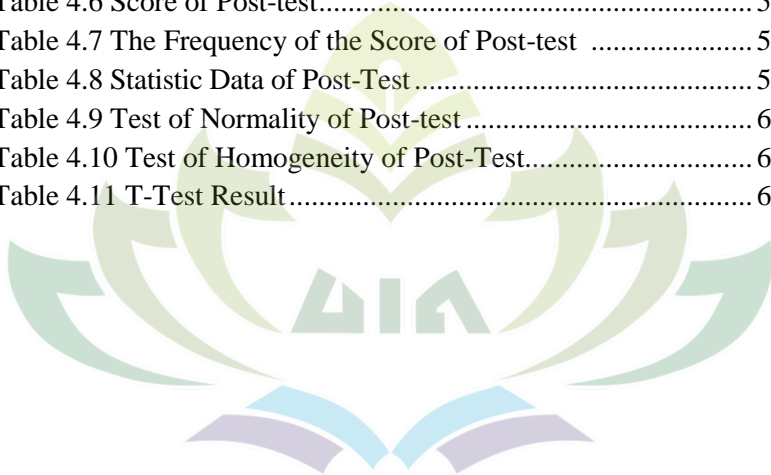
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CHAPTER I

INTRODUCTION

A. The Confirmation of Title

To start, it is essential to clarify the terminology affiliated with the title of the proposal as the initial sequence in obtaining an understanding in the attempt to implement the easier procedure of writing this undergraduate thesis proposal entitled "The Influence of Self-Video Recording (SVR) Technique in Teaching Speaking Skill at the Seventh Grade Students Of SMPN 29 Bandar Lampung" as simple as possible. The followings are the definitions:

1. The influence

Influence is defined as the power to influence someone's or something's personality, growth, or behavior, or the impact itself. In this situation, the goal of the research is to see how one particular teaching style affects speaking ability.

2. Self-Video Recording (SVR)

Self-video recording is defined as a scene which is filmed with self-working or self-practice through the employment of a video recorder that allows us to record the scenes we generate from any direction.

3. Speaking Skill

Speaking skill is defined as the ability to convey thoughts verbally by devoting consideration to the components of speech, such as utilizing the correct vocabulary, using perfect syntax, speaking effectively, and expressing accurate pronunciation.

B. The Background of the Problem

For many language learners, especially those who study English as a Foreign/Second Language (EFL/ESL), acquiring English speaking skills is a priority. Language learners frequently assess their language learning achievement primarily on how successfully they have developed their spoken language competence. When people want to convey anything or send information, they need to communicate. When speakers want to tell someone about anything, they utilize communication. Speakers deploy language to achieve their own objectives. For meaningful communication, speakers should be both listeners and speakers simultaneously. With the integration of the other language abilities, the importance of speaking is demonstrated. Speaking helps the learners improve their vocabulary and grammatical ability, which in turn helps them improve their writing ability. Learners may communicate their feelings and ideas, tell tales, make requests, and speak about, debate, and demonstrate the many functions of language.

Speaking as a productive skill, according to Nunan and Linse, comprises creating a succession of structured verbal utterances in order to express meaning. It is seen as a skill that must be developed through time. As a matter of a fact, speaking ability is, in reality, difficult to master. Many language learners struggle to improve their speaking ability.¹ The capacity of students to speak and comprehend English is hampered by their pronunciation, according to Syafrizal et al.² In addition, a lack of confidence and low self-esteem hampered their ability while speaking English. When they

¹ Nunan, D. and Linse, Caroline T. (2005). *Practical English Language Teaching : Young Learners*. The McGraw – Hills Companies, New York

² Syafrizal, et.al. (2019). *Inhibiting Factors in English Speaking; A Case Study at SMKN 7 Tangerang*. Prosiding Seminar Nasional Pendidikan FKIP.

wanted to speak in public of their peers, they were scared of creating an error and being punished. It ended in self - doubt, sense of failure, and an inadequate knowledge. Furthermore, a lack of vocabularies and grammatical knowledge hampered their ability to communicate.

Ahmadi and Leong stated that speaking English is difficult because speakers must be proficient in many areas, including pronunciation, grammar, vocabulary, fluency, and understanding. Learners should be able to communicate with others simply and effectively if they have a good command of the English language.³ Even individuals who have studied the language for a long time, according to Rao, find it challenging to communicate in real-life situations because speakers must compose words on the fly. For foreign or second language learners, constructing sentences without first grasping grammatical structures and having a substantial vocabulary is extremely difficult.⁴ In addition, Yumniamatillah suggested that students have their own challenges while speaking English, such as difficulty pronouncing English words, anxiety of making a mistake, difficulty understanding differences in grammar, and confusion when transitioning from their original language to English and vice versa.⁵

Based on the syllabus of English of the seventh grade for Junior High School, there are at least eight competences that should be mastered by the students, ranging from the introducing one-self to describing people,

³ Ahmadi, Seyedeh Masoumeh & Leong, Lai-Mei (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English of education*.

⁴ Rao, Parupalli Srinivas. (2019). The Importance of Speaking Skills in English Classroom. *Alford Council of International English & Literature Journal(ACIELJ)*

⁵ Yumniamatillah, Firas. (2017). Difficulties in Speaking English Among the First Year Students of English Education Department of Universitas Muhammadiyah Yogyakarta.

animals and things. The competences should cover the four language skills, listening, speaking, reading and writing. As a matter of fact, particularly for speaking skill, many of the seventh grade students of SMPN 29 Bandar Lampung still have low achievement. From the preliminary research conducted on September 28th 2021, through the interview with one of the seventh grade English teacher, Laiyana Johan, S.Pd., who claimed that speaking is the most difficult skill that the students found. The problems were diverse from the difficulties in accuracy, vocabulary and also pronunciation. The difficulties, however, was not only found by the students in learning speaking, but also by the teacher when they were teaching the speaking skill. In addition, the teacher also revealed that in one competency test of speaking, more than fifty percent of the students' score were still below the minimum criteria, it can be seen from the following table.

Table 1.1

The Percentage of the Seventh Grade Students Speaking Score Third Semester of Academic Year 2021/ 2022

NO	CLASS	STUDENTS' SCORE		TOTAL STUDENTS
		< 75	≥ 75	
1	VII A	8	26	34
2	VII B	15	20	35
3	VII C	22	13	35
4	VII D	19	15	34
5	VII E	19	15	33
6	VII F	18	16	34
7	VII G	20	15	35
8	VII H	23	10	33
9	VII I	10	24	34

10	VII J	23	10	33
TOTAL STUDENTS		177	164	340
TOTAL PERCENTAGE		52.05 %	47.95 %	100 %

Source: Teacher Score Recapitulation of Speaking Test

Considering the problems previously mention regarding the students' problem in speaking, the need of solution to the matter has become important. One thing that the teacher can do to solve this problem is providing the appropriate teaching media to foster the students' learning. Syahputra et.al stated that no one can dispute the relevance of media in the teaching-learning process since it may help teachers and students learn in a positive atmosphere.⁶ Further, Rao believes that the media may assist in the teaching and learning process. As an educational tool, it has enormous potential. For numerous years, it has been observed that classroom instruction has grown monotonous as a result of the traditional teaching technique, which places the teacher at the center of attention.⁷ In addition, Ahmad claims that learners can communicate not only with their local community but also with the rest of the world through media. It has transformed teaching and learning approaches, making them more engaging and productive.⁸

As the world has developed rapidly, the advancement of the technology has come to the higher level. The advancement of technology has made it possible for English language teaching and learning to be equipped with

⁶ Syahputra, Andi. Hidayati, Tuti. & Erizar. (2018). The Effectiveness of Multimedia in English teaching at SMPN 1 Meulaboh. *Advances in Social Science, Education and Humanities Research (ASSHER)*.

⁷ Rao, Bolla Mallikharjuna. (2014). Use of Media as an Instructional Tool in English Language Teaching. *International Journal of English and Literature*.

⁸ Ahmad, Jameel. (2012). English Language Teaching and Intergration of Media Technology. *Precedia: Social and Behavioral Science*

various multimedia which can foster the teaching and learning process. The employment of multimedia in English language teaching class will bring many advantages. As it is stated by Syahputra et.al, using multimedia to teach English to students will allow for on-the-spot adjustment of the learning activity or assignment. As a result, kids are highly motivated and eager to engage in the teacher's multimedia-based learning activities.⁹ Abbas and Ahamad further explained that multimedia has broken through barriers of time and space, demonstrating that it can be used to educate multidisciplinary audiences at any time and in any location.¹⁰ By mixing hypermedia methods with education, multimedia is utilized to provide knowledge in a variety of entertaining ways. When presentations are focused on cognitive objectives that focus on the learning of ideas at various levels of understanding, they may be very effective. Interactive multimedia has the ability to generate high-quality learning environments in which the student is actively engaged, resulting in deep learning.

One of the forms of multimedia that has proven to be effective to be implemented in English language teaching is self-video recording (SVR). Video is a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text. Video which had evolved from silent movie has gone through numerous changes to its present stage as a new digital technology. Encalada states that using SVR in a speaking class not only makes the lesson more entertaining, but it also gives students more opportunity to communicate, build independence, and boost their self-confidence. One of

⁹ Ibid. p.2.

¹⁰ Abbas, Syed Hauider & Ahamad, Mohd Vasim. (2019). Use of Multimedia in Educational Setting. Journal of Advances and Scholarly Researches in Allied Education

the most beneficial elements of utilizing SVR, the students claim, is how it has helped them improve their pronunciation and feel less frightened while speaking in English.¹¹

This study, therefore, intended to find out the influence of the employment of self-video recording as the media in teaching speaking skill to the seventh grade students of SMPN 29 Bandar Lampung.

C. The Identification and Limitation of the Problem

The following is the identification of the problem in this research, taking into consideration all of the facts and situations indicated in the backdrop of the problem:

1. Speaking is complicated to be learned for its own nature.
2. The seventh grade students of SMPN 29 Bandar Lampung speaking achievement is still below the minimum criteria.

Further, the limitation of the problem of this research is the implementation of Self-video recording technique towards the students' achievement in "Describing People".

D. The Formulation of the Problem

The formulation of the problem in this research was in conformity with all previous explanations: Is there any influence of employing the self-video recording towards the seventh grade students of SMPN 29 Bandar Lampung speaking achievement.

E. The Objective of the Research

The objective of the research was to find out how the self-video recording may influence the speaking

¹¹ Encalada, M. (2019). Perceptions about Self-recording Videos to Develop EFL Speaking Skills in Two Ecuadorian Universities. *Journal of Language Teaching and Research*

achievement of the seventh grade students of SMPN 29 Bandar Lampung

F. The Significance of the Research

This research was conducted with several objectives that are expected to have contribution for several aspects. The contributions are as follows:

1. Theoretical Contribution

This research is expected to offer information and knowledge regarding the implementation and the influence of self-video recording towards the speaking achievement of the seventh grade students of SMPN 29 Bandar Lampung

2. Practical Contribution

This study is intended to add to English research by seeing implementation and the influence of self-video recording towards the speaking achievement of the seventh grade students of SMPN 29 Bandar Lampung

- a. For students: The findings of this study are beneficial in comprehending information regarding the using of implementation and the influence of self-video recording towards the speaking achievement of the seventh grade students of SMPN 29 Bandar Lampung
- b. For teachers: This study will be beneficial in providing information to the teachers of the use of self-video recording towards the speaking achievement of the seventh grade students of SMPN 29 Bandar Lampung
- c. For other researchers: This research is expected to inspire another researcher to conduct more thorough study regarding teaching media, particularly in teaching speaking skills.

G. The Previous Related Study

Several studies on teaching media, especially utilizing multimedia to teach English, have been undertaken; Febriyanti performed a research on multimedia application in education. The research emphasized on the use of multimedia teaching aids to increase the quality of speech in the teaching and learning process in this action research. Observation, interviews, and exams were used to collect data. The introduction of multimedia teaching aids might increase both the quality of the speaking teaching and learning process as well as the quality of the students' speaking skills, according to this study. The qualitative argument is supported by numbers and percentages.

Thamarana performed a similar research, with the findings indicating that the majority of students appeared to have good attitudes regarding the use of Multimedia Technologies in English language instruction.¹² They agreed that multimedia technologies play an important role in language acquisition because they allow students to study at their own speed, aid self-understanding, and do not interfere with contact with the teacher. The findings also imply that using multimedia technology to support language learning might help students become more motivated and grasp topics more easily.

Based on the research conducted by Zaim, multimedia allows for the integration of text, images, audio, and motion video in a variety of ways. As a result, students may now connect in a variety of ways with textual, auditory, and visual information. Teachers can use multimedia to expose students to not only auditory processing opportunities, but also multimodal, simultaneous sight,

¹² Thamarana, S. (2016). Use of Multimedia Technologies in English Language Learning: A Study. *International Journal Of English Language Teaching*

sound, and test opportunities. Multimedia can help you teach English as a second language. Multimedia can help students improve their capacity to communicate in the target language vocally and in writing.

This research was conducted by also employing the multimedia in language teaching. However, this research focused only to the use of video through the employment of self-video recording, in which the recording was done by the student him/herself without any help from other people to record it.

H. The Systematic of Discussion

This study will display the discussion in several chapters. The chapters will explain and describe particular topics. The systematic discussions are as follows:

1. Chapter I

Chapter I present the introduction, which consists of title confirmation, background of the research, identification of the problem, formulation of the problem, the objectives of research, significant of research, previous related studies and systematic discussion.

2. Chapter II

Chapter II contains a literature review of several theories and references that form the basis for supporting studies and also the hypothesis. In this study, chapter II presents the related literature about multimedia in ELT, self-video recording, speaking skill and teaching speaking skill. Further, the proposed hypothesis is also presented in this chapter.

3. Chapter III

Chapter III presents the research methodology. This chapter presents the time and place of the research, the design of the research, population and data collecting

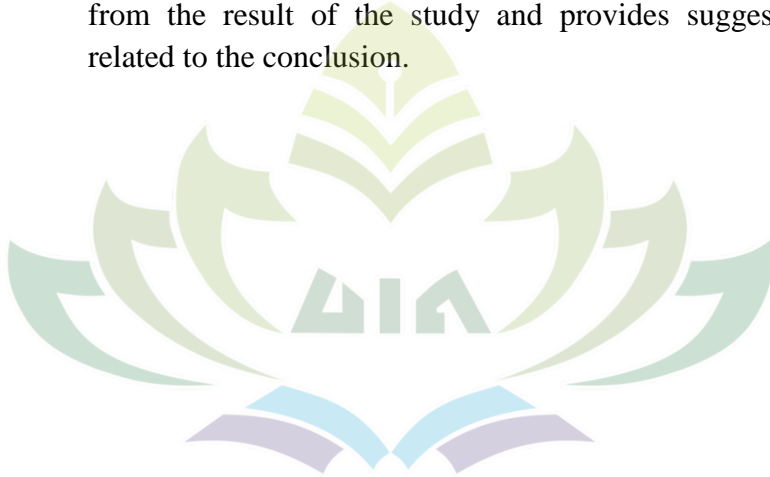
technique, the definition of operational variables, the instrument of the research, the validity and reliability of the research and the hypothesis testing.

4. Chapter IV

Chapter IV presents research data and research findings. This chapter presents all the data obtained along with the result of the discussion of the data analysis with the interpretation of the data.

5. Chapter V

Chapter V presents the conclusion and suggestion of the research. This chapter presents what can be concluded from the result of the study and provides suggestion related to the conclusion.





CHAPTER II

LITERATURE REVIEW & HYPOTHESIS

A. Literature Review

1. Multimedia in ELT

The fast advancement of technology has resulted in the development of new learning paradigms and movements. As a result of the rapidly changing technological environment, there is a significant demand for multimedia learning resources. Students at Indonesia's primary, junior high, and senior high schools, for example, are encouraged to learn about technology at a young age. This need has been legitimized by the introduction of a computer science curriculum in Indonesian schools. Even in classrooms, to aid in the comprehension of technology. The government increasingly helps schools by providing computer gear as a practice instrument. As a result, it is clear that the demand for learning materials based on technology as a device aids vocational school pupils in understanding English. As a result, instructors are required to adopt multimedia resources for the development of learning; it has become an urgent requirement for educators, particularly lecturers, who have the ability and willingness to generate multimedia learning materials for each topic to improve their capacities.

Multimedia may supply students with a significant number of instructional content for the goal of English learning while also speeding up the information search process. When we want related information, we may quickly locate it among the vast amount of data available on the internet. Multimedia is popular among teachers who need to update their teaching materials since it provides a variety of up-to-date information from the internet. Multimedia

learning, based on Sorden, occurs when we create mental representations from words and visuals.¹ Multimedia enhances the way the human brain learns. According to the multimedia idea, individuals learn more effectively from words and visuals than from simply words.

What is the basis for a multimedia learning theory? Words and pictures help people learn more profoundly than just words. Mayer suggests that, this assumption, which might be referred to as the multimedia principle, is at the heart of much of the interest in multimedia learning.² The sentences can either be spoken or written. Drawings, portraits, animations, and films are all examples of graphical imagery that may be used. Using cognitive science, multimedia instructional design attempts to integrate words and graphics in ways that promote learning efficacy. Mayer further mentioned that in the cognitive theory of multimedia learning, there are processes such as:

1. Choosing relevant words for processing in verbal working memory
2. Choosing relevant images for processing in visual working memory
3. Organizing selected words into a verbal model
4. Organizing selected images into a pictorial model
5. Integrating the verbal and pictorial representations with each other and prior knowledge.

Because multimedia includes not just text but also music and graphics, it may provide a more engaging learning experience. Students are expected to study better as a result of this fact, and their learning results will improve as well. Next, multimedia applications work better when the

¹ Sorden, Stephen D. (2016). *The Cognitive Theory of Multimedia Learning*. *Chinle Unified School District*

² Mayer, R. E. (2010). *Multimedia Learning*. *Cambridge University Press*, 543-549.

learner's attention is not divided. When a student is compelled to pay attention to material that is visibly separated on the screen or provided at two different times, split attention develops. Because of the brain's limited information processing capacity, pupils learn best when interesting and irrelevant information is deleted. As a result, when superfluous and repetitive material is not included in a multimedia presentation, they will learn more. They may control the pace of the presentation by slowing it down or beginning and stopping it. Students can preview content through presentations, dialogue, assisted recall, and written explanations, which is another advantage of multimedia learning. Furthermore, if it is followed by animation, it has more appropriate content of you-me materials than third-person materials and demands audience feedback. In fact, multimedia learning that combines animation and narration enhances retention text performance more than when information is provided only as text or narration. Students do better on problem-solving when they learn, Jamaluddin suggests.³ Meaningful learning is indicated when the learner can apply what they've learned in different contexts. Using a multimedia project to include an authentic activity into a constructivist learning environment will make students become highly motivated learners who were actively involved in their learning, and they offered instructors significant support and encouragement in using multimedia technology and constructivist learning into the classroom.

The use of multimedia conjures up images of combining numerous media into a single system or medium in order to reap many benefits. Simply put, although one medium is successful in one feature or element, the usage of

³ Jamaluddin, Muhammad. (2015). The Application of Multimedia into English Teaching. A thesis. Semarang State University.

many media can cover additional aspects that a single media cannot. A single line of writing can convey an image of an airplane, but a combination of information about airplanes, images of airplanes, and possibly even the sound of an airplane will undoubtedly provide a more comprehensive understanding of what an airplane is. In this scenario, however, the more material employed, the greater the educator's competence and knowledge of the program or multimedia.

Pun further stated that Multimedia technology may be used by teachers to make language sessions more colorful and entertaining.⁴ Many approaches are relevant to ELT settings in various ways. Some can be used for testing and online education, while others can be used to teach spoken English, reading, listening, or interpreting. The idea of education should be to value new technology without abdicating the teacher's duty or restricting the functions of conventional teaching techniques. There are a number of reasons why all language teachers and students should be familiar with the new technologies. In addition, Pun suggested several advantages that multimedia provides as follows:

1. Motivate Students to Learn English

In English language classes, traditional teaching approaches are unpopular and ineffective. Multimedia technology, which includes audio, video, and animation, is now widely used. Students are more motivated to learn English fast and efficiently when they use multimedia. Technology aids in bringing the visual side of teaching into the classroom. It facilitates access to information on the target language's culture. Multimedia technology

⁴ Pun, Min. (2013). The Use of Multimedia Technology in English Language Teaching. *International Journal of Interdisciplinary Studies*.

creates a real-life or local speaking nation atmosphere for English language instruction, which considerably cultivates students' interest and motivation in learning the language, thanks to qualities like plentiful information and spanning time and place.

2. Develop Students' Communicative Competence

Traditional teaching makes it difficult to fulfill the aim of learning English because it limits students' ability to comprehend the language's structure, meaning, and function. Students become passive absorbers of knowledge when taught in this manner. However, multimedia technology has been a huge aid in integrating teaching and learning and providing students with additional incentives, ensuring students' future workplace competitiveness. They are able to turn English learning into capacity cultivation thanks to the audio and visual effects. It generates a favorable atmosphere for classroom activities including group discussions, subject discussions, and debates, which can increase possibilities for communication among students and between instructors and students. Multimedia technology helps pupils learn the language by encouraging positive thinking and communication abilities.

3. Widen Students' Knowledge about the Culture of English.

The use of multimedia technology relates to the culture of the target audience. It provides students with more information than textbooks and assists them in becoming acquainted with cultural backgrounds and real-life language resources, all of which might entice pupils to study. The students not only enhance their listening skills, but they also learn about the target language's

culture. Students can be provided with knowledge about the target language's culture by having access to a wealth of material via multimedia technologies. It creates a chance for students to share knowledge and encourages them to actively participate in class activities that help them learn the language.

4. Improves Teaching Efficiency

In language classrooms, employing multimedia technology promotes teaching material and maximizes class time. It has become crucial to language practice since it undermines the traditional teacher-centered teaching technique and fundamentally enhances the instructors' teaching efficiency. It is difficult for students in big courses to communicate verbally, but the use of a multi-media sound laboratory materializes face-to-face instruction. Traditional teaching methods focus solely on the teacher's instruction and supply pupils with minimal information. Multimedia technology, on the other hand, goes beyond time and place to create a more realistic setting for English instruction.

5. Enhances Interaction among Students and between Teachers and Students

Multimedia technology in the classroom emphasizes students' active engagement and emphasizes the value of student-to-student and teacher-to-student contact. One of the most common applications of multimedia technology in the classroom is to improve students' listening and speaking skills, and hence their communicative competence. The teacher's function as a facilitator is particularly important in this process. Multimedia technology may be used to provide a framework for information transmission between students and between professors and students, stressing student involvement in

genuine, meaningful interaction.

6. Creates a Conducive Teaching Environment in the Classroom.

The employment of multimedia technology in the classroom produces a conducive learning environment. Emphasizing the significance of its use. Even the most modern technology will not make bad teaching disappear; but, excellent teaching will benefit from the right use of technology to assist learners in achieving their objectives. It is a strategy that makes language classes dynamic and engaging, encouraging students to participate in classroom activities. Multimedia technology offers its own set of characteristics, such as visibility and liveliness, which have a unique influence on the audience.

The primary goal of incorporating multimedia technology into language instruction is to increase student motivation and interest in learning the English language. This can be a useful technique to get non-native English speakers interested in language learning in the non-native English speaking setting. To do this, language teachers must develop a conducive atmosphere for English language instruction, based on the availability of information and instructional tools. If students are not overly reliant on their mother language, they should be encouraged to converse with one another in English when utilizing multimedia technologies in the classroom. The English learning method should be more student-centered and time-efficient. Language teachers should use multimedia technologies to preserve their students' communication ability. Finally, the use of multimedia technology may significantly increase students' critical thinking and practical language abilities.

2. Self-video Recording

The use of video in the teaching learning process is an example of multimedia learning. It is not a new concept in the English learning process, as many teachers have been using it to educate their pupils for a long time. Its capacity to generate noises and diverse moving images can mimic real-world communication operations. In the sphere of education, the usage of video is not new. The aesthetically appealing film has aided educators and learners in a variety of ways in comprehending the significance of a phenomena. For years, the video platform has been utilized as a teaching tool to help students learn English. Multimedia experts have also discovered that using videos in the classroom helps improve English language teaching since videos can give a lot of visual stimulation with their blend of images, sounds, graphics, and text. Sound, sights, mental images, perceptions, statistics, text, and other elements can help students become more engaged in the learning process. As a result, the research reveals that the use of videos in teaching has increased in recent decades and has had a good influence on enhancing the teaching process in classrooms.

Boateng et.al stated that there are several and well-known benefits of using video in the classroom.⁵ In case studies, video is a natural medium for improving the feeling of context and realism. It can record the complexities of classroom interactions and allow students to replay events, allowing them to notice key details that were missed the first time around. It has a wealth of rich information in the form of visuals and music that convey the immediacy of a genuine classroom and may be used by all students as examples of authentic learning experiences. The usage of films as actual

⁵ Boateng, R., Boateng, S., Awuah, R., & Ansong, E. (2016). Videos in Learning in Higher Education: Assessing Perceptions and Attitudes of Students at the University of Ghana. *Smart Learning Environments Journal*.

content in the classroom is frequently used to increase intercultural understanding. The foreign language instructor must keep in mind that ELT entails not just teaching vocabulary and grammar, but also educating about the target cultures. Otherwise, the entire educational process may look ineffective and fake. Cultural teachings, on the other hand, are frequently put second in language education due to a lack of time in the classroom and curricular constraints. Teaching via video, on the other hand, allows teachers to increase students' cultural awareness and familiarize them with the target cultures.

Morat and Abidin describes the use of video in particular to enhance ESL teaching and learning, which is backed by a number of advantages that may be seen in the following examples:⁶

1. The Ability to Present Authentic Language

The usefulness of video in language teaching and learning to offer learners with an authentic language learning environment is well acknowledged. Videos such as films, television broadcasts, and news stories feature true language that is not sped up and spoken at a regular speed with natural accents are examples of authentic videos. This real-life language experience is especially vital for ESL students who have limited exposure to actual English due to their lack of proximity to native speakers. As a result, language learners, particularly ESL learners, might be introduced to the nature of the language in a more realistic manner through the characters in the videos, thanks to its authentic content. Furthermore, real video might provide ESL learners with a deeper grasp of the language, since it is critical for

⁶ Morat, S., & Abidin. (2011). Facilitating ESL Learning Using You Tube: Learners' Motivational Experiences. English for Specific purposes World

them to be proficient not only in the target language but also in its background, history, and culture. Furthermore, this would allow students to observe "situations that are well outside their classrooms" and instill cross-cultural understanding in them, including body language, clothes, cuisine, and other factors.

2. Increase Learners' Comprehension

With video's capacity to include all of the standard features, as well as sound, the combination of these aspects would aid ESL learners' comprehension by allowing them to not only hear but also see the language. To put it another way, they are given the entire context, which includes paralinguistic and linguistic factors as well as the physical surroundings. The paralinguistic features, which include movements, facial expressions, and other visual clues, would provide learners a better chance of comprehending.

3. Enhance Various Language Skills

Video is also advantageous since it may be used to improve ESL learners' different language abilities, including listening, speaking, writing, reading, and grammar. For example, authentic video footage might be utilized to focus on grammar and vocabulary, such as introducing new words and grammatical components, with other production activities complemented. Furthermore, specific video material, such as the storyline, might be altered to improve learners' writing and speaking skills by soliciting their perspectives on the plot through their writing and speaking abilities. Discussion, debate, role-playing, discourse, and group presentations are all examples of this.

4. Motivating

Among the many potential benefits of employing video in language teaching and learning, its use is strongly linked to its motivational aspect. Motivation is considered the backbone of every school, including ESL classrooms, hence this aspect is critical. The mix of moving visual and auditory components, as well as engaging activities, may serve to pique learners' attention by allowing them to not only hear but also see the language in use. Furthermore, incorporating the actual world into the classroom might assist to liven up and make the language learning process more relevant.

In addition, Encalada states that the SVR is a blended teaching and learning model that combined online and face-to-face instructional procedures. This technique demonstrated effective teaching methods, design, and reflection.⁷ This technique enables the participants developed personal self-regulated strategies, self-awareness of their learning progress, and self-regulated environmental strategies, reporting a positive influence of the strategy for their language learning progress. Students were encouraged to learn the language because of the linguistic enhancement. Similarly, they experience academic improvement since participants were required to be more committed to their learning process. As a consequence, students applied self-regulatory strategies to develop their cognitive abilities. Socially, students develop communicational skills with their peers when seeking the help of more knowledgeable classmates. Further, Encalada states several advantage of applying SVR in the classroom:

1) Students prefer working with current digital tools and all

⁷ Encalada, Maria Asuncion Rojas, (2019), Perceptions about Self-recording Videos to Develop EFL Speaking Skills in Two Ecuadorian Universities, *Journal of Language Teaching and Research*, Vol. 10, No. 1.

the instruments that they offer.

- 2) SVR demonstrated that through the use of video recording participants improved their speaking skills significantly, and were encouraged by the use of technology in the classes.
- 3) Practicing speaking through SRV increase their confidence in English speaking.
- 4) The practice of speaking skills through the use of SRV is a significant pedagogical technique in ESP courses since the teacher, in this constructivist environment, becomes a facilitator who provides students with real situations in which they are allowed to socialize and collaborate with each other to build new knowledge.
- 5) SVR enabled to practice speaking skills in contexts that resemble real-life situations. In this regard, technologically assisted classes, such as the ones that use SRVs or mobile phones, have proved to be very useful to enable students to speak in real-life situations.

3. Procedure of Teaching Through SVR

SVR (Self-Video Recording) is a video generated by students based on the teacher's instructions.

This research will implement the procedures of self-video recording based on Gromik's study with some modification as follows:⁸

1. This in-class activity is conducted during the first class of the term. The prompt was written on the board with the instruction for the students
 - a) In conducting this stage, students are separated into four or five groups of four or five kids each. Each group will be given a different subject from the

⁸ Gromik, Nicholas A. (2013). Investigation of the Cellphone Video Recording Feature by Japanese Undergraduate Learners. Ph.D Thesis. James Cook University.

syllabus to discuss.

2. Students will not be informed about the time constraints; they can speak as they are still able to speak. If they find it difficult to speak fluently, they will be directed to close to their speech
 - b) In conducting this stage, students will be given time to discuss their topic with the group. Students get the opportunity to debate the topic's contents and certain associated elements with their groups. In order to avoid mistakes, the groups are given the opportunity to write the conversation scripts that will be utilized in the video. While the students are working on the video script, to make sure that the students will not encounter any problems in the recording phase, the teacher travels around the groups, giving students the opportunity to ask questions about any problems they are having.
3. The recording session will be conducted at the back of the class to remove the embarrassment the students may feel during the recording.
 - c) In conducting this stage, once the scripts are completed, the groups split the roles in the dialogue they create. Because she wants to offer students the opportunity to be autonomous, especially in identifying their friends' characteristics, the instructor does not have the authority to choose the actor/actress for the video. Once they have gotten their individual parts, they shoot the film in a place that they think is fitting for their background. They capture their acts with a hand-held camera or a cell phone. After that, they edit.

Nonetheless, we must acknowledge that nothing in this world is perfect. There are certain drawbacks of using SVR to teach. For starters, if the groups are less creative, the kids will make more blunders during the video filming. They make faults in their speech, diction, and ability to communicate. The errors emerge because they are too lazy to open the dictionary to learn the right pronunciation. They also never ask the teacher what they should do when faced with a variety of possibilities for utilizing the phrase.

4. Teaching Speaking through SVR

The process of classroom activities, in general, had three phase procedures: pre-activities, main/ whilst activities and post activities.

a. Pre Teaching

In pre-teaching activity, firstly the teacher will do brainstorming in order to stimulate the students thought about the topic going to be discussed. At the first the students were shown some pictures to elicit and to recall their background knowledge to the topic to be learned. Then, the teacher will provide a set of questions to be answered by the students to lead them on what they learn. The teacher will elicit some vocabulary and useful expressions related to topic emerged from the students and wrote on the white board. Teacher will set up the classroom in order to make the students ready to watch the video and told the students what they are going to study about.

b. Whilst Teaching

In whilst teaching, the activities are as follows:

- a) The teacher will lead the students to watch the video with different strategy such as with sound or without

sound strategy and deliver some questions dealing with the content of Video. After that, the teacher will give chance to the group of the students to retell what they have seen from the video, what expressions are mainly used in the video then what comments they can give towards the video. The comments can be about the strengths and the weaknesses of the story or the language used by the actress/actors. Then, the teacher will get more inputs that she can use to be teaching materials. In implementing the discussion, students will be given some alternative model expressions or vocabulary from the video. The teacher will drill the students some language points such a useful expressions, vocabulary, patterns, intonation, stress viewed in the video. The students also will be asked to pay attention non-linguistic features appeared in the video, like facial expression, gestures and culture how the target language is used in the real situation.

- b) Students then will be divided in groups of four or five and will be given a topic related to the material learned. Then they will be given times to discuss and designed the script or scenario for the recording. As the scenario is ready they will then start making the recording. Considering that the video is naturally created by the students, there will be some mistakes on their pronunciation, diction, expressions or structure. However, the writer will use them as learning materials in the class as it is always found in one of the question types in the national examination, i.e. error recognition.

c. Post Teaching

In post teaching, the teacher will focus on providing feedback, correction and suggestion on what the students do during the teaching and learning activities. However, this step will be preceded by having some students act out the dialog or conversation they watched from the video.

5. Speaking Skill

One of the most important aspects of communication is speaking. Speaking, according to Nunan, is a productive auditory or oral talent that entails the production of organized verbal utterances to transmit meaning.⁹ It is the process of creating and communicating meaning using both spoken and nonverbal symbols. Speaking is an important aspect of learning and teaching a second language. Today's environment, however, necessitates that the purpose of teaching speaking be to develop students' communication ability so that they can express themselves and learn how to utilize their own languages. In addition, Derakhshan & Khalili stated that Speaking is an important component of everyday life that everyone should practice in a delicate and precise manner.¹⁰ Language interacts with social surroundings and culture, which is one of the most significant aspects of it. Culture is a broad term that encompasses all of a large collection of non-homogenous people's institutions, attitudes, and human-made characteristics. Teachers cannot teach every aspect of culture, but they may help students become more inter-culturally aware by using parameters such as information sources and activity styles.

⁹ Ibid p.1

¹⁰ Derakhshan, Ali & Khalili, Atefeh Nadi. (2016). Developing EFL Learners' Speaking Ability, Accuracy and Fluency. English Language and Literature Studies.

Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:¹¹

1) Language Features

Among the elements necessary for spoken production, are the following:

1. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English. In connected speech, sounds are modified (assimilation), omitted, (elision), added (linking), or weakened (through construction and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
2. Expressive devices: native speakers of English change the pitch and stress on particular parts of utterances, vary volume and speed, and show by other physical and nonverbal (paralinguistic) means how they are feeling (especially in face to face interaction).
3. Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.
4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what are saying.

2) Mental/ social processing

If part of a speaker productive ability involves the knowledge of language skills such as those discussed

¹¹ Jeremi Harmer, *The Practice Of English Language Teaching*, (3rd Ed) (England: Longman, 2003)

above, success is also dependent upon the rapid processing skills that necessitate.

1. Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.
2. Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. And a knowledge of how linguistically to take turns or allow others to do.
3. (on the spot) information processing: quite apart from our response to another feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.

Speaking is an activity which enables the speaker to share information, idea, thought, and express feeling orally. Brown claims that there are two types of speaking they are monolog speaking and dialog speaking.

a. Monolog

In monolog type, speaker uses spoken language for any length of time, such as lectures, speeches, news broadcasts, etc. in this type of speaking, the listeners must process the information given in the presentation without interruption. There are two kinds of monolog speaking such as planned and unplanned monologs. Planned monologs (speech and pre-written material) are quite difficult to be understood since they manifest little redundancy. Meanwhile, unplanned (long stories and lectures) are easier to be understood because it showed more redundancy.

b. Dialogue

Dialogue consists of two speakers and it can be classified into interpersonal and transactional conversation. Interpersonal conversation is purposed to maintain the social relationship among the participants, and transactional conversation is aimed to share factual information. If the participants know each other so it is easy to create assumptions and meanings to understand the conversation. However, if the participants do not know each other, they have to explain explicitly to make sure there is no misunderstanding during the conversation.¹²

Brown further introduced the types of speaking; imitative, intensive, responsive, interactive and extensive. The followings are the elaboration of each type:

a. Imitative

The capacity to merely repeat back (imitate) a word, phrase, or potentially a sentence is known as imitative speaking.

¹² Brown , H. Douglas. (2011) Teaching By Principles: An Interactive Approach To Language Pedagogy. New York: Pearson Education.

b. Intensive

The creation of brief lengths of oral language aimed to indicate proficiency in a restricted band of grammatical, phrasal, lexical, or phonological connection is a second style of speaking that is widely used in assessment contexts (such as prosodic elements: intonations, stretch, rhythm, and juncture).

c. Responsive

Responsive involves interacting with others and testing their comprehension, but only in the context of relatively brief dialogues, normal greetings and small chat, simple requests and remarks, and the like.

d. Interactive

The duration and complexity of the contact, which may encompass many exchanges and/or multiple participants, is referred to be interactive.

e. Extensive

Speeches, oral presentations, and story-telling are examples of extensive oral production tasks in which the potential for oral participation from the audience is either severely limited (possibly to nonverbal answers) or completely eliminated.

Brown further claimed that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. In correlation to telling daily activities, the students are objected to comprehend the context of daily activities itself.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. Students' ability to manipulate structure and

to distinguish appropriate grammatical form in appropriateness is crucial. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. This notion, related to the skill of telling daily activities will be the students' ability to apply the underlying sentence structure in telling daily activities.

3. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the writer concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly. In the context of telling daily activities, students are expected to be able to select the appropriate diction related to daily activities.

4. Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the writer concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation

plays a vital role in order to make the process of communication easy to understand.

5. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the writer concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

B. Hypothesis

In this study, the writer would like to propose the hypothesis of the study as follows:

- Ha : The SVR technique influences the eighth grade students of SMPN 29 Bandar Lampung speaking achievement.
- Ho : The SVR technique does not influence the eighth grade students of SMPN 29 Bandar Lampung speaking achievement.

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