



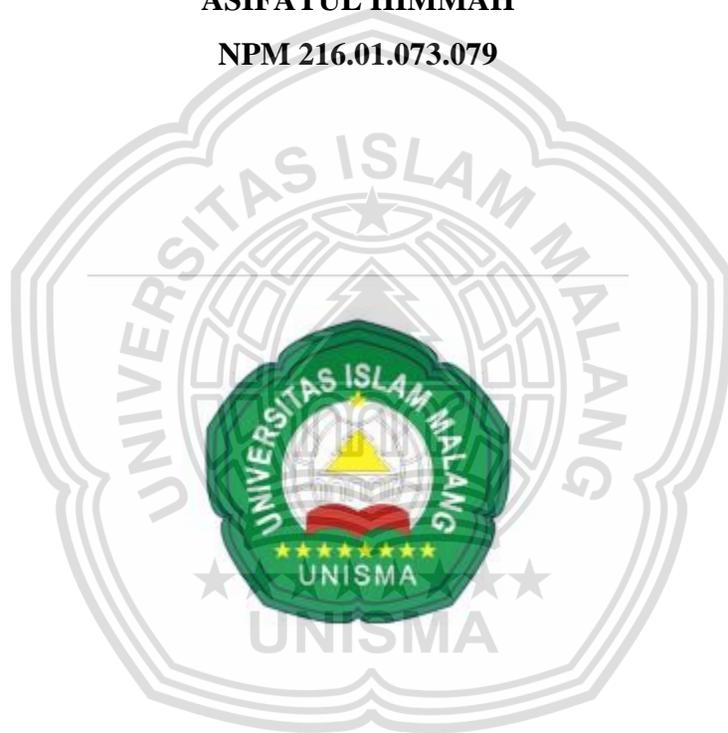
**THE EFFECTIVENESS OF UPLOADED-RECORDED VIDEO ON INSTAGRAM AT
SECOND GRADERS' SMAI AL-MAARIF SINGOSARI FOR SPEAKING SKILL ON
HORTATORY EXPOSITION**

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ABSTRACT

Himmah,Asifatul. 2019. *The Effectiveness Of Uploaded-Recorded Video On Instagram At Second Graders' Smai Al-Maarif Singosari For Speaking Skill On Hortatory Exposition* English Education Department, Faculty of Teacher and Education, University of Islam Malang, Advisor I: Eko Suhartoyo., S.Pd, M.Pd.; Advisor II: Febti Ismiatun., S.Pd, M.Pd.

Keywords: Speaking Skill, Uploaded-Recorded on IGTV

The purpose of this research is to investigate the effectiveness of uploaded-recorded video on Instagram at second graders' SMAI Al-maarif Singosari for speaking skill on hortatory exposition. Uploaded-recorded video on Instagram is one of the ways to increase the students' speaking skill since uploaded-recorded has ability to replay recording. And it can help the students to exercise themselves to improve their speaking skill. Therefore, the researcher treated the students by using uploaded-recorded video on Instagram.

The design of this research was experimental research with pre-Experimental research. The research focused on one class, that was XI Language Program in which there were 23 students. The instruments test were six topics which were chosen by researcher and controlled by teacher who taught on this class. The researcher conducted pre-test, treatment and post-test. The instruments were validity on ten students who random sampling but one level with students one class on XI Language Program. The data from bot pre-test and post-test were analyzed by using t-test analysis. The score of post-test was significantly higher than pre-test. The result of analyzing pre-test score and post-test showed that significant level of 0.000 for first test and 0.001 for second test which less than 0.05. it means that using uploaded-recorded on Instagram was effective in improving speaking skill at second graders' of SMAI Al-Maarif Singosari. It can be concluded that the student who was taught using uploaded-recorded video on Instagram was better than student before using uploaded-recorded video on Instagram for speaking skill as it helped the students to improve their speaking performance and speaking skill, so it could improve their speaking achievement.

CHAPTER I

INTRODUCTION

This chapter explains about background of study, research question, and objectives of study, hypothesis, scope and limitation, significance of the study and definition of key term.

1.1 Background of the Study

Speaking is one of the most important skills for mastering English language learning. Having a good speaking quality defines people who are successful in learning the language. Bahadorfar & Omidvar (2014) stated that speaking is part of the vital productive skills that should be mastered by students who want to learn a second or foreign language, students are able to share their ideas and knowledge by speaking. Furthermore, they can interact with others. Because speaking is a communication tool. On the other hand, speaking affects another skill, such as listening and linguistics. It is also important to be mastered by speaking.

There is a new means of communication and human interaction called by the websites of social media. It is spread throughout the world and is under ten years old. Sahu (2014) states that social media offers increasingly enlightening forums for people to communicate, exchange, and speak to others about their thoughts. The major changes in the development of technology have potentially influenced the advancement of learning in schools and higher education for students. Jiang et.al.

(2018) state that advancement of technology has significant impact on all aspects of human life and development in society. Human and social development history is also the history of technology advancement. This could possibly open up wider opportunities for groups of people especially to transform their learning strategies at schools and universities. Such encouragement can even widely spread into the sphere of social media for education in which they usually spend a lot of their time interacting with others, communicating, as well as to learn something about education.

The contact landscape has changed profoundly thanks to social media platforms. The impact on teachers and education is also important in the classroom. Social networking sites are viewed by free, collaborative and socializing as powerful resources for teaching and learning (Manca & Ranieri, 2016). These platforms have been transformed in virtual environments which are especially suited to education so that students can generate, distribute and receive content based on their inactive characteristics (Vivakaran & Neelamalar, 2018). With regard to language teaching and to the introduction into the classroom of specialized instruments not only for students but also for experiences in and outside the classroom (Lomicka & Lord, 2016). Opened the way for social media to increase student language visibility as well as to provide genuine language learning, by means of socialization, contextualization and exploitation (Wong et al., 2017).

Instagram is one of the most widely used social media platform among youths and university students. Instagram was introduced as a social site, and new features such as video, text and story social were added over the time, which made a huge difference in its development (Gruzd et al., 2018). In terms of language learning, Handayani & Pd (2016) argue that Instagram can be used by students as a tool used for several language classes such as visual storytelling, pictorial grammar, position, reading, video speaking, etc. Instagram aimed at four language skills in an outside classroom. Among the Instagram studies on its use for language learning, Mansor & Rahim (2017) found that it is an important platform where students are encouraged to engage with their peers in group work related to teacher videos.. Particular technology devices such as laptops, computers, tablets, and mobile phones now have been more attached to the students' senior high school even at their learning time inside or outside school. Instead of considering its impact, it is also notable to see how this technology could bring a change for better independent learning for the students.

The processes of learning of foreign language is highly time consuming and requires expanded time of input and interaction, so integrating social media or Instagram is very essential. The various types of social media can increase students' interest, motivation. Social media platforms enhance learning, confidence, and motivation through collaboration, with genuine and student-generated language content (Badri et al., 2017; Derakhshan & Hasanabbasi, 2015). Thus, the social media

networks build a fun and stress-free environment for educators to turn the excitement of the social media into learning opportunities (McCarroll & Curran, 2013).

In addition to the information described above, there are some specific accounts administered by English native speakers and professional teachers which aim to facilitate English as Foreign Language (EFL) learners to learn English as well as to develop their skills. This is to highlight one of the points that will be studied in this research on how following and getting involved in those accounts will influence the effectiveness of the English skills development of the EFL students. Nevertheless, studies have highlighted the problems of modern English-speaking training assisted by technology, including technical issues and the use of a low-quality or poorly positioned virtual dialog Webcam may have a huge effect on quality of communication and lead to poor results in language learning (Austin et al., 2017). In this case, the study will be narrowed down into a group of students as the respondents who are categorized as EFL students from senior high school to examine how effective the learning on Instagram can develop their English skills.

Some researchers like Xodabande (2017) have been conducted a study related to social media entitled *The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners* discussing about how effective Telegrams for Iranian EFL students to teach English pronunciation; There were 30 Iranian EFL students (in two experimental (N=14) and control (N=16)

groups) who received various treatments over the four weeks. Pre-test and post-test tests showed a substantial strengthening of the pronunciation of participants in the study group as compared with the control group, but there was no noticeable change of the pronunciation of participants in the post-test to late research group, four weeks later. The findings of the current study showed that social networks can be very effective and successful in the teaching of language features. The findings of the current study showed that social media networks can be very successful and positive in teaching language apps.

On the other side Mubarak (2016) have been conducted a study related to social media entitled *Learning English as a Second Language through Social Media: Saudi Arabian Tertiary Context* researching English as Second Language Learning in the Saudi Arabian context; and some other related studies ; The result showed that collective learning embedded in Social media may help enhance the habits of learning, leading to a effective second language learning in English. In addition, some of the issues faced by using social media and joint group work at tertiary level in studying and teaching English as a second language are also illustrated. Perhaps notably, the students decided that social media had a significant effect on their English language learning ability.

Based on the statements above, Social media can be used in speaking skill. This approach increases the desire for learners to speak English as students have a great experience and enjoy learning English through using social media.

1.2 Research Problem

From the background above, the research question can be formulated as “Do uploaded-recorded video on IGTV have significant different impact on students’ speaking skill at SMAI AL-MA’ARIF Singosari?”

1.3 Objective of the Study

This study aims at investigating the effectiveness of uploaded-recorded video on IGTV in speaking skill to students’ second grade of SMAI AL-MA’ARIF Singosari.

1.4 Hypothesis

As the hypothesis in this research, the researcher writes:

H-1: Students who uploaded-recorded video on IGTV had better speaking achievement than those who did not upload-recorded video on IGTV

H-0: Students who uploaded-recorded video on IGTV did not have better achievement than those uploaded-recorded video on IGTV.

1.5 Assumption

There are two assumptions of this study.

1. The researcher believe that students who uploaded-recorded video on IGTV can influence the achievement of speaking skill in the classroom.
2. The researcher believe that students who uploaded-recorded video on IGTV can speak fluently in front of the class.

1.6 Scope and Limitation of the Study

This study will focus on the effectiveness of IGTV uploaded-recorded for second-grade senior high school speaking skills. This system will only allow students to interact and submit arguments on IGTV and will be forwarded back to the classroom when lessons are held. Moreover, the high school students uploaded-recorded a video of IGTV's arguments that includes global followers, not only their followers. Which has a maximum and minimum duration set by the teacher. Students who uploaded a recorded video have a maximum duration of 3 minutes and a minimum of 2 minutes set by the teacher.

The limitation in this research is the occurrence of a worldwide virus that began in the middle of the research called Covid-19 virus, which resulted in the research being continued online without face to face as in class. By utilizing Instagram social media to upload videos that have been assigned by researchers. Researchers also provide feedback online, using the zoom application. And with this problem, students who live in Islamic boarding schools cannot participate in research

that has been carried out by researchers, because there are no computer or smartphone facilities.

In the last part of the treatment giving and post-test data retrieval, there are few obstacles to communicating directly with students about errors during the last treatment, so the zoom application is used to solve problems that occur in student videos, as has been applied by the researcher at the time of the meeting in class to review the errors contained in the student video before the post-test data is taken.

There is a post-test data retrieval problem, which data should be taken directly in front of the class. With the existence of the Covid19 pandemic, this was diverted by alternative video calls one by one by researchers to students. Researchers use this method so that the research continues to be carried out.

1.7 Significant of the Study

Theoretically, this study is expected to enrich the understanding of social media's role in building, shaping, and developing knowledge as well as developing English skills. Besides, it is also expected to give a wider understanding of how the effect of media social can be employed for the sake of educational purposes in terms of its theory instead of the practice. The researcher hopes that this study will be theoretically and practically useful to make sure that it is significant.

1. Theoretical

- a. The results of the study are expected to help students study the use of technology in English speaking skill.
- b. The research will illustrate the benefits of speaking skills by use of both face to face and digital speaking through uploaded-recorded video.

2. Practical

- a. The teachers

The study will help teachers find a new way of teaching that follows the technological improvement in this global that is easier.

- b. The students

Students have a motivation to improve their speaking skill easily through their attitude towards technological use in this and their independence in learning in all components of speaking skill.

- c. The further researcher

This research can be used as an idea in future to guide other researchers to complete the study. The research may also be used as a basis for further analysis. Since this work focuses on speaking skill, future studies may use specific text genres.

While practically, this study is intended to examine how social media, especially Instagram can develop EFL students' English skills in speaking skills. Besides, it is also expected to reveal its effect of using Instagram at senior high

school, so it can be applied to improve their English skills either inside or outside the class soon.

1.8 Definition of Key terms

1. Effectiveness

The use of resources that have been provided by researchers efficiently and sufficiently to achieve maximum fluency when speaking research using Instagram media through learning inside and outside the classroom.

2. Uploaded-Recorded video

A video that has been recorded and uploaded through Instagram is a way to apply technological advances to teaching and learning activities in the classroom, but can also be used outside the classroom. One of Instagram's own features is uploading videos into Instagram, Instagram and IGTV feeds.

3. Instagram For English Learning

Instagram is a media that has a variety of features and is used for best learning practices in helping students overcome obstacles in learning by uploading text formats (captions), videos (Speaking), or even streaming videos directly. included in 4 skills that can be applied to Instagram media.

4. Speaking Ability

The ability to speak is one of communicate in giving and receiving information verbally shown by something that is being talked about by the other person



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the conclusions and suggestions of data that have been analyzed by researchers, the conclusions are presented concisely by the findings and discussions that have been made by researchers, while suggestions are given to improve the quality of education.

5.1 Conclusion

The aim of this study is to investigate the effectiveness of uploaded-recorded video on IGTV in speaking skill to students' second grade of SMAI AL-MA'ARIF of this study was quantitative pre-experimental design. The finding in this research shows that the students get better achievement in speaking skill after getting the treatment that researcher given. It is proven from the documentation data. The data express that students' score of pe-test is different from the students' score of post-test. In addition, based on data analysis and interpretation of the data in previous chapter, it can be concluded that teaching speaking is very useful using uploaded-recorded video on IGTV in teaching and learning at second grade of SMAI AL-MA'ARIF Singosari.

5.2 Suggestion

After completing the study, the researcher realized that there were many gaps and limitations in the research. The gaps and limitations found in this report should

be discussed more thoroughly by potential researchers in order to make the sample better than ever. Conducting a study to improve things that is much better than the previous studies. Some suggestions are therefore made in this study for future researchers who intend to carry out a study with the same focus in this study.

5.2.1 English Teacher

The outcome of the present research may be a compromise in terms of enhancing student language performance. As the use of uploaded-recorded video on IGTV has been shown to be an engaging and enticing tool for teaching speaking skill, the instructor will consider selecting the right media for students; the potential, in particular, to teach speaking skill in order to increase the enthusiasm of students and make them interested in learning English. The teacher should be imaginative and be able to adapt the educational media well. They should choose the media that suits the needs of students, which can make the classroom atmosphere more enjoyable.

The teacher should be a motivator to encourage students to learn English. The teacher will build the operation of the classroom to make it more appealing. They will also give students a chance to be more involved while studying.

5.2.2 Students

The students should pay attention to the interpretation of the instructor so that the subject can be well understood. In teaching the learning process, students should be involved, particularly in learning English; they must know that the English

achievement of students does not only rely on teaching media but also on students themselves.

5.2.3 Future Researchers

For the future researchers who are going to conducting the same study, the researcher suggest the future researchers to improve the media by adding some activities which are related to the daily activities. Thus, the strategy of teaching using uploaded-recorded video on IGTV will be more attractive and interesting. Yet the most important thing is able to increase the students' speaking skill. The future researcher can conduct a research using different kind of visual media and other English skill or component. The further researcher can use visual media in different research design

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