


## THE IMPLEMENTATION OF MOBILE VIDEO TASK TECHNIQUE IN TEACHING SPEAKING AT THE ELEVENTH GRADE STUDENTS OF SMKN 1 KEMPO

Elvira Trisna Fadillah, Ratna Dewi, Hj. Ilmiah

Universitas Muhammadiyah Makassar, Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: February 4, 2021                      Revised: February 9, 2021                      Accepted: February 12, 2021                      Published: December 25, 2021</p> <p><b>Keywords:</b>                      Speaking Ability                      Mobile Video Task                      Experimental Design</p>	<p>The aimed of this research was to find out the improve of students' speaking ability by using Mobile Video Task that focused on students' fluency at the Eleventh Grade of SMKN 1 Kempo. The researcher used Pre-experimental Design with one group pre-test and post-test, and data collection based on the test. The sample of this research was class XI which consisted of 20 students. The sample was taken by using Purposive Sampling Technique. The research findings showed that the students' difference before and after using mobile video task was significantly different. The students' pre-test mean score in term of fluency was 65.15 to be 75.45 in post-test. Based on the findings, it can be concluded that mobile video task technique was effective to improve the speaking ability of the students at the Eleventh Grade of SMKN1 Kempo in the Academic Year 2020/2021.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> <div style="text-align: right;">  </div>
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<p><b>Corresponding Author:</b>                      Elvira Trisna Fadillah                      English Education Department                      Universitas Muhammadiyah Makassar                      259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.                      Email: <a href="mailto:elvyrafadillah04@gmail.com">elvyrafadillah04@gmail.com</a></p>	

### INTRODUCTION

Speaking is one of the important parts for the student to acquire a language. Speaking is an activity is used by students to express their ideas, feeling, opinion to other in oral communication also a process that make students able to convey information or messages. In the other words, speaking is also the most important skill that use in real life, because speaking is a skill that used to interact and communicate with each other.

Mobile video task a technique that focuses on assigning tasks in the form of making videos using a mobile phone where students are required not only to speak or use language but also to use appropriate expressions and gestures. It means that this technique consist of visual and audio effects. In addition, mobile video task technique has function and benefits as a medium of communication and technique for building students characters. In this context, by mobile video task the students are not only use the language but they also use the

expressions and gesture and they can see their performance. This technique is almost the same technique as talking in front of the mirror but better version of it. In addition, the students can easily to analyze and notice their mistakes by watching video recording later.

Ikramah (2017), the researcher applied the video recording in teaching and learning process. After that, the researcher asked to the students to make a role play and divided them into five groups. Each groups performed their role-play in front of the class. The researcher recorded all of their performance by using video recording media. Then, the researcher shows the students' video in front of the class to make students know their mistakes in their performance.

Arum (2013), the students watched the video that played by researcher. Then, the researcher asked the students to make a conversation with their peer to present it in front of class and then their friends comment the performance.

Wicaksono (2017), the researcher separated students into some groups and asked them to make presentation video in the place when they can record it. After that, the researcher asked the students to watch their video, write down the mistakes, and correct them by other students and the researcher it.

Nowadays, almost everyone has a mobile phone including students. They are accustomed to carry it wherever they go, especially when they are outside the school environment. In the other words, current students are get use to even obsess doing various activities using their mobile phone. This phenomenon makes teachers must have innovation in teaching and learning like conducting activities that use mobile phone in their learning which not only focus in the class, but also when they are outside the class like in their task.

Regarding to the description above, teaching English in terms of speaking ability for the students at SMKN 1 Kempo should use Mobile Video task technique.

## RESEARCH METHOD

The researcher applied pre-experimental research method which the data explained based on three following steps bellow, they are:

### 1. Pre-Test

The pre-test is given before the treatment. The test was the researcher asked the students' to deliver the recount text according to the topic of past experience.

### 2. Treatment

The researcher applied the treatment to the students' by using mobile video task technique. This treatment was conducted six meetings and took 45 minutes for each meeting. In every meeting, the students' focused on fluency.

### 3. Post-Test

Post-test was carried out in the last meeting. The oral test in the post-test was exactly the same as those in pre-test.

The researches' population was the eleventh grade students of SMKN1 Kempo. The populations were 20 students from 80 students. The sample of this researches' sample used purposive sampling technique.

The researcher used two variables in this research, they are independent variable and dependent variable. The dependent variables belonged to the students' speaking ability because it took effect from the use of mobile video task technique to improve students' speaking ability. Meanwhile the independent variables belonged to the use of mobile video task technique because it gave effect on students' speaking ability

The instrument of this research was with oral test to tell their past experiences. The tests were used by the researcher to collect the data. In this research, tests were used as instrument. The purpose of this test was to find out students' speaking prior competence.

The researcher applied IBM SPSS 25 Software program to analysis the data and to find out the significant difference between pre-test and post-test.

## RESULT AND DISCUSSION

### 1. The Improvement of the Students' Ability in Terms of Fluency

Table1. The Students' Mean Score Speaking Ability in Terms of Fluency

Fluency	The Students' Mean Score		Improvement (%)
	Pre-Test	Post-Test	
	65.15	75.45	15.80%

Table1. shows the students' mean score in speaking fluency has an improvement in post-test than in pre-test. It is evidenced by seeing the table which the students' mean score is 65.15 in pre-test to be 75.45 in post-test. The improvement percentage of students' score in terms of speaking fluency after giving the treatment by using Mobile Video Task in speaking is 15.80%.

Table 2. Frequency of the Students' Speaking Ability Score in Terms of Fluency

No.	Category	Score	Pre-Test		Post-Test	
			F	P (%)	F	P (%)
1.	Excellent	100-90	0	0	1	5
2.	Very Good	89-80	0	0	6	30
3.	Good	79-70	6	30	11	55
4.	Fair	69-60	14	70	2	10
5.	Poor	59-0	0	0	0	0
<b>Total</b>			20	100	20	100

Table 2. shows that the frequency of the students' speaking fluency score in pre-test there are 6 (30%) students got good and 14 (70%) students got fair. None of them got poor, very good, and excellent score. In Table 4.2 showing the improvement of the students in post-

test is higher than pre-test which are 1 (5%) students get excellent, 6 (30%) students get very good, 11 (55%) students get good and 2 (10%) students get fair. None of them get poor score.

## 2. Hypothesis Testing

The hypothesis test used SPSS 25. The t-test (test of significance) used to know the difference score of the students' in pre-test and post-test. The t-test analysis use on the level of significant ( $\alpha$ ) = 0.05, where N = Number of subject (20 students). Therefore, the hypotheses are as follows.  $H_1$  is accepted if  $sig < \alpha = 0.05$ ,  $H_0$  is accepted if  $sig > \alpha = 0.05$ .

Table3. Paired Sample Test of Students' Fluency  
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PreTest - PostTest	-10.30000	3.58506	8.0164	-11.97786	-8.62214	-12.849	19	.000

Regarding to the table 3, It shown that the Sig (2-tailed) of pre-test and post-test was 0.00. This Sig (2-tailed) is (0.000 < 0.05). It means that pre-test and post-test has  $sig < \alpha$ , and  $H_1$  was accepted and  $H_0$  is rejected. So, it could be concluded that there was a significant difference on the students' score before and after the use of mobile video task on the fluency of the students in speaking.

### Sub section 1 The Achievement of the Students' Speaking Ability in Terms of Fluency

The research findings indicated that the students' speaking ability by using mobile video task showed an improvement on the students' speaking ability in terms of fluency. It was shown by the mean scores of the students' pre-test and post-test.

The students' fluency in speaking before and giving a treatment using mobile video task was determined by the score 65.15 in pre-test. This score shows that the students were lack of smoothness in speaking in English. It was described by most students' often doubt and stop when they doubt. After giving a treatment using mobile video task, the students' score became 75.45 in post-test. This score showed that the students' fluency had been relatively smooth, some hesitation and unevenness appeared was caused by rephrasing and searching for word and their volume was waver.

The result found was in line with the researches done by Rahayu (2016) and Ikramah (2017). Both explained that the use of video recording in speaking task had a significant impact on the improvement of the students' fluency. All the researchers above state that using mobile video task could improve the students' speaking ability. It was also proved by the sig

(2-tailed that was 0.00 which was lower than 0.05. This is proved that the use of mobile video task technique is effective in improving students' speaking.

## CONCLUSION

The researcher concludes that the students' speaking ability using of mobile video task improved in terms of fluency (smoothness). The students' fluency score in speaking before giving a treatment using of mobile video task is 65.15. This score shows that the students were lack of smoothness in speaking in English. After giving a treatment using of mobile video task the score became 75.45. This score shows that the students' fluency had been relatively smooth, some hesitation and unevenness appeared was caused by rephrasing and searching for word and their volume was waver. After the students' scores analyzed using SPSS 25, both pretest and posttest were significantly different. It was proved by the sig (2-tailed) (0.00) that was lowered than 0.05. So that, it is concluded that the use of mobile video task technique was effective to improve the students' speaking ability in terms of fluency (smoothness) at SMKN 1 Kempo.

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