



**ENHANCING THE EIGHTH GRADE STUDENTS'
SPEAKING ACHIEVEMENT BY PROJECT-
BASED DIGITAL VIDEO RECORDING
AT JUNIOR HIGH SCHOOL**

THESIS

By:

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2020



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CONSULTANT APPROVAL

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Based Digital Video Recording**

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Education Study Program Language and Arts Education Department Faculty of
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DEDICATION

This thesis is honorable dedicated to:

1. My beloved parents, Nimo Sri Wahyudi and Mistika. Thank you for the endless love, pray, and supports in every way.
2. My beloved young sister, Fatimatuz Zahrok, who always be my best partner and accompany me whenever I am sad.
3. My lecturers who always help me in finishing the thesis.
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MOTTO

Think before you speak

-unknown



STATEMENT OF THESIS AUTHORITY

I certify that this thesis is an original and authentic piece of work by the author. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or part, to quality ward; ethics procedure and guidelines of thesis writing from the university and the faculty has been followed.

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Nor Aini

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Jember, 21st of December 2020

Writer

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SUMMARY

Enhancing the Eight-Grade Students' Speaking Achievement by Project-Based Digital Video Recording at Junior High School. Nor Aini, 160210401044; 2021; 62 pages; English Education Study Program, Faculty of Teacher Training and Education, University of Jember.

Speaking is an important skill of language learning. Harmer (2007:269) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Unfortunately, speaking becomes difficult skill to be mastered by language learners especially EFL learners since it requires many challenges should be fulfilled. Therefore, this classroom action research was conducted to enhance the eighth grade students' speaking achievement.

The preliminary study was done by interviewing the English teacher of SMPN 10 Jember on November, 2019. Based on the result of interview, the eighth grade A was the class with the lowest speaking achievement. There were only 11 from 32 students who passed the minimum score of speaking. The English teacher stated that most students were slow learners they easily forgot materials they learned in the classroom and felt hard to remember it. Besides, they commonly mispronounced English vocabularies even on the basic vocabularies such as name of days.

To overcome the problems, a suitable learning technique was needed to be applied. That was the use of smartphone which could easily engage learners in helping them learning speaking by project-based digital video recording. Digital video is recorded as digital data that can be stored, manipulated and edited on a computer. The advanced technology nowadays, the use of digital video recording can be simplified by using mobile phone feature to record every progress that the students' made easily.

There were three methods applied to collect the data; (1) speaking test, (2) interview and (3) documentation. This research used cycle model with four stages

of activities covering: (1) the planning of the action, (2) the implementation of the action, (3) observation and evaluation, (4) reflection of the action (Kemmis and Taggart, 1988). This research was conducted in one cycle with 2 meetings carried out on the 25th of July to and 5th of August 2020. The speaking achievement test was administered in the third meeting after the actions had been done.

Based on the results of the speaking test, there were 23 students or 71.83 % of 32 students achieved the passing grade score that was 73 and 9 students achieved scores below 73. Meanwhile the success criteria of this research was at least 70% of the students could achieve the minimum of the English score that was 73. It could be concluded that the students' result of speaking test achieved the success criteria of the research by the use of project-based digital video recording. It showed that the eighth- grade students could enhance their speaking achievement at SMPN 10 Jember in the 2020/2021 academic year.

CHAPTER 1. INTRODUCTION

This chapter represents the research background, research question, research objective, and the research contributions those will be explained in the following parts;

1.1 Research Background

Speaking is an important skill of language competence within the Communicative Language Teaching Paradigm. Teaching this skill becomes burgeoning area of research over the past two decades because it is vital but difficult that should pose a number of challenges for the second language learners (Luoma, 2004; Bozatlı, 2003; Feng, 2007, as cited in Göktürk, 2016). It requires learners to employ linguistics, non-linguistic, and contextual parameter such as body language, mimics, and gestures in an effective way to construct meaning by producing utterance. Second, there are some psychological factors that come into play during L2 learners' oral performance such as anxiety and self-confidence (Aydın, 2001; Cheng, 2005; Wilson, 2006, as cited in Göktürk, 2016). In addition, the cognitive demand and other psychological factors becomes another challenge of speaking in the context where English is taught as a foreign language (EFL). Thus, language educators need to find ways to extend the speaking practice out of class to expose their learners to the target language more, rather than rely on in-class activities (O'malley & pierce, 1996, as cited in Göktürk, 2016). According to Yang and Chang (2007) as cited in Hung and Huang (2015), the students of EFL in Taiwan have less opportunity to practice their English whether in the classroom or out of class whereas speaking English is crucial to enhance English learners' oral communication. The lack of speaking practice contributes lower confidence and a general unwillingness to speak.

In this research, the researcher did the preliminary study by interviewing the English teacher and observed the students in the class. It was done to identify and analyze the students' problem in speaking. The English teacher stated that most students were slow learners, they easily forgot materials they learned in the

classroom and felt hard to remember it. Besides, they commonly mispronounced English vocabularies even on the basic vocabularies such as name of days. There were some causes found why speaking was hard to be mastered by the students. First, the students did not have enough opportunity to practice their speaking skill. It made students not accustomed to English pronunciation even to speak very basic vocabularies. Second, the teacher's teaching method that was commonly used to teach the students was individual work to present the task. This method made the students feel less motivated to practice their speaking. The last was the low students' achievement that made them difficult in practicing English speaking and they became passive in the teaching learning process.

Taking into consideration the increasing level of globalization and technology, distances have been shortened and communication becomes essential. Since the digital millenia, learners' need and strategy use have undergone a significant change. Technology will have this space to contribute language acquisition. The use of technology itself accords with the increase of communicative language teaching theories all over the world. Technology-based materials have also been drawn researchers' and scholars' interest in this last decade. By keeping this leading changes and advanced in mind, it is not surprising that there has been a great tendency towards the use of technology and its integration of the recent years. Digital video recording is one of valued tools in language teaching and learning among them to enhance instruction. Audio-visual materials in the foreign language teaching classroom have gained attention in academic environment, and it is clear that the use of video is a great helper and facilitator for foreign language teachers in learning the target language that is English (Yükselir, 2017).

This research was done to enhance the students' speaking achievement by using technology (smart phone) that was digital video recording. The students got a project from the teacher to produce video recording conversation out of the class or in their own house, so they knew their own speaking quality development. They could repeat many times to record their dialogue as they want to make until the video was satisfied enough. Hence, it trained their oral performance as EFL

learners. As the result, it was able to cover psychological factors that come into play during EFL learners' oral performance such as anxiety and self-confidence. Therefore, it is important for students to reduce the anxiety level and employ speaking task. Video recording has received considerable attention from educators and researchers in promoting self-reflection. Hence, digital recording was not only used in teaching but also used as assessment of speaking skill as a component of oral speaking portfolios.

There were some studies conducted by previous researchers on the use of digital video recording in their teaching and learning process. The research methods used were qualitative research and case study. Those were conducted by Goktruk (2016), Hung and Huang (2015), Gromik (2016), and Castaneda and Gonzalez (2011). Mostly of the participants were university students. They found that there was a significant effect of using project-based digital video recording. Thus, applying a project-based digital video recording became an important role in the speaking teaching-learning process because it could bolster students' confidence and enhance their speaking achievement.

Referring to the empirical studies above, this present study had differences and similarities in some ways. The previous studies used the qualitative research and the case study design while the present one used a quantitative research of classroom action research to enhance the students' speaking achievement. In addition, the participants of the previous studies were mostly the university students, while the participants of the present study were the eighth-grade students of Junior High School.

Based on these reasons, the researcher used digital video recording to enhance the eighth -grade students' speaking achievement. This research was conducted entitled "Enhancing the Eighth Grade Students' Speaking Achievement by Project-based Digital Video Recording at Junior High School".

1.2 Research Question

Based on the background above, the research question was formulated as follows;

How can project-based digital video recording enhance the eighth grade students' speaking achievement at SMPN 10 Jember?

1.3 Research Objective

From the research question above, the research objective of this study was; To enhance the eighth grade students' speaking achievement by using project-based digital video recording at SMPN 10 Jember.

1.4 Research Contributions

a. Empirical contribution

The research result can be used by the English teacher as an input or a reference to apply digital video recording in the teaching of speaking in order to enhance the students' speaking achievement.

b. Practical contribution

The research result can be used by the future researchers as information or a reference to conduct a future research dealing with the similar problem with the same or different research design, such as an experimental research at different levels of students and different schools in order to increase the students' speaking achievement.

CHAPTER II. LITERATURE REVIEW

This chapter reviews some theories related to the topics of this research. The chapter covers the definitions of speaking, the aspects of speaking, the students' speaking achievement, project-based learning, digital video recording as a medium in ELT, the advantages and disadvantages of using digital video recording, the procedures of applying digital video recording in teaching speaking, the previous study reviews and the research hypothesis.

2.1 The Definitions of Speaking

Many definitions about speaking have been proposed by language experts. Johnson and Morrow (1981:70) state that speaking is an activity involving two or more people in which hearers and speakers have to react to what they hear and their contributions at speed of a high level. This definitions means there are three aspects of speaking. They are the speaker, the hearer, and the message. Then, Harmer (2007:269) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Next, Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency.

Based on the definitions above, speaking is an activity involving two or more people to produce the language and convey information 'on the spot' from the speakers to the hearers confidently and fluently.

2.2 The Aspects of Speaking

Speaking is considered as one of the most difficult skills in English because there are some aspects of speaking that must be mastered. It can be used as a measurement whether our speech is good or not. Syakur (1987:3) states that there are at least five aspects of speaking skills, they are; fluency, comprehension, grammar, vocabulary, and pronunciation. Those aspects will be explained in detail as follows;

a. Fluency

Fluency is the ability to speak fluently and accurately in speaking such language or it can be defined as how fast and how much a student speaks without frequent pause because of functionless repetitions, self-corrections, and false starts. It is signed by a reasonably fast speed of speak.

b. Comprehension

Comprehension measures the understanding of conversation or dialog. It avoids the misunderstanding among the speaker and the listener. Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken (Hornby, 1995: 235). In brief, comprehension can be defined as the ability to understand the conversation or spoken language.

c. Grammar

Grammar is one of language components. It is very important for students to arrange a correct sentence in speaking. Learners must know the insight into word order. Grammar is learned to gain expertise in a language in oral and written form.

d. Vocabulary

Learners need vocabulary in communicative effectively or express their ideas both oral and written forms. Furthermore, to communicate without grammar very little can be conveyed, but without vocabulary nothing can be conveyed.

e. Pronunciation

Pronunciation is the way for people to produce clearer language when they speak. It deals with the phonological process. In brief, pronunciation can state as the way for students' to produce clearer and comprehensible language when they speak.

It can be concluded that the learners need to master the aspects of speaking mentioned above while speaking English. In this research, the five aspects of speaking above were used as the indicators of speaking to be measured.

2.3 The Students' Speaking Achievement

Achievement is the degree of inference required on the part of the student to give a response and by the type of reference to a cognitive process made explicit in the measurement tool. In other words, achievement is overall of student's cognitive responses to the given instruments in order to test their learning process. Meanwhile as mentioned earlier, speaking is the ability to produce the language and convey information from the speakers to the hearers confidently and fluently.

The students' speaking achievement means the students' ability in speaking English through a dialogue between the speaker and the hearer communicatively. The students speaking achievement will be assessed through the speaking test in the form of a dialogue based on the situations given. The speaking achievement will be indicated by their scores of speaking test.

2.4 Project-based Learning

As stated in the Nature Connection, A project is defined as an in-depth investigation of a real-world topic worthy of students' attention and effort. The study may be carried out by a class or small groups of students. Projects can be undertaken with students of any ages. They do not usually constitute the whole educational program. Younger students will play and explore as well as engage in a project. Older students' project work will complement the systematic instruction in their program. Projects are also extended tasks which usually integrate language skills work by means of number of activities. These activities combine in working towards an agreed goal and may include the following: planning, gathering of information, group discussion, problem solving, oral and written report and display. Another definition from Thomas (2000), project is complex tasks based on problems encountered by students, conducted in certain periods of time and culminated in realistic products that might be in form of presentation, exhibition, publication, etc. The project is supposed to be long-term, requires teamwork among students, and results in a substantial final product. It means not every task can be considered as a project.

From those statements, it can be inferred that Project-based Learning is in-depth investigation of a real-world topic consist of complex tasks based on problems encountered by students conducted in certain periods of time and culminated in realistic products that might be in form of presentation, exhibition, publication, etc. The project is supposed to be long-term, requires teamwork among students, and results in a substantial final product.

2.5 Digital Video Recording as a Medium in ELT

The urgency of technology made almost all people from all ages own smartphone to operate social media or as a friend that cannot be separated from them. Most researchers took a high consideration on it to use as a medium in supporting English language teaching, especially the feature of video recording that is accessible everywhere.

Digital video is recorded as digital data that can be stored, manipulated and edited on a computer, called a digital video recording. With greater availability of digital video recorders and accompanying editing software, increased attention has been paid to using digital video as an educational resource. The advanced technology nowadays, the use of digital video recording can be simplified by using mobile phone feature to record every progress that the students' made easily.

Gromik (2009) states that students use their cell phones to video record their thoughts and opinions about various topics which are important for them. It is said that cell phone technology empowers owners to record events that enable them to develop an identity and a perception of the environment in which they live. The research reveals that the students value the photo and video recording features and their use for reporting and sharing content. Those evidences reported from Motiwalla (2007), Oliver and Goerke (2008), Pouzevara and Khan (2007) and Shudong and Higgins (2006) (as cited in Gromik: 2012) indicates that improvements in technology and practical applications are needed to render cell phones an appropriate platform to deliver educational journal material to students.

By those considerations, it is clear that using digital video recording project is a great helper for students to have a great opportunity in practicing English speaking without being shy that will firstly be assessed by each individual until they feel satisfied on the result of their speaking competence so far.

2.6 The Advantages and Disadvantages of Using Project-based Digital Video Recording in Teaching Speaking

There are some advantages that learners could get from the use of digital video recording as follows;

- a. Learners will be able to have self-reflection by watching their video recording result. Boud et al. 1985, (cited in Huang, 2012), defined “[r]eflection in the context of learning [as] a generic term for those intellectual and affective activities in which individuals engage in exploring their experiences in order to lead to new understandings and appreciations”.
- b. According to Gale and Kung (2009) in International journal of mobile and blended learning, stated that, in investigating the use of video podcast for learning ASL, teacher candidates commented that creating video podcast assignments and watching their own signing helped “better self- evaluate” and improve their signing skills.
- c. The learners can take an active role since it gives great independence to analyze and critique the ways they maneuver their linguistic repertoire in conversational exchange.
- d. Rivers (2001) and Nicol and Macfarlane-Dick (2006) as cited in Castaneda et al. (2011) also state that it favors self-evaluation of foreign languages learners since it promotes learning, helps raise levels of awareness, and can be used to measure learners’ effort. So, learners know where to direct their future efforts according to their weaknesses and strengths in the self- evaluation previously. Furthermore, digital video recording can bolster learners’ confidence to encourage them in speaking English.

Besides, applying digital video recording for teaching speaking also has disadvantages. According to Huang and Hung (2010a, 2010b), the finding on the research of making “video blogging and English presentation performance” stated that the students had criticism on the methods since there was no face to face interaction and rehearsal masked the true oral proficiency.

2.7 The Procedures of Applying Project-based Digital Video Recording in Teaching Speaking

Smartphone somehow allows the users to be active producers of contents based on its many features. The practice of using digital video recording as project-based on the students’ speaking performance will enable them to have higher effort to produce the videos in the target language. It puts them to be the role of producer and evaluator of their oral output. They also have a lot of chances to empower their performance by repeating to make better videos and to assess their performance after being evaluated by the teacher. Besides assessing their speaking after making the videos, they also will be able to boost their confidence in speaking.

According to Gromik (2012), the procedure of applying digital video recording was first the students wrote a script which then they memorized. Next, they spent some time on practicing and on video recording their speech. Then the researcher asked the students individually to produce 30 seconds videos on a weekly basis. In the term of preparation, the students needed more or less time each week to produce the video depending on the degree of prompt difficulty. Students were also asked to keep on track of their recording attempts as well as the time for producing one video. Adapting to this procedure, the procedures of using digital video recording that was applied in this research by online classroom teaching and learning are clarified as follows;

1. The teacher sends the learning material via WhatsApp group in the form of document and ask students to complete the sentences given
2. The teacher explains the ways to produce the project and the aspects of

speaking assessment

3. The teacher gives an example of the video recording dialog by sending it to the WhatsApp group
4. The teacher asks the students to be in pairs with one of their family or friends to makes the dialog project video recording for 3 days production
5. Each pair of students make the dialog which consists of the learning material (asking and giving attention and checking comprehension)
6. The teacher and the students make a deal of the project collection
7. The teacher monitors the students' activity during doing the project and guide the students when they face difficulties
8. The teacher discusses the project prototype, monitors the students' involvement and measures the standard achievement
9. The teacher gives some comments of the project and both the teacher and the students do the reflection or the conclusion

2.8 Previous Study Reviews

There were some previous researches related to the use of digital video recording in teaching speaking. The first research was conducted by Göktürk (2016) entitled "Examining the effectiveness of digital video recordings on oral performance of EFL learners". This research result showed that digital video recording contributed to the improvement of the learners' speaking proficiency even though it did not lead to significant skill yet, the qualitative data analysis showed that it bolster learners' self-confidence and encouraged them to take risk of the target language.

The second research was conducted by Gromik (2016) entitled "Cell phone video recording feature as a language learning tool: A case study. The result showed that cell phone video recording was a useful activity for speaking and the students could increase the number of vocabulary they spoke in a monologue. The other research of Gromik (2016) was entitled "The effect of theme preference on academic word list use; a case for smartphone video recording feature". This

research result indicated that the use of AWL (Academic Word List) encouraged students more on speaking and word choice usage was better.

The third research was conducted by Hung and Huang (2015) entitled “Video blogging and English presentation performance: A pilot study” found the result that the video blog project facilitated learning and indicated the students’ overall presentation performance improved significantly.

The fourth research was conducted by Castaneda and Gonzalez (2011) entitled “L2 speaking self-ability perceptions through multiple video speech drafts”. The result showed the learners perceived an increase of their own Spanish speaking ability as they became more confident of their performance during an eleven-week performance. The findings also supported the use of videos, self-evaluation and training interventions as effective tools to improve speaking ability of the second language speaking courses.

However, those previous researches result lacked on the material used that was too basic. Therefore, the researcher conducted this research with the appropriate one according to the students’ level or their syllabus by applying project-based digital video recording.

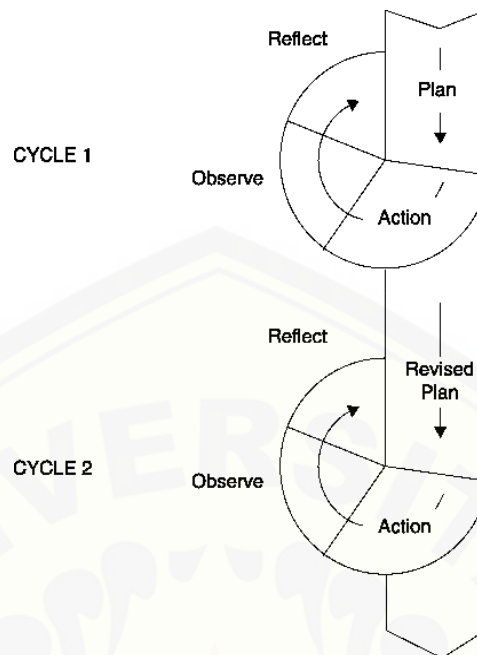
CHAPTER III. RESEARCH METHODOLOGY

This chapter explains the methodology of the research which consists of research design, research procedures, research context, research participants, and data collection methods.

3.1 Research Design

This research was intended to enhance the Eighth grade students' speaking achievement by the use of digital video recording. This research design used Classroom Action Research (CAR) design. Elliot (1991:69) stated that action research is the study of social situation which is conducted to improve the quality of action. Moreover, McMillan (1992:12) said that an action research is a type of applied research to solve a specific problem in the classroom and is intended at a single local site. In short, a classroom action research was a research used to solve a specific problem and to improve the quality of teaching and learning process at single local site. To maximize student learning, a teacher must find out what work best in a particular situation.

In this research, the classroom action research was done with the cycle model in which each cycle consisted of four stages of activities, namely; the planning of the action, the implementation of the action, observation and evaluation, data analysis and reflection of the action. In this research, the researcher collaborated with the English teacher. The collaboration focused on the students' speaking assessment by the use of project-based digital video recording. Those activities of each cycle can be illustrated in the diagram;



Picture 1 The Cycle of CAR adapted from Kemmis and McTaggart

(Arikunto, 2010)

3.2 The Research Procedures

Based on the diagram of the cycle above, the procedures of this Classroom Action Research were as follows;

3.2.1 Preliminary study

The preliminary study was conducted at the school before the implementation of the action by interviewing the English teacher and observing the students' speaking in the English class to identify and analyze the problems in learning English, mainly speaking and collecting some documents of the students' scores of speaking test from the English teacher.

3.2.2 Planning the action

The second activity was planning the action by constructing the lesson plans for cycle 1 (meeting 1 and meeting 2), preparing the media that were used for teaching speaking by using digital video recording, preparing the observation guide, and preparing the scoring rubric of speaking achievement.

3.2.3 Implementing the action

The next activity was the implementation of the action that was teaching speaking by using project-based digital video recording to enhance the students' speaking achievement. The implementation of the action was done based on Lesson Plans constructed (see App. C and D). The actions were implemented online teaching and learning process using the 6 syntax of project based-learning, those are; 1. Starting with essential questions, 2. Designing the project, 3. Creating the schedule, 4. Monitoring the students' progress of project, 5. Assessing the outcome, and the last was evaluating the experience. The researcher gave an example of constructing unscripted situations to be developed into scripted dialogue to be presented by the students in group. Then, they got a project to make a digital video recording based on the dialogue they have made with their group. In the closure activity, the researcher and the students reviewed the materials and parting. Then, in the next meeting of the students' English schedule (before implementing the second action), the researcher previewed and gave feedback toward the result of the students' group dialogue presentation of digital video recording.

3.2.4 Observing the action

In this classroom action research, the observation was done in each meeting of the action by using the observation guide by some criteria. It was done by the researcher and the English teacher as the collaborator during the online teaching and learning process. The following observational guidelines were used for the online teaching and learning of the research;

Table 1. Observation guide

NO	INDICATORS	YES	NO	NOTE
1.	The students are able to identify the sentence of asking for attention and checking comprehension based on the social function, text structure and the language features.			
2.	The students are able to develop unscripted situation given by the researcher into a scripted dialog.			
3.	The students are able to present their own dialog with one of their family at their house by digital video recording.			
4.	The students have high motivation in doing the task given by the researcher.			

3.2.5 Evaluating the action

There were two kinds of evaluation that was done in this research, those were the process and the product evaluation. The process evaluation was intended to know the students' progress of learning speaking in the classroom while the product evaluation was to assess the students' speaking result project of making a dialog by using digital video recording. The product evaluation was done in the form of speaking test carried out after the actions given. The action was considered succeed, if the action could reach the criteria of the success in this classroom action research at least 70% of the students got the score ≥ 73 in the speaking test.

a. Data Analysis

The obtained data from each cycle were analyzed based on the scoring rubric of speaking assessment. To find the percentage of the students who got score ≥ 73 in the speaking test, their speaking test scores in each cycle were analyzed by using the formula below:

$$E = \frac{n}{N} \times 100\%$$

Note :

E : The percentage of the students who got score ≥ 73 in the speaking test

n : The number of the students who got score ≥ 73 in the speaking test

N : The number of the participants in the class

(Taken from Ali, 1998: 186)

Then, the data collected from class observation were analyzed based on the table of indicators in each meeting. The qualitative data from observation and students' work artifacts were analyzed qualitatively. Then, the data were interpreted to know the patterns in the data. Finally, the findings were reported descriptively.

3.2.6 Reflecting the Action

In this research, the reflection of the action was done by the researcher and the English teacher after the data analysis. It was conducted to find the strengths and weaknesses of the action in the first cycle. Then, the weak aspects were revised to produce the lesson plans for the second cycle to achieve the research objectives.

3.3 Research Context

The research was conducted at SMPN 10 Jember in the academic year of 2019/ 2020. The considerations to choose SMPN 10 Jember are as follows; First, the students had problems with speaking in English. Second, the use of digital video recording had never been used by the English teacher in teaching speaking.

Third, the English teacher was willing to collaborate with the researcher to conduct this Classroom Action Research. The principal also gave permission to the researcher to conduct the classroom action research in the school.

3.4 Research Participants

The participants of this research were the VIII A of SMPN 10 Jember which consists of 32 students. This class was chosen purposively because the students had problem in speaking English and they were passive learners. There were only 11 students from 32 students who achieved the standard score of English which was 73 (See App. C). Therefore, digital video recording was applied in teaching speaking to enhance their speaking achievement.

3.5 Data Collection Methods

In this research, the methods that were used to collect the data were speaking test, interview and documentation that would be explained in detail in the following parts.

3.5.1 Speaking Test

The speaking test was done to measure the students' speaking achievement after they were taught speaking by using digital video recording. The implementation of the speaking was done by online test that the researcher called each pair of students in turn via whatsapp video call feature to assess their presentation of the dialog which they have made before. While the speaking test was going on, the researcher used mobile phone recorder to record the students' speaking of the dialogue. In case, the voice was not clear enough to be heard. This speaking test was done in the third meeting after the actions given twice by the following steps;

1. The researcher asked the students to fill their attendance in the Google form provided.
2. The researcher gave the steps of the speaking test then the students may ask some questions when they do not really understand.

3. The researcher distributed 4 situations divided to 32 students to make a dialog in pairs.
4. The students were given time for about 45 minutes to make the dialog.
5. The students then submitted the dialog and exercise for about 15 minutes
6. Each pair of students was called by video call feature of WhatsApp to present the dialog with their own partner and the researcher recorded it with mobile phone recorder

The students' speaking achievement was scored based on the aspects of speaking by using speaking scoring rubric as the assessment of the speaking test.

The speaking test that was conducted can be seen in the App. E.

The speaking scoring rubric that was used to assess the students' speaking achievement was as follows;

Table 2. The Aspect of Speaking Assessment

No	The students' Names (Initials)	The students' scores of speaking test based on the indicators					Total score
		F	P	G	V	Cs	

Notes;

F : Fluency

P : Pronunciation

G : Grammar

V : Vocabulary

Cs : Comprehension

The indicators of the speaking score are as follows;

- a. Fluency (F) Score

- 1 Speech is getting stuck and not complete.
 - 2 Speech is very slow and uneven except for short or routine sentences.
 - 3 Speech is frequently hesitant, repeating the sentences.
 - 4 Speech is sometimes hesitant with some unevenness caused by rephrasing and grouping for words.
 - 5 Speech is effortless, rhythmically, and smooth.
- b. Pronunciation (P) Score
- 1 Pronunciation frequently unintelligible.
 - 2 Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.
 - 3 Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding.
 - 4 No conspicuous mispronunciations, but would not be taken for a native speaker.
 - 5 Native pronunciation, with no trace of “foreign accent”.
- c. Grammar (G) Score
- 1 Grammar almost entirely inaccurate except in stock phrases.
 - 2 Constant errors showing control of very few major patterns and often reconstruct the sentence.
 - 3 Frequent errors showing some major pattern and misunderstanding.
 - 4 Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding.
 - 5 Few errors, with no patterns of failure.
- d. Vocabulary (V) Score
- 1 Vocabulary inadequate for even the simplest conversation.
 - 2 Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some social topic.
 - 3 Enough vocabulary to discuss of some social topic.
 - 4 Professional vocabulary precise and wide, general vocabulary adequate to cope with complex practical problems and varied social situations.

5 Vocabulary apparently as accurate and extensive as that of an educated native speaker.

e. Comprehension (Cr) Score

- 1 Understand too little for the simplest type of conversation
- 2 Understand only slow, vet simple speech on common social and touristic topics; requires constant repetition and rephrasing
- 3 Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
- 4 Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
- 5 Understand everything in both formal and colloquial speech to be expected of an educated native speaker

(Adapted from Hughes 2003:131)

3.5.2 Interview

Interview in this research was done in the preliminary study with the interviewee that was the eighth grade English teacher of SMPN 10 Jember on November, 2019. The interview type used was guided interview in the form of a list of questions (see App. B) to get information needed about the curriculum she uses, teaching method she applies to enhance the students' speaking achievement, the class which has the lowest speaking achievement and the data about the research participants. The data collected were used to support the background of the research.

3.5.3 Documentation

Documentation was used to get the supporting data about the list of the students' initial name of the research participants and the previous speaking test scores from the English teacher.

3.6 Google Classroom Application

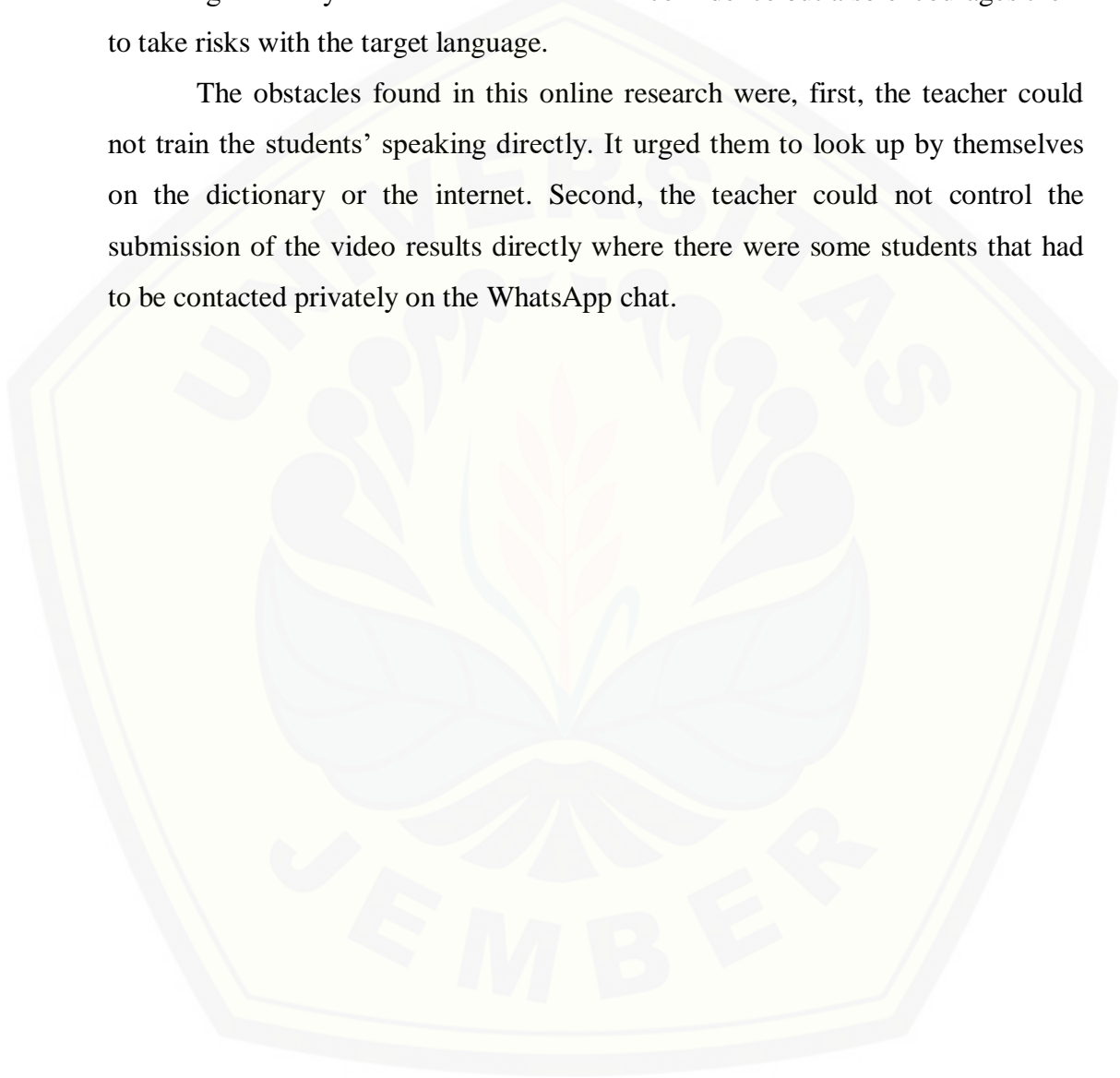
Google classroom is one of smartphone applications that can be downloaded and installed freely through the Playstore or Appstore. This

application tends to connect teachers and learners in giving and doing the assignments within a specified time. It also makes them easier to share any files during online learning process. To use this application, teachers only need to share the private code of the class so that the students can login to it automatically. Each class could have a different folder in each drive user so that the students could send their own assignment to be assessed by the teacher. After assessing the students' assignment, the teacher may input some comments in it.



speaking ability. In each meeting of online learning, the students also had the enhancement of confidence in presenting the dialog even though there were some pronunciations of the words that were spoken by using their own mother tongue. It accords with Göktürk's (2016) ideas that the utilization of digital video recordings not only bolster the learners' self- confidence but also encourages them to take risks with the target language.

The obstacles found in this online research were, first, the teacher could not train the students' speaking directly. It urged them to look up by themselves on the dictionary or the internet. Second, the teacher could not control the submission of the video results directly where there were some students that had to be contacted privately on the WhatsApp chat.



CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the result of the research and the suggestions that are addressed to the future researchers, English teacher, and the students dealing with the research findings.

5.1 Conclusion

Based on the result of speaking test after the treatment actions had been done, it could be concluded that the use of digital video recording could enhance the eighth-grade students' speaking achievement at SMPN 10 Jember in the 2020/2021 academic year. It was proved by the results of the speaking test that showed 71.83 % of the students passed the passing grade of the English lesson that was 73.

5.2 Suggestions

Due to the result of this research that the use of digital video recording could enhance the eighth grade students' speaking achievement. Therefore, some suggestions are addressed to the future researcher, the English teacher, and the students.

a. For the future researchers

It is suggested to the future researchers as a reference to conduct a further research with the same or different research design dealing with the use of digital video recording to enhance the students' speaking skill. The result of this study can be used as an informative input to support a further research with higher level of students.

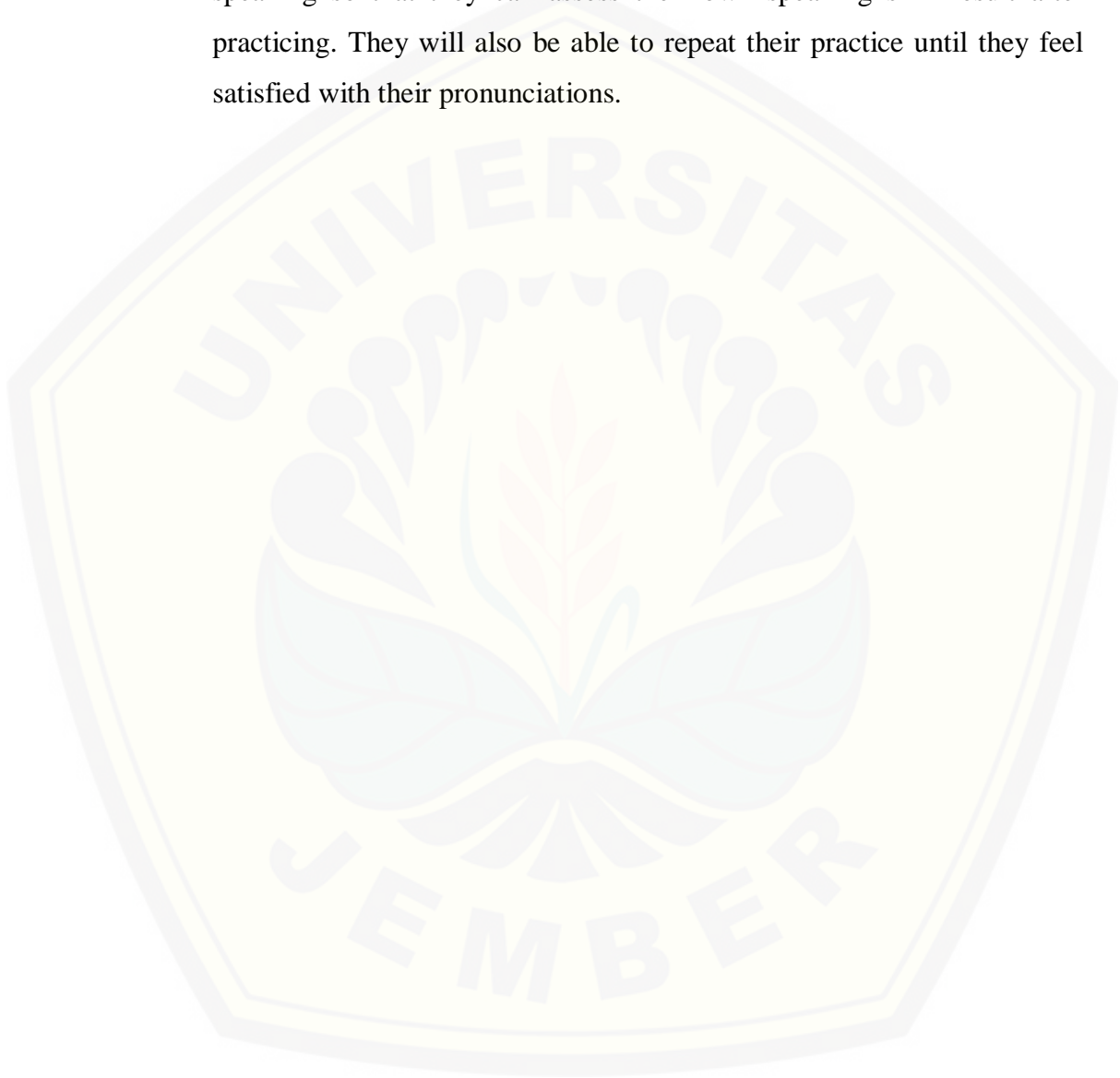
b. For the English teachers

It is suggested to the English teacher to use digital video recording in learning and teaching speaking to enhance the students' speaking achievement due to the advantages of digital video recording for speaking. This research might be guidance to create more suitable

exercises to encourage students in practicing English speaking to enhance their speaking achievement.

c. For the students

It is suggested for the students to use digital video recording in learning speaking so that they can assess their own speaking skill result after practicing. They will also be able to repeat their practice until they feel satisfied with their pronunciations.



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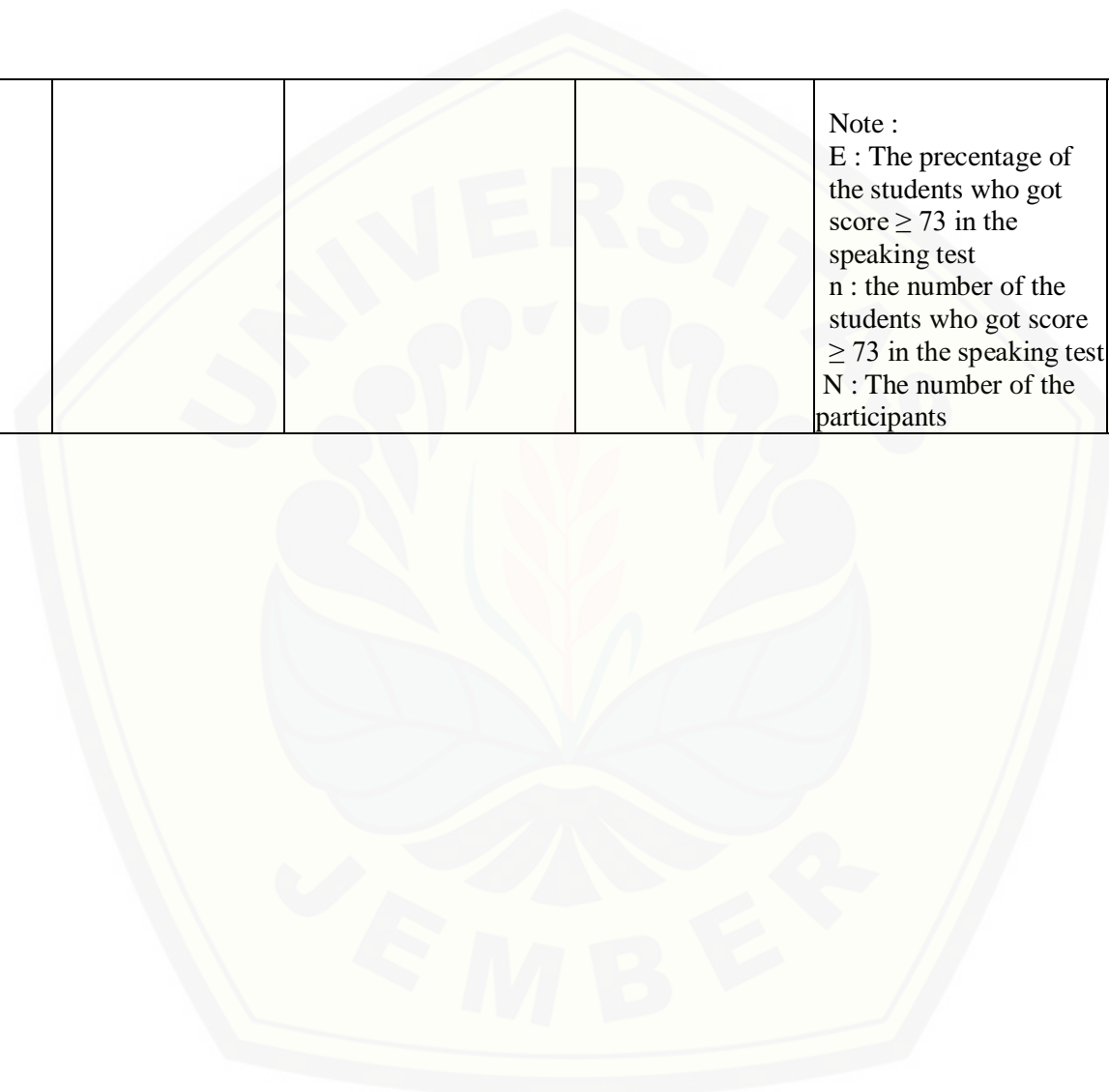
APPENDIX A

RESEARCH MATRIX

Title	Research Question	Variable	Indicators	Data Resources	Research Methods	Hypothesis
Enhancing the Eighth Grade Students' Speaking Achievement by Project-based Digital Video Recording	How can digital video recording enhance the eighth grade students' speaking achievement at SMPN 10 Jember?	<ul style="list-style-type: none"> • Independent : The use digital video recording in teaching speaking. • Dependent : The eighth- grade students' speaking achievement. 	<ul style="list-style-type: none"> • Independent : Teaching speaking skill by using digital video recording : <ol style="list-style-type: none"> 1. The teacher gives the material according to their textbook materials. 2. The teacher explains what aspects will be the assessment record of speaking skill. The teacher distribute the unscripted situations to be developed into scripted situations scenario by the 	<ul style="list-style-type: none"> • Participants : the eighth grade A students at SMPN 10 Jember in the 2020-2021 Academic Year. • The collaborator : the eighth grade English teacher of SMPN 10 Jember. • Documents : -The list of the names of the research participants and the previous speaking scores from the English teacher 	<ul style="list-style-type: none"> • Research design The classroom action research with cycle model. Each cycle consists of four stages: <ol style="list-style-type: none"> 1. The planning of the action 2. Implementing of the action 3. Observing the action 4. Evaluating the action and data analysis • Area Determination method Purposive method • Participant determination method Purposive method 	The use of project-Based digital video recording can enhance the speaking achievement of eighth grade students of SMPN 10 Jember.

			<p>students.</p> <p>4. The teacher asks the students to make a digital video recording with one of their family at their own house and send it to the English teacher.</p> <ul style="list-style-type: none"> • Dependent : The students' scores of speaking test in each cycle 	<ul style="list-style-type: none"> • Data collection methods Primary data : Speaking test and observation Supporting data : Interview and documentation • Data Analysis Method <ul style="list-style-type: none"> - The data collected from speaking test in the cycle were analyzed by using the formula below: $E = \frac{n}{N} \times 100\%$ - The data collected from observation in the cycle were analyzed by using the formula below : $E = \frac{n}{N} \times 100\%$ 	
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					<p>Note :</p> <p>E : The percentage of the students who got score ≥ 73 in the speaking test</p> <p>n : the number of the students who got score ≥ 73 in the speaking test</p> <p>N : The number of the participants</p>	
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APPENDIX B

Interview Guidelines

Goal : To know what methods are usually used by the English teacher and the progress of the students in speaking English
 Teacher's Name : Mrs. Endah Sugi Pratiwi, S. Pd.

No.	Interview Questions	(The English Teacher) Answer
1.	What Curriculum does the school use?	We use K-13 Curriculum.
2.	What book do you use in teaching English?	We use main English book from government and some other books for materials references even also from the internet.
3.	Are there how many classes of the eighth grade?	There are 6 classes.
4.	How do you teach speaking to the students?	I teach speaking integratedly with other skills, such as; writing, reading and etc.
5.	Do the students face some problems in learning speaking?	There are many problems faced by students whether written or spoken English exactly pronunciation and intonation.
6.	How do you overcome the students' problems in learning speaking?	I use some media such as PPT, lecturing videos and help students to have self-learning skills.
7.	How do you assess the students' speaking achievement?	Usually I assess their speaking by some aspects, such as; pronunciation, intonation, and fluency.
8.	Which class has the lowest mean score in the speaking test?	Usually most of them have low score but the lowest score is Eighth A.
9.	Have you ever applied video recording in teaching speaking?	No, never. It is new to me.
10.	What is the standard minimum of the English score in this school?	The minimum score to pass is 73.
11.	Which class is passive in the teaching and learning process?	It is eighth A.

APPENDIX C

The students' initial name list and the previous speaking scores

No.	Students' Initial Name	Students' Score	Achieved	Not Achieved
1.	ACP	64		✓
2.	ARPF	76	✓	
3.	APR	68		✓
4.	BJAPB	72		✓
5.	CAIPI	76	✓	
6.	DGP	76	✓	
7.	DACPA	76	✓	
8.	DFA	68		✓
9.	DARH	80	✓	
10.	FAN	68		✓
11.	FP	64		✓
12.	GEH	68		✓
13.	HK	72		✓
14.	HNA	68		✓
15.	LAA	76	✓	
16.	MDH	76	✓	
17.	MHSA	76	✓	
18.	MFG	80	✓	
19.	MLZ	80	✓	
20.	MAK	64		✓
21.	MAS	68		✓
22.	MIAR	64		✓
23.	NFS	68		✓
24.	NSP	76	✓	
25.	NPR	64		✓
26.	PMKPJ	64		✓
27.	PL	68		✓
28.	RMR	68		✓
29.	SAB	60		✓
30.	SM	60		✓
31.	SW	72		✓
32.	VM	60		✓
- Total number			11	21
- $E = \frac{n}{N} \times 100\%$				
Percentage	$\frac{11}{32} \times 100\% = 34.37\%$			

APPENDIX D

LESSON PLAN (Meeting 1)

School : SMPN 10 Jember
 Subject : English
 Class/Semester : VIII/I
 Language Skill : Speaking
 Subject Matter : Asking for attention and checking comprehension

A. Basic Competence

Basic Competences	Indicators
<p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya</p>	<p>3.1.1 Identifying the sentence of asking for attention and checking comprehension based on the social function, text structure and the language features.</p>
<p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.1.1 Making a short dialogue containing one of the learning materials (asking for attention and checking comprehension) based on the social function, text structure and the language features).</p> <p>4.1.2 Presenting the digital video recording of the dialog by digital video recording with one of their family.</p> <p>4.1.3 Collecting the video recording dialog through to the teacher through Whatsapp.</p>

B. Objectives

After the end of the lesson;

1. The students are able to identify the sentence of asking for attention and checking comprehension based on the social function, text structure and the language features.
2. The students are able to make a dialogue containing asking for attention and checking comprehension based on the situation given.
3. The students are able to present the dialog by digital video recording with one of their family at their house.
4. The students are able to collect the video recording dialog to the teacher through Whatsapp.

C. Learning Material

Learning materials are enclosed

D. Teaching Methodology

Model	Project-based learning
Steps	<ol style="list-style-type: none"> 1. Starting with essential questions 2. Designing the project 3. Creating schedule 4. Monitoring the students' progress of the project 5. Assessing the outcome 6. Evaluating the experience
Method	Working in pairs

E. Media and sources

Media	Smartphone
Sources	The 8th grade textbook entitled "When English Rings a Bell", Mandiri book for 8th grade entitled "Practice Your English Competence"

A. Teaching and Learning Activities

No.	Project based-learning syntax	Teacher's activities	Students' activities
1.	Starting with essential questions	The teacher sends the learning material via WhatsApp group in the form of document and ask students to complete the sentences with asking and giving attention or checking comprehension	The students ask some questions related to the materials learned and complete the sentences with asking and giving attention or checking comprehension
2.	Designing the project	The teacher explains the ways to produce the project and the aspects of speaking assessment	The students discuss to make the project of digital video recording conversation
3.	Creating schedule	The teacher and the students make a deal of the project collection	The students arrange the completion of the project based on the deadline made
4.	Monitoring the students' progress of project	The teacher monitors the students' activity during doing the project and guide the students when they face difficulties	The students do the project according to the schedule and discuss their problem with the teacher
5.	Assessing the outcome	The teacher discusses the project prototype, monitors the students' involvement and measures the standard achievement	Discussing project feasibility product and make the report to explain to the other students
6.	Evaluating the experience	The teacher gives some comments of the project and both teacher and students do reflection or conclusion	Each group of students give comments toward the other groups and make a conclusion with the teacher

LEARNING MATERIALS

1. Expression of Asking for attention

Asking for attention is an expression to ask someone's attention to focus on what we are talking about or the vice versa.

(meminta perhatian adalah ungkapan untuk meminta seseorang memfokuskan perhatiannya kepada apa yang kita bicarakan atau sebaliknya)

Asking for attention	Responding	Showing attention
<ul style="list-style-type: none"> • Excuse me. • Attention, please. • Can I have your attention, please? • May I have your attention, please? • Sorry to trouble you • Sorry to bother you • Look what I have got there • Look here! • Look! • Hey! 	<ul style="list-style-type: none"> • Yes, please • Alright • Sure 	<ul style="list-style-type: none"> • I see • Well.... • Tell me more. • Really? • Is she? • Have you? • What happened?

2. Expressions of checking someone's understanding

(ungkapan mengoreksi pemahaman seseorang)

Checking someone's understanding	Responses showing that someone understand	Responses showing that someone doesn't understand
<ul style="list-style-type: none"> • Do you understand what I am saying? • Do you know what I mean? • Do you know what I am talking about? • Does that make any sense? • Do you follow me? • Are you with me? • With me so far? 	<ul style="list-style-type: none"> • I see what you are saying • I see what you mean • I know what you mean • I know • I understand what you are saying • I am with you • I hear you 	<ul style="list-style-type: none"> • I don't get it • I don't follow you • I am not sure I get your point • I am not sure I know what you mean

<ul style="list-style-type: none"> • You know? • You see? • Right? • Is it clear? 	<ul style="list-style-type: none"> • I hear what you are saying 	
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Here is an example of making a dialogue from unscripted situations to scripted dialogue to be presented with the group.

The situation given **“Dina invites you to go to Malang but you will have your first test of your course, then you decide to ask your friend to give the best answer to Dina.”**

Wildan: Will you hear my story, Nadine? Nadine: Yes, I will. What is it about?

Wildan: It is about our friend Dina. Listen to me! (asking for attention)

Nadine: Okay!

Wildan: Dina asked me to join her to Malang next Sunday. Nadine: And then?

Wildan: I confused because next week I will have my first test in my course.

Nadine: I see. Then? (response showing that someone understand)

Wildan: How to say to Dina if I can't join her? Nadine: Just say the truth, Wildan.

Wildan: Okay I will try.

Here are some unscripted situations that you must develop to be good scripted conversations with your group using expressions of Asking for attention and checking comprehension.

(berikut adalah beberapa situasi yang harus kamu kembangkan menjadi dialog bersama teman dengan menggunakan ungkapan meminta perhatian dan mengecek pemahaman teman)

1. You are going to a mall with your friend, you look for a shirt and shoes but but there is no fit size for you and you ask your friend to help you.
2. Because of the sake of business, your family must have moved to a new house near the office. You invited your friend to visit your new house that have many beautiful views around.
3. It is time for holiday, you and your friend plans to spend this holiday to go to beach, mountain, or visit the far away family.

4. You did not get school yesterday then you ask your friend the homework that you must do.



LESSON PLAN (Meeting 2)

School : SMPN 10 Jember
 Subject : English
 Class/Semester : VIII/I
 Language Skill : Speaking
 Subject Matter : Giving compliments and asking for opinion
 also giving the responses

A. Basic Competence

Basic Competences	Indicators
3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiinya, sesuai dengan konteks penggunaannya	3.1.1 Identifying the sentence of Giving compliments and asking for opinion also giving the responses based on the social function, text structure and the language features
4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapiinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.1 Making a short dialogue containing one of the learning materials (asking for attention and checking comprehension) based on the social function, text structure and the language features). 4.1.2 Presenting the digital video recording of the dialog by digital video recording with one of their family. 4.1.3 Collecting the video recording dialog through to the teacher through Whatsapp.

B. Objectives

After the end of the lesson;

1. The students are able to identify the sentence of appreciating others and asking for opinion also giving the responses based on the social function, text structure and the language features.
2. The students are able to make a dialogue containing appreciating others and asking for opinion also giving the responses based on the situation given.
3. The students are able to present the dialog by digital video recording with one of their family at their house.
4. The students are able to collect the video recording dialog to the teacher through Whatsapp.

C. Learning Material

Learning materials are enclosed

D. Teaching Methodology

Model	Project-based learning
Steps	<ol style="list-style-type: none"> 1. Starting with essential questions 2. Designing the project 3. Creating schedule 4. Monitoring the students' progress of the project 5. Assessing the outcome 6. Evaluating the experience
Method	Working in pairs

E. Media and sources

Media	Smartphone
Sources	The 8th grade textbook entitled "When English Rings a Bell", Mandiri book for 8th grade entitled "Practice Your English Competence"

F. Teaching and Learning Activities

No.	Project based-learning syntax	Teacher's activities	Students' activities
1.	Starting with essential questions	The teacher sends the learning material via WhatsApp group in the form of document and ask students to complete the sentences with asking and giving attention or checking comprehension	The students ask some questions related to the materials learned and complete the sentences with asking and giving attention or checking comprehension
2.	Designing the project	The teacher explains the ways to produce the project and the aspects of speaking assessment	The students discuss to make the project of digital video recording conversation
3.	Creating schedule	The teacher and the students make a deal of the project collection	The students arrange the completion of the project based on the deadline made
4.	Monitoring the students' progress of project	The teacher monitors the students' activity during doing the project and guide the students when they face difficulties	The students do the project according to the schedule and discuss their problem with the teacher
5.	Assessing the outcome	The teacher discusses the project prototype, monitors the students' involvement and measures the standard achievement	Discussing project feasibility product and make the report to explain to the other students
6.	Evaluating the experience	The teacher gives some comments of the project and both teacher and students do reflection or conclusion	Each group of students give comments toward the other groups and make a conclusion with the teacher

LEARNING MATERIALS

1. Giving compliments/ appreciations

Expression of Compliment is an expression that we say to express or give praise to someone else. (Expression of Compliment adalah ekspresi yang kita katakan untuk mengungkapkan atau memberikan pujian kepada orang lain).

Usually it is used in some situations, for examples:

(biasanya digunakan di suatu situasi, misalnya seperti;)

- On his/her general appearance (Pada penampilannya secara umum)
- If you notice something new about the person's appearance (Jika Anda melihat sesuatu yang baru tentang penampilan seseorang)
- When you visit someone's house for the first time (Ketika Anda mengunjungi rumah seseorang untuk pertama kalinya)
- When other people do their best (Ketika orang lain melakukan yang terbaik)

To compliment someone	Responses
<ul style="list-style-type: none"> • Excellent! • Nice try! • What a great mark! • How beautiful! • You look great • That's a nice bracelet • You are clever. • Wow, that's marvellous! • Terrific! • That's really fantastic! • It looks great on you. 	<ul style="list-style-type: none"> • Thanks. • Thank you. • Thanks, I'm glad you like it.

2. To ask for and give opinions

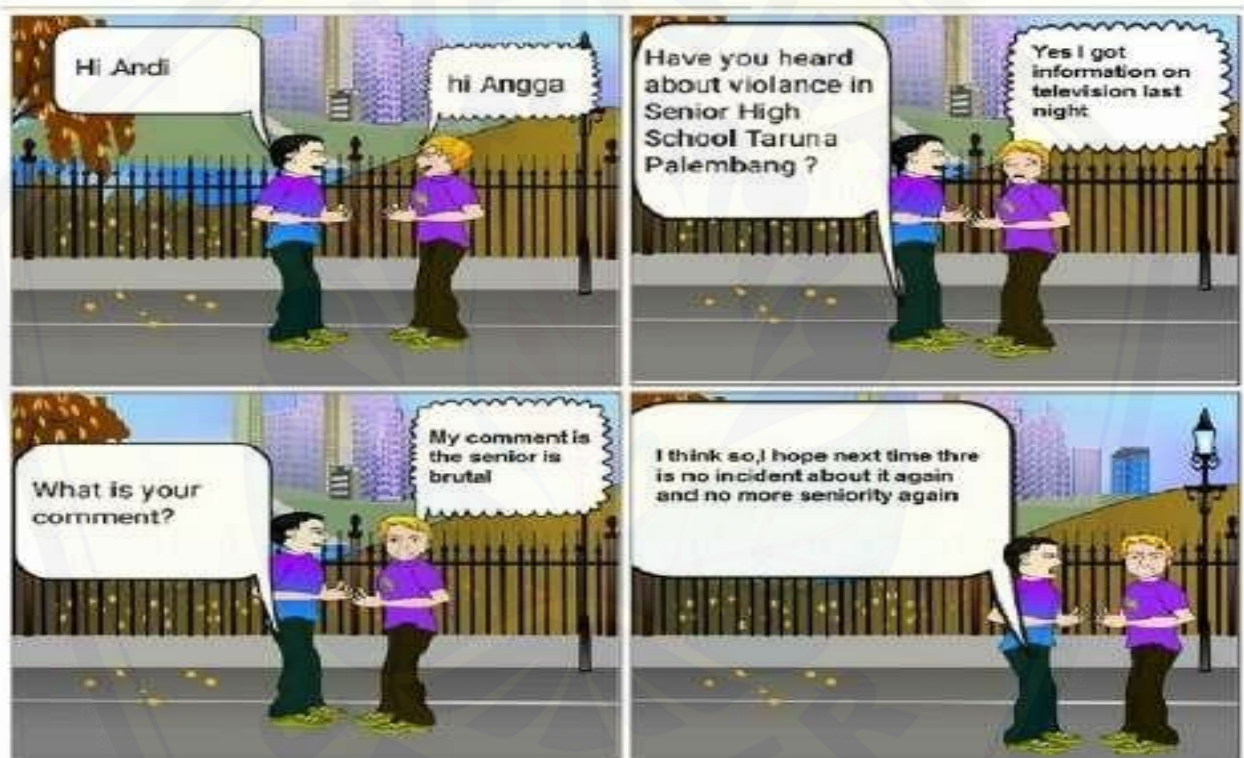
Asking and giving opinion is an expression that is used to ask, answer or respond someone's opinion

(Asking and Giving Opinion ialah suatu ungkapan yang digunakan untuk menanyakan, menjawab atau merespon suatu pendapat).

Here are some expressions that can be used to ask and give your opinions.

Asking for opinions	Giving opinions
<ul style="list-style-type: none"> • What do you think..? • What's your opinion about..? • How do you feel about..? • What is your comments? 	<ul style="list-style-type: none"> • I think... • I must say • From my point of view.. • In my opinion..

Example of asking for opinion;



Here are some unscripted situations that you must develop to be good scripted conversations with your group.

1. The material discussed in the class is about pet. Each of you in the group should tell the pet you maintain in your house. Your friend asks your opinion about the pet.
2. You and your friends are going to the zoo, you are amazed to the animal you see and your friend too. You ask your friend's opinion about the animal.
3. You are sick, you should have a bed rest for some days in your house. Your friend decides to visit you to know your condition You are confused whether to get school or not for tomorrow then you ask your friend's opinion about it.
4. You are a new student in the class and your friend is telling you the hobby then she asks you to introduce yourself and tell your hobby too. You both share your opinion about the hobby.

APPENDIX E

SPEAKING TEST

Here are some unscripted situations that you must develop to be good scripted conversations with your partner!

Your sister is traveling to abroad, you want her to bring you souvenirs when she goes back home.
--

You are going to go home from the school by bus but your money is not enough to pay it. Then, you try to borrow it to your friend.
--

Your brother/sister is watching TV up too close. You tell him/her that he/she must not watch too close to the TV.

The sky is so dark. Your friend wants to go home. You suggest him/her not to go home since it is going to rain so hard.

APPENDIX F

Students' speaking scores meeting 1

No.	Students' initials name	Teachers' scores					Total	Researchers' scores					Total
		F	P	G	V	Cs		F	P	G	V	Cs	
1.	ACP	5	4	4	3	4	20	5	4	2	3	4	18
2.	ARPF	4	3	4	3	4	18	4	3	5	4	3	19
3.	APR	5	3	4	3	4	19	4	3	5	4	3	19
4.	BJAPB	4	4	3	4	4	19	4	3	3	4	4	18
5.	CAII	4	4	4	4	5	21	4	4	4	3	4	19
6.	DGP	4	3	4	4	4	19	5	4	4	4	4	21
7.	DACPA	4	3	4	3	4	18	4	3	5	4	5	21
8.	DFA	3	2	4	3	3	15	3	2	4	4	4	17
9.	DARH	4	3	4	4	4	19	4	3	4	4	5	20
10.	FAN	3	2	4	3	3	15	4	2	3	4	4	17
11.	FP	3	3	4	4	3	17	4	3	3	3	5	18
12.	GEH	3	3	4	3	3	16	3	2	4	4	4	17
13.	HK	3	3	4	3	3	16	3	3	3	3	3	15
14.	HNA	3	3	4	3	3	16	4	2	4	3	4	17
15.	LAA	4	3	4	4	4	19	3	4	4	4	4	19
16.	MDH	4	4	4	4	4	20	4	4	4	4	3	19
17.	MHSA	3	2	3	3	3	14	4	3	3	4	4	18
18.	MFG	3	4	4	4	3	18	4	4	3	4	5	20
19.	MLZ	5	4	4	4	4	21	4	4	3	4	5	20
20.	MAK	3	2	3	3	3	14	3	2	3	4	4	16
21.	MAS	4	4	4	4	3	19	4	4	3	3	5	19
22.	MIAR	4	4	4	3	4	19	3	4	4	3	3	17
23.	NFS	4	4	5	3	4	20	4	4	3	4	4	19
24.	NSP	4	4	4	3	4	19	5	4	4	3	5	21
25.	NPR	4	4	4	3	4	19	3	3	4	4	4	18
26.	PMKPJ	4	3	4	3	3	17	4	3	4	4	3	18
27.	PL	4	3	4	3	3	17	4	3	3	3	4	17
28.	RMR	4	3	4	3	3	17	3	3	3	3	4	16
29.	SAB	3	2	2	3	3	13	2	2	3	3	3	13
30.	SM	3	3	3	3	3	15	3	3	3	4	2	15
31.	SW	3	3	3	3	3	15	3	2	3	3	3	14
32.	VM	3	2	3	2	3	13	2	2	2	3	3	12

APPENDIX G

The total score of the students' speaking meeting 1

No.	Students' name initials	Teacher's scores	Researcher's scores	Total scores	Achieved	Not Achieved
1.	ACP	80	72	76	✓	
2.	ARPF	72	76	74	✓	
3.	APR	76	76	76	✓	
4.	BJAPB	76	72	74	✓	
5.	CAII	84	76	80	✓	
6.	DGP	76	84	80	✓	
7.	DACPA	72	84	78	✓	
8.	DFA	60	68	64		✓
9.	DARH	76	80	78	✓	
10.	FAN	60	68	64		✓
11.	FP	68	72	70		✓
12.	GEH	64	68	66		✓
13.	HK	64	60	62		✓
14.	HNA	64	68	66		✓
15.	LAA	76	76	76	✓	
16.	MDH	80	76	78	✓	
17.	MHSA	76	72	74	✓	
18.	MFG	72	80	76	✓	
19.	MLZ	84	80	82	✓	
20.	MAK	56	64	60		✓
21.	MAS	76	76	76	✓	
22.	MIAR	76	68	72		✓
23.	NFS	80	76	78	✓	
24.	NSP	76	84	80	✓	
25.	NPR	76	76	76	✓	
26.	PMKPJ	68	76	72		✓
27.	PL	68	68	68		✓
28.	RMR	68	64	66		✓
29.	SAB	52	52	52		✓
30.	SM	60	60	60		✓
31.	SW	60	56	58		✓
32.	VM	52	48	50		✓
Total number					17	15
Percentage		$E = \frac{n}{N} \times 100\%$			53.12%	46.88 %

APPENDIX H

Students' speaking score meeting 2

No	Students' initial name	Teachers' scores					Total	Researchers' scores					Total
		F	P	G	V	Cs		F	P	G	V	Cs	
1.	ACP	5	3	4	4	4	20	5	4	4	5	4	22
2.	ARPF	5	3	4	3	4	19	4	4	4	4	5	21
3.	APR	4	4	4	4	4	20	4	4	3	4	4	19
4.	BJAPB	4	3	4	4	4	19	4	3	4	4	4	19
5.	CAII	4	5	4	5	5	23	4	4	4	4	5	21
6.	DGP	5	3	4	4	4	20	5	3	4	4	5	21
7.	DACPA	4	3	3	3	4	17	4	3	3	4	4	18
8.	DFA	4	3	4	3	4	18	4	3	5	5	3	20
9.	DARH	5	3	3	4	4	19	5	4	4	4	3	20
10.	FAN	4	3	4	3	4	18	4	3	5	5	3	20
11.	FP	4	3	4	3	4	18	4	3	4	3	3	17
12.	GEH	4	3	4	3	4	18	4	4	3	3	3	17
13.	HK	3	3	3	4	3	16	4	3	4	4	3	18
14.	HNA	4	3	4	3	4	18	4	4	4	3	3	18
15.	LAA	4	4	4	4	4	20	4	5	4	3	3	19
16.	MDH	4	4	4	4	4	20	4	4	4	4	4	20
17.	MHSA	4	4	4	3	4	19	4	4	4	4	5	21
18.	MFG	4	3	4	3	4	18	4	4	4	4	5	21
19.	MLZ	5	4	4	3	3	19	5	5	4	4	4	22
20.	MAK	4	4	4	4	3	19	4	3	4	4	4	19
21.	MAS	4	3	4	3	3	17	4	2	4	4	5	19
22.	MIAR	4	4	4	4	4	20	4	4	4	3	3	18
23.	NFS	4	4	4	3	4	19	4	4	4	3	3	18
24.	NSP	5	3	4	3	4	19	4	4	4	5	5	22
25.	NPR	3	4	4	4	4	19	4	2	4	4	5	19
26.	PMKPJ	4	4	4	4	4	20	4	2	3	4	5	18
27.	PL	5	4	3	3	3	18	4	3	3	4	4	18
28.	RMR	4	3	3	3	3	16	3	3	3	3	4	16
29.	SAB	4	2	3	3	3	15	3	2	3	3	4	15
30.	SM	4	2	3	3	3	15	4	3	3	3	3	16
31.	SW	5	4	4	3	3	19	4	3	4	4	5	20
32.	VM	3	3	3	3	3	15	3	3	3	3	4	16

APPENDIX I

The total score of the students' speaking meeting 2

No.	Initials	Teacher's scores	Researcher's scores	Total scores	Achieved	Not achieved
1.	ACP	80	88	84	✓	
2.	ARPF	76	84	80	✓	
3.	APR	80	76	78	✓	
4.	BJAPB	76	76	76	✓	
5.	CAII	92	84	88	✓	
6.	DGP	80	84	82	✓	
7.	DACPA	68	72	70		✓
8.	DFA	72	80	76	✓	
9.	DARH	76	80	78	✓	
10.	FAN	72	80	76	✓	
11.	FP	72	68	70		✓
12.	GEH	72	68	70		✓
13.	HK	64	72	68		✓
14.	HNA	72	72	72		✓
15.	LAA	80	76	78	✓	
16.	MDH	80	80	80	✓	
17.	MHSA	76	84	80	✓	
18.	MFG	72	84	78	✓	
19.	MLZ	76	88	82	✓	
20.	MAK	76	76	76	✓	
21.	MAS	68	76	72		✓
22.	MIAR	80	72	76	✓	
23.	NFS	76	72	74	✓	
24.	NSP	76	88	82	✓	
25.	NPR	76	76	76	✓	
26.	PMKPJ	80	72	76	✓	
27.	PL	72	72	72		✓
28.	RMR	64	64	64		✓
29.	SAB	60	60	60		✓
30.	SM	60	64	62		✓
31.	SW	76	80	78	✓	
32.	VM	60	— 64	62		✓
Total number					21	11
Percentage		$E = \frac{n}{N} \times 100\%$			65.62%	34.38%

APPENDIX J

The students' speaking test scores

No.	Students' Initials name	Teacher's score	Researcher's score	Total	Achieved	Not Achieved
1.	ACP	72	80	76	✓	
2.	ARPF	76	84	80	✓	
3.	APR	92	92	92	✓	
4.	BJAPB	88	80	84	✓	
5.	CAII	72	80	76	✓	
6.	DGP	76	72	74	✓	
7.	DACPA	56	64	60		✓
8.	DFA	72	76	74	✓	
9.	DARH	76	72	74	✓	
10.	FAN	76	76	76	✓	
11.	FP	76	84	80	✓	
12.	GEH	76	72	74	✓	
13.	HK	68	72	70		✓
14.	HNA	76	72	74	✓	
15.	LAA	72	80	76	✓	
16.	MDH	72	80	76	✓	
17.	MHSA	76	72	74	✓	
18.	MFG	72	76	74	✓	
19.	MLZ	80	88	84	✓	
20.	MAK	64	64	64		✓
21.	MAS	76	76	76	✓	
22.	MIAR	76	80	78	✓	
23.	NFS	80	72	76	✓	
24.	NSP	80	72	76	✓	
25.	NPR	60	68	64		✓
26.	PMKPJ	56	60	58		✓
27.	PL	56	64	60		✓
28.	RMR	60	68	64		✓
29.	SAB	52	60	56		✓
30.	SM	52	60	56		✓
31.	SW	72	76	74	✓	
32.	VM	76	76	76	✓	
Total number					23	9
Percentage		$E = \frac{n}{N} \times 100\%$			71.87%	28.13%

APPENDIX K

TRANSCRIPT

Situation 2; (H as HNA, G as GEH)

Because of the sake of business, your family must have moved to a new house near the office. You invited your friend to visit your new house that has many beautiful views around.

H : “Hi Gio, I have a bad news
/ haɪ ˈgiɔ, 'aɪ hæv ə bæd ˈnju:z/

G : “What’s bad news?”
/ wɒt's bæd ˈnju:z/?/

H : “I’ll move home”
/ 'I'll mu:v həʊm”

G : “Are you kidding me?”
/ 'ɑ:(r) ju: 'kɪdɪŋ /mi/?/

H : “No, I’m seriously”
/ nəʊ, 'sɪəriəsli/

G : “Why? I don’t want you to move”
/ waɪ? aɪ dɒn't wɒnt ju: tə mu:v”

H : “Me too, but I have to because my father was transferred”
/ 'mi: tu: bət aɪ hæv tə bɪ'kɒz maɪ 'fɑ:ðə(r) /wəz/ t'rænsfɜ:d”

G : “Oh, no. I will be lonely”
/ ‘Oh, nəʊ aɪ wɪl bi lɒnəli”

H : “No, you will not. We still can communicate in social media.”
/ nəʊ, ju: wɪl nɒt wi stɪl kæn kə'mju:nikeɪt ɪn 'səʊʃl /'mi:diə/

G : “Hmm, I hope you’ll find a good friend there.”
/ Hɦɦɦ, aɪ həʊp ju:'ll faɪnd ə ɡʊd frend /ðeə(r)/

H : “Thanks, Gio. You’re my best friend.

/ “Thanks, Gio. You’re mai best /frend/

Situation 1; (A as APR, B as BJAPB)

Your sister is traveling to abroad, you want her to bring you souvenirs when she goes back home.

A : Hello little sister
/ hə'ləʊ 'lɪtl 'sɪstə(r)/

B : Hello Sis, what's wrong?
/ hə'ləʊ sɪs wɒtʒ rɒŋ?/

A : Tomorrow I will come home from Korea, what do you want to leave a souvenir?
/ tə'mɒrəʊ aɪ wɪl kʌm həʊm frəm Korea, wɒt du: ju wɒnt tə li:v ə ,su:və'nɪə(r)?/

B : Then, I will ask for a Hanbok dress.
/ ðen aɪ wɪl ɑ:sk fə(r) ə Hanbok dres/

A : What else?
/ wɒt els?/

B : That's all sis.
/ ðætʃ ə:l sɪs/

A : Alright, wait for me at home tomorrow.
/ ə:l'raɪt weɪt fə(r) mi: ət həʊm tə'mɒrəʊ/

B : Ok, be careful on the road.
/ əʊ'keɪ bi 'keəfl ɒn ðə rəʊd./

Situation 2; (F as FP, N as FAN)

You and your friends are going to the zoo, you are amazed to the animal you see and your friend too. You ask your friend’s opinion about the animal.

F ; I am so happy we can be in this zoo
/ aɪ'em səʊ 'hæpi wi kæn bi ɪn ðɪs zu:/

N : So am I

/ səʊ 'em aɪ/

F : I like this giraffe so much, how about you?

/ aɪ laɪk ðɪs dʒə'ra:f səʊ mʌtʃ, haʊ ə'baʊt ju:ʔ/

N : I like that little monkey, it is so cute

/ aɪ laɪk ðət 'lɪtl 'mʌŋki ɪt ɪz səʊ kju:t /

F : really? I am afraid of it

/ 'ri:əli aɪ ,eɪ'em ə'freɪd əv ɪt/

N : how about that bird?

/ haʊ ə'baʊt ðət bɜ:d ?/

F : yap! I think it has a beautiful feather

/ jæp aɪ θɪŋk ɪt hʌs ə 'bjʊ:tɪfl 'feðə(r) /

N : Which one do you prefer an elephant or a lion?

/ wɪtʃ wʌn du: ju prɪ'fɜ:(r) ən 'elɪfənt ə:(r) ə 'laɪən?/

F : I prefer an elephant because it is big and funny

/ aɪ prɪ'fɜ:(r) ən 'elɪfənt bɪ'kɒz ɪt ɪz bɪg ənd 'fʌni/

N : really?

/ 'ri:əli?/

F : of course, how about you?

/ əv kɔ:s haʊ ə'baʊt ju:ʔ/

N : I prefer a lion, it is so cute I think

/ aɪ prɪ'fɜ:(r) ə 'laɪən ɪt ɪz səʊ kju:t aɪ θɪŋk/

F : will you take a picture?

/ wɪl ju: teɪk ə 'pɪktʃə(r)?/

N : of course

/ əv kɔ:s/

F : let's take a picture together


/let's teɪk ə 'pɪktʃə(r) tə'geðə(r)/

N : okay

/ ,əʊ'keɪ/



APPENDIX L. Permission Letter of Conducting Research



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon : 0331-334988, 330738 Fax : 0331-334988
Laman : www.fkip.unej.ac.id

Nomor : /UN25.1.5/LT/2020
Lampiran : - 5 0 4 5
Hal : Permohonan Izin Penelitian

0 9 JUL 2020


Yth. Kepala Sekolah
SMP Negeri 10 Jember

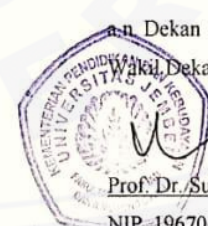
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Nor Aini
NIM : 160210401044
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Rencana Penelitian : Juli – Agustus 2020


Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan judul *“Enhancing the Eight Grade Students’ Speaking Achievement by Project-based Digital Video Recording”*. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenaan dan kerjasama yang baik kami sampaikan terima kasih.

Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 196706251992031003



APPENDIX M. Statement Letter for Accomplishing the Research from SMPN 10 Jember

 **PEMERINTAH KABUPATEN JEMBER**
UPTD SATUAN PENDIDIKAN
SMP NEGERI 10 JEMBER
Jl. Nusa Indah No. 25 Telp. (0331) 485223 Jember



Jl. Nusa Indah No. 25 Telp. 0331-485223 Fax. 0331-412939 Website : www.smpnegeri10jember.blog.com E-mail : smpnegeri10jember@yahoo.com

SURAT KETERANGAN
No. 421.3 / 144 / 310.02.20523883 / 2020

Yang bertanda tangan di bawah ini :

N a m a : **Drs. SUWOTO**
NIP : 196705011994121002
Pangkat, Gol : Pembina Tk I, IV/b
Jabatan : Plt. Kepala UPTD Satuan Pendidikan
SMP Negeri 10 Jember

menerangkan dengan sebenarnya bahwa :

Nama Mahasiswa : **Nor Aini**
NIM : 160210401044
Program studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Perguruan Tinggi Asal : Universitas Jember

telah melaksanakan penelitian dalam rangka penyusunan skripsi di SMP Negeri 10 Jember dengan judul "*Enhancing the Eight Grade Student's Speaking Achievement by Project-based Digital Video Recording*" yang dilaksanakan pada tanggal 24 Juli – 15 Agustus 2020.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 24 Agustus 2020

Plt. Kepala UPTD Satuan Pendidikan
SMP Negeri 10 Jember,


Drs. SUWOTO
NIP. 196705011994121002