THE EFFECTIVENESS OF SCREENCAST-O-MATIC (SOM) ON STUDENT SPEAKING ABILITY AT MA DARUL FATH PANGKEP

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Article Info	Abstract
	The goal of this study was to determine how well students could talk when using the Screencast-O-Matic application in the second grade at MA Darul Fath Pangkep. Used a quantitative approach and fivteen samples of students from the Eleven Class IPS at MA Darul Fath Pangkep, this research used a pre-experimental method. This research tool is a visual representation of the location they had to explain orally.The study's findings indicate that students' speaking abilities, particularly their fluency, have improved after they learned how to utilize the Screencast-O-Matic applications. It shown that the post-test mean score (71.66>65.33) was more significant than the pre-test. According to the results of the t-test, there was a significant difference between the speaking of students before and after using Screencast-O-Matic (4.03>2.14479) at the level of significance 0.05 with the degree of freedom (df) = 14. Additionally, it is stated that the alternative hypothesis (H1) was accepted while the null hypothesis (H0) was rejected. The study's findings improved the speaking fluency of the students.

INTRODUCTION

The growth and diffusion of technology has been the most rapid development in recent years. Modern society values technology because of how much it has improved the quality of human life. According to Jati (2016), Technology has altered language pedagogy and language use, opening up new avenues for writing, learning, and teaching that go beyond traditional cognitive learning environments and curricula. Language teachers now have a struggle to improve and modernize their teaching methods due to technological advancements.

In addition, the demand for English proficiency has grown recently. For kids to gain a better career, communicate with foreigners, get ready for their academic future, and other things, having good English proficiency is thought to be crucial. The four English language skills—listening, speaking, reading, and writing—must be mastered by students if they are to be considered competent in the language. Speaking calls for the usage of one's vocabulary, comprehension of English sentences, listening skills, pronunciation, articulation, and other abilities. Many students occasionally believe that speaking English is difficult. Bailey (2003), who was quoted by Nunan (2004), offers three justifications for why students find speaking difficult. First, because they lack basic structural knowledge and a sufficient vocabulary in

English. Second, the pupils didn't have enough time to practice. They don't speak English outside of class; just in class. They don't have many opportunities to converse in public outside.

The researcher's factual discoveries lend support to this hypothesis. based on interviews with a few pupils. It can be difficult for students to learn how to speak English. The 150 minutes provided for English lessons are insufficient to give the students enough time to speak the language. Giving children the resources they need to learn on their own is essential.

As was already mentioned, judicious and effective use of technology will improve educational achievements. There are many different types of computer software and programs that support the educational goals of both teachers and students. Screencast-O-Matic (SOM), one of the newest pieces of software, allows users to simultaneously record their voice and their computer screen. SOM typically contains audio narration and is also referred to as a video screenshot and a digital capture of computer screen output by Badriah (2016). SOM effectively combines and simplifies Windows Movie Maker with Audacity. As a result, SOM's final product is a video. The computer screen can be used to project anything, including desktop PCs, slide shows, movies, and more. Businesses regularly utilize this tool to sell their products or services or for flipped learning. The use of many features that are extremely useful is made, including the interchangeable screen, voice recording, pause option, smart tip, link to upload video, and others. Liam (2016) asserts that SOM makes it easy for companies to describe, advertise, or present their products and services in video format.

However, there hasn't been much research on the use of Screencast-o-matic for language learning. Additionally, local studies that look into how cutting-edge media, including SOM apps, affect students' accomplishments in actual-world contexts. This study's primary objective is to determine how SOM application impacts students' speaking ability. The purpose of the study is to evaluate the effectiveness of SOM application in enhancing the student's speaking ability as well as if SOM application has a beneficial effect on the student's speaking ability.

In the CALL class, students will need feedback to use as a road map for their own learning. Therefore, in this study, feedback is viewed as a moderator variable. The interaction between SOM apps and the feedback that students receive during speaking classes must be carefully considered. An interaction effect occurs when the magnitude of one independent variable has an effect on the magnitude of another independent variable. As a result, the effectiveness of the feedback pupils receive will determine how SOM affects speaking ability. In this study, three types of feedback—peer, teacher, and self-correction—were separated into three categories. If there is a positive association between SOM use and the volume of student feedback gathered, teachers and lecturers are urged to use it.

Based on the explanation above, the researcher intends to conduct research with the title The Effectiveness Of Screencast-o-Matic On Students Speaking Ability At MA Darul Fath Pangkep. With the application of this learning application, it is hoped that it can improve students' speaking skills so that in the future they can become students' provisions in competing in this era of society 5.0

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LITERATURE REVIEW

To make this research easier to understand, the researcher provided a number of important studies. The first study was conducted for Eko Febri Syahputra's essay titled "The Efficacy of Screencast-O-Matic Based Media in Developing Critical Thinking Skills For Students of The Study Program PGSD FKIP UMSU" in 2021. The objective of this study is to evaluate the efficacy of the screencast-o-matic-based lectures for the PGSD FKIP UMSU Elementary School Teacher Education Study Program. Students are free to watch lectures at their own pace and frequently with material based on screencast-o-matic. Based on this study, Screencast-O-Matic gives every pupil the opportunity to discuss the new concepts they have learned. According to the study, it can be concluded that the screencast-o-matic-based learning model is very effective for usage in online lectures and may allow students the freedom to access recorded learning materials anytime they want and from any location. According to the study, it can be concluded that the screencast-o-matic-based learning model is very effective for usage in online lectures and may allow students the freedom to access recorded learning materials anytime they want and from any location.

Rahmi Rahayu (2016) did a second study on "the Effectiveness Of Using Video-Recorded Speaking Task On Students' Speaking Skill". The results revealed that the experimental class' score was significantly higher than the controlled class' score at significance level 0.000 and tobserve 3.897 in significance level 5%.

Based on the aforementioned assertion, the researcher draws the conclusion that screencast-O-Matic has a positive impact on students' speaking abilities.

The aforementioned research is similar to and distinct from the researcher's work. The purpose of this study is similar to previous ones in that it uses a quantitative methodology and pre-experimental design to determine how well screencast-o-matic improves students' English speaking abilities. The level and area where the research was conducted are different in this study. In addition, this study solely examines students' speaking fluency in the second grade of MA. D. F. A. Pangkep

METHODS

This research used Pre-Experimental Research with a one-group pretest-posttest design. Research is a term used for any kind of investigation that is open to reveal interesting or new facts. In this study, researcher carry out the pre-test before giving treatment and a post-test after treatment. The purpose of this research is to determine the effectiveness of Screencast-O-matic Application on students speaking ability. This research held in MA Darul Fath Pangkep. It is located in District Minasate'ne, Pangkep Regency, South Sulawesi Province.

The population of this research is students at class XI MA Darul Fath Pangkep which totaled 2 class involved 30 students. The sample of this research is class XI IPS involving 15 students.

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This research used pre-experimental research with one group pretest and post-test design. The pre-test and post-test have the same content but different in time allocation.Speaking exams used by the researcher as a pre- and post-test to gauge how well students can interpret and comprehend the information. The pre-test administer before to the treatment to gauge the students' aptitude and ascertain whether or not they used the Screenast-O-Matic Application affect their ultimate score on the post-test. After receiving therapy, the post-test is administer, and the outcomes of the pre-test and post-test compared.In this research, the researcher used a speaking test. The researcher focus on how the effectiveness of Screencast-O-matic on students speaking ability. The pre-test is use to see the students' ability in understanding the material. Then a post-test is conduct to determine the effectiveness of Screencast-O-matic on students speaking ability. Researcher use statistical methods to analyze data.

RESULT AND DISCUSSION

A. Result

The effectiveness of the Screencast-O-Matic application on students' speaking abilities is presented in this chapter along with discussion of the research findings. The research's conclusions included the information gleaned from the test's results. The researcher outlines how the findings should be interpreted in the discussion section.

The findings of the study using the Screencast-O-Matic application to enhance second-grade their speaking fluency in MA Darul Fath Pangkep combines a quantitative data analysis with an experimental approach. Screencast-O-Matic Application significantly increased students' Speaking fluency, according to research based on data gathering from pre- and post-tests. Data analysis's findings could be summarized as follows:

1.The Students' Speaking Skills are Improving

The research results, the students' speaking skills improved when they used the Screencast-O-Matic application; the difference between the mean pre-test score of 65.33 and the post-test score of 71.66 shows this. The percentage of pupils that improved their vocabulary between the pre- and post-tests is 8.83%.

a.Pre-test

Before the researcher treated the pupils, the pre-test measured the percentage of students that spoke at a rapid rate. 15 Students second-grade MA Darul Fath Pangkep pupils participated in the procedure.

Three students scored in the Limited category (which represented 20% of the class), five students scored in the Intermediate category (33%), six students scored in the Good category (40%), and one student scored in the Very Good category (7%), per the information the researcher gathered from the pre-test. Furthermore, there are no striking similarities among the kids' Disfluent, Advance, and Native categories. The Rearcher deduced from the students' Speaking score percentage that their Speaking proficiency required improvement.

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b.Post-test

After the researcher treated the students, the Post-Test measured the percentage of Speaking Rate scores from the 15 students MA Darul Fath Pangkep second graders participated in the procedure.

The findings of the speaking section of the post-test are displayed The aforementioned statistics revealed that nine pupils (60%) were in the Good group, five students (33.33%) were in the Intermediate category, and one student (6.67%) was in the Advance category. None of the kids fit within the categories of Native-like, Limited, or Disfluent.

As observed in relation to the students' speaking score above, the outcome of the post-test was marginally improved. Few students in the Limited or Disfluent categories and more than half of the students who took the test received the Good classification.
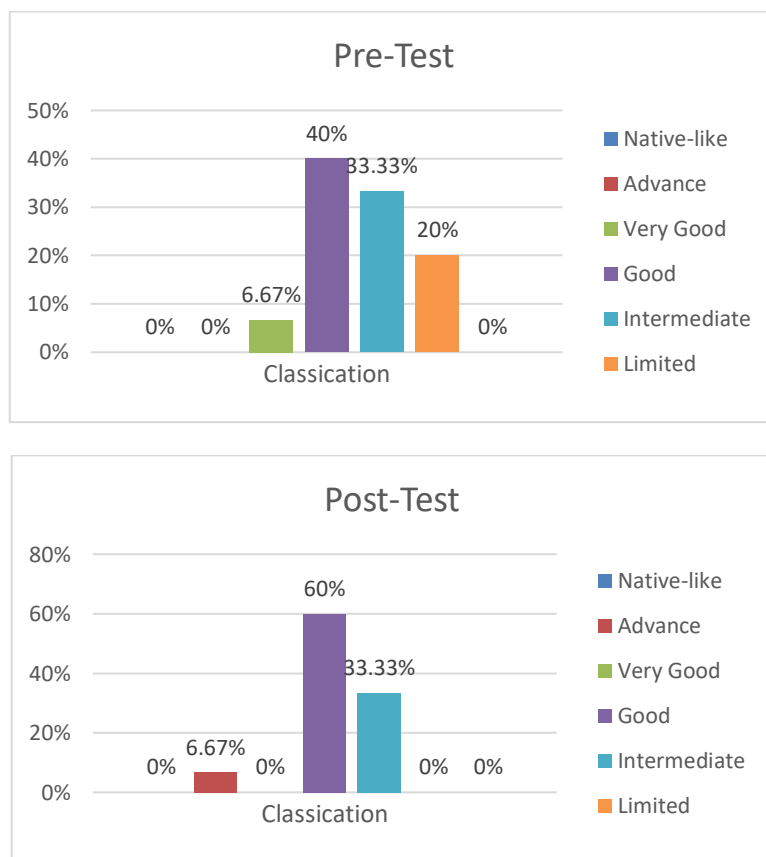

Figure 1: The rate frequency of the stucents speaking score in pre test and post tes

c.Mean Score

The following table shows how the mean speaking score of students has improved:

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Table 2.mean score of student speaking in pretest and posttest

Indicator	pre test	post test	improvement
students speaking	65,33	71,66	8,83%

The pre-test result was 65.33 (Intermediate), and the post-test result was 71.66 (Good), as shown in the table of the students' mean speaking scores. The study was enhanced by 8.83%. It is reasonable to assume that the investigation into the impact of the Screencast-O-Matic software on pupils' speaking abilities was successful.
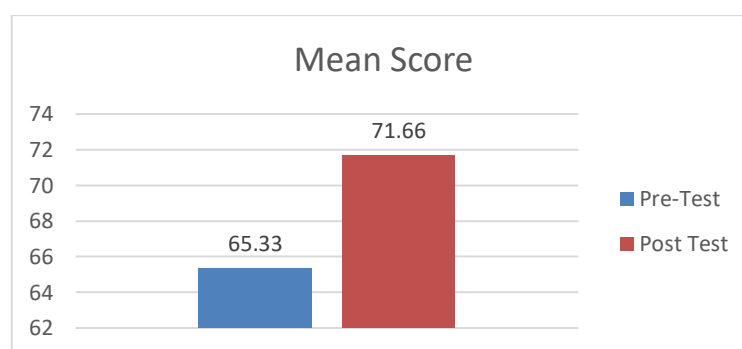

Figure 3 Mean score of students speaking in pre test and post test

B. Discussion

In this section, the findings' conclusions covered. The goal of the conversation was to discuss how Screencast-O-Matic affected students' speaking abilities.

SOM is a different but capable application that can be used. In both traditional and remote language instruction, Ruffini (2012) contends that screencast apps like SOM give students a student-centered and engaging learning experience. Additionally, it assists teachers in striking a balance between traditional pedagogical approaches and efficient technological use inorder to promote language learningand enhance students' language knowledge and competency.

SOM is one of the programs that allows users record digital video and audio on their computer screen, as was already explained. The goal of SOM in language learning, according to Brock (2012), is to practice giving lectures, making video presentations, and instructing online.

In accordance with each claim made by the earlier researchers, the conclusion of this study was that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected because the t-test result was higher than the value of the t-table (4.03>2.14479). The study showed that the alternative hypothesis, which was stated in chapter II, "There is an improvement in students' speaking ability through the use of screencast-omatic application",

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was supported by the research. Speaking was difficult for the students because of their limited English vocabulary and inadequate structural knowledge, as was mentioned in the research background. Second, students didn't have time to practice. They don't speak English outside of class; just in class. They don't have many opportunities to converse in public outside. Third, due to the first and second reasons, the pupils don't have much faith in their ability to speak English and think it's very difficult. However, their speaking fluency has improved after using and being introduced to the Screencast-omatic application.

1.Students' Pre-test

The purpose of the pre-test was to gauge the students' proficiency in describing an image in their oral presentations. The findings indicate that the students struggle to begin a description due to their limited vocabulary and structural understanding in English, as well as their lack of confidence in their English-speaking abilities. The average test result for the pupils was 65.33, placing them in the intermediate group. According to the aforementioned data, it can be concluded that the kids' speaking proficiency is still low.

2.Students' Post-test

The improvement in the students speaking after receiving a course of treatment was determined by the post-test. The pre-test was conducted with the same materials and samples. The researcher's data indicates that the student's speaking skills are improving. The majority of kids are able to explain the image orally. It took place as a result of the pupils receiving the material and using the screencast-o-matic app at home to practice. These findings suggest that the kids' speaking abilities have increased. Additionally, the students' mean post-test score was 71.66, which falls inside the Good category.

CONCLUSION

The research that utilized that the effectiveness of screencast-o-matic of the students' speaking skill is getting better. Most of the students can describe the picture with oral presentation. It happened because students have receive the material and also practice in their home with the screencast-o-matic application. These results indicate that the Speaking ability of the students has been improved.

In accordance with the previous sentence, the screencast-o-matic showed benefits for students. speaking abilities. in MA Darul Fath Pangkep's second grade. After using Screencast-o-matic, users noticed an improvement in their speaking skills and acknowledged its value as a learning tool. It was demonstrated by the rise in the students' mean score from 65.33 to 71.66 between the pre- and post-tests. It went up 8.83%. Furthermore, the t-test's result (4.03>2.14479) is better than the t-table's value

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