"I Can Speak English, but I'm Shy." Self-Recorded Videos Posted on WhatsApp Group towards Students Speaking Skill

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ABSTRACT

This study discusses self-recorded videos posted on WhatsApp group for 9 grade students at SMP Muhammadiyah 4 Porong. The purpose of this study was to determine the effect of self-recorded video posted on WhatsApp group towards students speaking skills in report text. The method used in this study was pre-experimental with quantitative research design using only one class. The instrument used in this study was a speaking test. The data were obtained from the pre-test and post-test results. By using paired sample T-test with SPSS, the result shows that there was a significant difference between pre-test and post-test. The average score for the pre-test was below the Minimum Completeness Criteria (KKM) in which the score was (49,5). Meanwhile, the average score of post-test was 75,0 passing the KKM indicator. It shows that there are differences in the score results. The means of the post-test score is higher than that of the pre-test. Based on the paired sample test, the results of using T-test, revealed that sig. (2-tailed) was 0.000, while alpha (α) was 0,05 (0,000<0,05). This indicates that H_o is rejected and H_a is accepted. The result shows that the use self-recorded videos posted on WhatsApp group has a significant effect in teaching speaking report text especially for students speaking skills.

I. Introduction

The main challenge for English Foreign Language (EFL) learners is when they start speaking English. There are many challenges faced by EFL students who try to learn English in non-English speaking countries [1]. For example, EFL students in Iran. Iranian students after almost seven years of education were unable to speak English fluently or interact with others because of the emphasis on grammatical structures [2]. Although various efforts have been made by Iranian educators to improve the situation of English language teaching over the past decades in Iran, a disappointing situation still exists in the achievement of English language learning among Iranian students.

The next problem is with EFL students in Malaysia. They did not participate in speaking activities, because they believed that they were not good at speaking and interacting with other people in class [3]. As a result, they are afraid of not being able to communicate well with teachers and other students. Not only that, the same problem is also faced by EFL students in Thailand. Most students in Thailand are shy and lack confidence in speaking English [4]. This is related to self-confidence, self-esteem, ability to take risks, and ultimately hinders proficiency in a foreign language [5].

Meanwhile, the problem with Indonesian EFL students is especially in secondary schools. The problem that exists in junior high schools is that students have difficulty learning English because they are afraid to use English outside of class [6]. Not only that, the lack of intention to

learn English and the lack of confidence to use English in society also problems for EFL students. Language problems can have an impact on students' poor academic performance [7]. Students who are poor in speaking ability tend to lack vocabulary, grammar, and pronunciation which are included in linguistic problems. This problem is troubling students in improving their speaking skills.

In the current era of globalization, English has become a person's need in social relations both domestically and other countries. Therefore, it is very important for Indonesian students to improve their English language skills which will also be beneficial for their careers in the future. Indeed, this is not an easy thing, it requires a lot of practice and a strong desire and implementation directly with students at school.

For approximately six years, students of junior high school (SMP) and senior high school (SMA) received English lesson as one of their school subjects. This condition also applies in SMP Muhammadiyah 4 Porong. English is considered an important lesson that students must master. However, as English lessons are held, several students in 9 grade at SMP Muhammadiyah 4 Porong do not participate actively when the teacher asks them to speak English in front of the class. Students choose to remain silent, even though they already understand the materials provided and are able to answer the teacher's questions. According to [8] some students choose to remain silent in English class because they cannot express their feelings such as embarrassment, boredom, lack of self-confidence, fear of making mistakes, and lack of motivation.

Most students in 9 grade do not feel that they have done anything wrong to their friends or teachers. This situation makes students never learn from mistakes, especially in the process of learning to speak English. Actually, what makes students difficult to speak English is what they view themselves. They think badly about what will come and afraid of making mistakes when speaking English. In fact, students only need to do planning and training to improve their fluency in speaking English.

Another problem occurs as students learn English lesson about information such as animals, plants, and objects regarding report texts. Students have difficulty composing paragraphs which should be cohesive and well-connected to each other. The next difficulty is that students experience difficulty in organizing ideas and information in a structured manner so that the report text will be easily understood by readers. Limited vocabulary in English can also be an obstacle for students in expressing ideas in a varied way. Besides, students are also afraid and embarrassed if the results of their report text are presented in front of the class. With proper learning, practice, and deep understanding of report text, students can overcome these difficulties.

Not only students experience difficulties in learning English, but teachers also encounter several obstacles in the process of teaching and learning English to students. The problem is with students who are not actively learning. Traditional learning, which is often known as teacher-centered learning, is an educational method that has been used by for years, as has become common knowledge. Teacher-centered learning can cause students to become passive in class [9]. Almost all teachers use this learning approach.

Teachers at this school have tried to overcome the above problems, such as providing speaking practice opportunities. Such as practicing speaking in front of the class both individually and in groups. Then the use of games or activities that involve conversation in English has also been carried out. However, this cannot be said to be able to handle their problems in speaking English.

To help teachers overcome the existing problems, the researchers try to combine education with modern technology. Technology is one solution that might help in overcoming this problem. Because of the rapid development of technologies, nowadays teachers can use technology to help them find solutions to the challenges that students face. Technology penetrates many aspects of life contemporary, technology can function as useful tool for students throughout the process learn how to teach [10].

To overcome the problems described previously, researchers utilized digital communication platforms which are currently very commonly used by students. The platform is WhatsApp application, in which almost all students have this platform. This application uses an internet network so that users can share various kinds of information or content with each other according to the features that are available [11]. There are many features in WhatsApp, including:

Contact to insert and add the latest contacts, Camera to take pictures, Gallery to add photos to be sent, Video to record moving images, Audio to send voice messages, Document to insert files in the form of documents, also Maps to send the current location on the map. This very popular application can make users experience the various conveniences available in it [12].

In today's rapidly developing world of education, developing effective communication skills is very importance. One learning approach is the use of video recordings [13]. There are many examples of video recordings with English speaking practice on social media such as Instagram, Tiktok, Facebook and WhatsApp. Researchers chose WhatsApp as an effective English language learning media. WhatsApp was chosen because it is very easy application to use and almost all students use it to communicate with each other.

According to [14] videos were chosen to complement language training activities and attract students attention, especially in the classroom. To improve performance in speaking English, students are invited to use self-recorded video and then posted on WhatsApp groups. WhatsApp groups is one of the features that WhatsApp has that is free, easy and fast [15]. WhatsApp groups have various features so they are considered to be able to help students and teachers improve learning outcomes and help the language learning process. WhatsApp group was chosen because it has more personal features, so that only classmates can see video posts. Students can also practice speaking English and receive feedback from their friends and teachers. Not only that, currently the WhatsApp application is also very familiar and easy to use by students.

Reference [16] said students felt more confident and motivated to speak English when using WhatsApp groups such as using audio and video recordings. Students also tend to be bolder in their opinions because the opinions expressed are written or speaking so they have more opportunities to think and compose words before conveying them in the group chat. In English language learning media, WhatsApp groups can provide opportunities for students to learn and continue to practice the language, encourage and advance students to always be involved in the learning atmosphere inside and outside the classroom, and motivate students to learn from each other [17].

Reference [18] said that in speaking English there are many components that must be considered, such as grammar, pronunciation, vocabulary, as well as understanding and fluency that students need to master. By sharing video recordings on WhatsApp groups students can increase students' self-confidence, pronunciation awareness, vocabulary and motivation in class. WhatsApp can also make the learning process more interesting, because it allows students to participate in discussions and share thoughts and ideas with their friends [19].

This study aims to investigate the effectiveness of self-recorded videos posted on WhatsApp groups towards students' speaking skills. This is very important for teachers and students because communication is an impact of globalization that will continue to develop in the future. Using WhatsApp groups can be a valuable tool for improving students' speaking skills by providing a platform for practice, feedback, and building confidence. Teachers can take advantage of the benefits of this technology to create interesting and effective learning experiences for their students. Researchers focus on one question that will answer the objectives of this study, namely: Is there significant effect of self-recorded videos posted on WhatsApp group towards students speaking skills?

Previous Studies

Previous research was conducted by [16] entitled "WhatsApp Audio and Video Chat-Based in Stimulating Students' Self-Confidence and Motivation to Speak English" was about students' everyday English speaking abilities through audio and video chat-based WhatsApp groups during one semester period. Data was collected in the form of daily observation WhatsApp groups and closed questionnaires with 27 participants. This data was analyzed descriptively. The results showed that students felt very confident and encouraged to speak via WhatsApp groups via audio and video recording chats based on daily speaking habits.

Another research by [20] entitled "WhatsApp Media to Improve Students' Speaking Skill" aimed at improving students' speaking skills using WhatsApp media. This research was carried out in three cycles at SMAN 94 Jakarta in class and enthusiastic when using WhatsApp

implementation in English language learning. The results show that students are interested and enthusiastic when using WhatsApp implementation in English learning.

Next is research entitled "Leveraging WhatsApp Groups As A Learning Device to Enhance Students' Speaking Skills" by [21] explains their speaking skills through the WhatsApp group application. Research shows that students' speaking skills improve quite significantly after the integration of WhatsApp groups into English language learning. This research implies that WhatsApp groups can be utilized by language teachers to improve students' speaking skills.

Another research by [4] in his research entitled "Students' Perceptions of Speaking English in Front Of the Class Versus Speaking English via Self Recorded Videos Posted on a Private Facebook Group" contains students' perceptions about speaking English in front of the class compared to speaking English through self-recorded videos and posted in private Facebook groups.

Meanwhile, this research is entitled "Self-Recorded Video Posted on WhatsApp Group towards Students Speaking Skills" which reports significant effect of self record videos posted on WhatsApp groups of their classmates. The population was taken from 9 grade students at SMP Muhammadiyah 4 Porong. Researchers used quantitative research with pre-experimental method, and previously there were no research who used it. Previous research only explained the effectiveness of WhatsApp in learning English like audio or voice note in WhatsApp. Meanwhile, in this study, the researcher wants to provide specific purposes regarding the features on WhatsApp namely group chat, in learning to speak English through video recording. This research was conducted because most students nowadays enjoy using handphone when studying, especially using the WhatsApp application. Students are very familiar with this application because they use it every day to communicate with each other. The use of WhatsApp groups in class has also been used, but only to share school-related information. So, researcher tried to utilize the WhatsApp group in this class by giving speaking assignments by self record video. With self-recorded video posted on WhatsApp group students can improve their ability to speak English, build self-confidence, and teachers can also provide feedback to each other on the assignments that students have completed.

II. Method

Researchers used quantitative research with pre-experimental methods involving control and experimental classes. The researcher used a pre-experimental method because at SMP Muhammadiyah 4 Porong there was only one class in each class. The population of this study was 9 grade students at SMP Muhammadiyah 4 Porong. The sample was 15 students in 9 grade at the school. This research used all students for the sampling technique.

In this type of pre-experimental design, a control group was not used to compare with the experimental group. So the researcher observed one main group and made observations within it throughout the research. In this research, researchers used pre-test and post-test design. According [22] suggests a one group pre-test and post-test design as follows:

Table 1. One Group Test

Class	Pre-Test	Treatment	Post-Test
A	01	X	02

Information:

A: the class that is treated   X: research treatment

01: describe the pre-test   02: describe the post-test

This research used data from students speaking tests, tests as an instrument for the class to measure their initial level of speaking production (pre-test) and also the final results of their speaking production (post-test). Researchers conducted speaking tests on students about information such as animals, non-living things, and phenomena regarding report texts. The researcher selected this topic because students in 9 grade at SMP Muhammadiyah 4 Porong needed

to develop information report detail skills, appropriate word choice, and effective sentence structure. Researchers had also carried out an analysis of the 9 grade syllabus at SMP Muhammadiyah 4 Porong. The results were in KD 3.9 and 4.9 regarding social functions about present general knowledge about people, objects, animals, plants, social and natural phenomena with scientifically and objectively. In the pre-test the researcher used topics about animals information report and in the post-test students can choose one topics of animals, plants, and objects information report.

Test

The test aims to see and measure the extent of students' knowledge, abilities and intelligence. Researchers compiled tests related to students' speaking skills. Researchers started the research by conducting a pre-test. After the pre-test was completed, the researcher provided treatment which was then continued by giving a post-test to the students. The aim was to find out the difference between pre-test and post-test.

A. Pre-Test

The pre-test was the first step in collecting data in this research. This step is carried out before the researcher starts the experiment. The steps are as follows:

1. Procedure
    a) Teacher gave students picture of animals.
    b) Teacher gave 5-10 minutes for students to tell the information about the picture based on their knowledge.
    c) Students presented in the class.
2. Test Instructions
    Test instructions contained several practice questions that were in accordance with the material that hads been taught previously. Test instructions were provided to improve students' cognitive and understanding. This test was adapted from [23]:

Table 2. Test Instructions Pre-Test

Name:	Class:	Date:
Instructions: 1. Tell the information about the picture based on your knowledge. 2. Present in the class.		

B. Post-Test

Post-test was the final step taken after giving a pre-test or activity to measure student understanding, improvement or achievement. The steps were as follows:

1. Procedure
    a) Students selected one of the information reports that had been written about animals, plants and objects.
    b) Students told the information about the topic they have chosen.
    c) Students presented in the class.
2. Test Instructions
    Test instructions contained several practice questions that are in accordance with the material that had been taught previously. Test instructions were provided to improve students' cognitive and understanding. This test was adapted from [23]:

Table 3. Test Instructions Post-Test

Name:	Class:	Date:

Instructions:

1. Choose one topic based on the information report that you created previously such as animals, plants, and objects.
2. Present in the class.

C. Scoring Criteria

This research used [24] theory in assessing speaking tests, several indicators assessed, namely 1) Grammar 2) Vocabulary 3) Comprehension 4) Fluency and 5) Pronunciation.

Fig 1. Indicators Assessment

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Weak language control; vocabulary that is used does not match the task.	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.	(No Specific fluency description. Refer to other to four language areas for implied level of fluency).	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confidents control of grammar.	Weak language control; basic vocabulary choice with some words clearly lacking.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often faulty.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Adequate language control; vocabulary range is lacking.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to group for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Good language control; good range of relatively well-chosen vocabulary.	Can understand any conversation within the range of his experience.	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.
5	Equivalent to that of an educated native speaker	Excellent control of language features; a wide range of well chosen vocabulary.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.

Source: https://www.scribd.com/document/531474035/Rubrik

Experiment

Experiment refers to methods in which researchers carry out a series of controlled steps to test and answer research questions. In this section, the researcher shows the experimental procedures specifically and systematically.

A. Treatment

Apart from the pre-test and post-test, researchers as a teacher carried out treatment by meeting directly with students for approximately 3-4 meetings to conduct teaching and learning activities.

1. **Meeting 1**
   a) Topic: Animals Information Report
   b) Learning Activities:
      - Teacher explains to students the material and structure of information report about animals using PowerPoint/board. The material adapted from [23]:
        Table 4. Material and structure about animal information report

General Classification	Definition, Species	Cow is livestock animals that include in herbivorous mammals.
	Types of Food	Cow eats a mix of grass and grains.
	Scientific Name	Scientific name of cow is Bos Taurus.
Description	Habitat	Cow can live in grassland and grazing.
	Habits	Cow always together when eating or sleeping. Cow also smell first when eating and drinking.
	Activity	Cow mainly eats and sometimes they are walking too. They are not considered as active animals.
	Characteristic	Cow have a tail, four-footed, and large body. Cow have various color such as brown, black and white. Cow have sound like "mooo".
	Function/Produce	Cow produce milk and meat for the human nutrients. Cowhide is used for leather products and the horns can be processed into various craft items. Cow used as traditional agricultural tools such as pulling sickles or carts.

- Teacher gives test instructions to each student and work individually.
- Students choose a topic and tell the information regarding "Animals Information Report".
- Students present in the class with video recordings using their handphone.
- Students send video recordings in WhatsApp group.

c) Test Instructions

Test instructions contain several practice questions that are in accordance with the material that has been taught previously. Test instructions are provided to improve students' cognitive and understanding. This test was adapted from [23]:

Table 5. Test Instructions Meeting 1

ANIMALS INFORMATION REPORT		
Name:	Class:	Date:
Instructions: 1. Choose one animal and tell the information report. 2. Present and record with video individually in the class approximately 1 minute with loudly, clearly, and correctly. Be careful in your grammar, vocabulary, comprehension, fluency, and pronunciation. 3. If you have finished the project, please send the video in the WhatsApp group.		

2. Meeting 2
   a) Topic: Plants Information Report
   b) Learning Activities:
      - Teacher explains to students the material and structure of information report about plants using PowerPoint/board. The material adapted from [23]:

Table 6. Material and structure about plants information report

General Classification	Definition, Species	Rose is kind of flower as the symbol of love.

		Rose always used as a gift for special moments.
	Scientific Name	Rose is in family of Rosaceae.
Description	Habitat	Most of rose species from Asia such as cold and hot tropical.
	Habits	Roses have thorns and grow climbing, the height can reach 2-5 meters. Its function as a grip when creeping or climbing on other plants.
	Characteristic	Flowers vary in size and shape and are usually large and showy, in colors ranging from white through white, yellow, and red.
	Function/Produce	Rose are often used as perfume, medicine, and consumed.

- Teacher gives test instructions to each student and work individually.
- Students choose a topic and tell the information regarding "Plants Information Report".
- Students present in the class with video recordings using their handphone.
- Students send video recordings in WhatsApp group.

c) Test Instructions

Test instructions contain several practice questions that are in accordance with the material that has been taught previously. Test instructions are provided to improve students' cognitive and understanding. This test was adapted from [23]:

Table 7. Test Instructions Meeting 2

PLANTS INFORMATION REPORT		
Name:	Class:	Date:
Instructions: 1. Choose one plants and tell the information report. 2. Present and record with video individually in the class approximately 1 minute with loudly, clearly, and correctly. Be careful in your grammar, vocabulary, comprehension, fluency, and pronunciation. 3. If you have finished the project, please send the video in the WhatsApp group.		

3. Meeting 3

  a) Topic: Objects Information Report
  b) Learning Activities:
  - Teacher explains to students the material and structure of information report about objects using PowerPoint/board. The material adapted from [23]:

Table 8. Material and structure about objects information report

General Classification	Definition, Species	Mobile phone or familiar with name of Handphone is one of the many technologies in this globalization era.
Description	Origin	The first mobile phone networks were created in the late 1970s in American. Mobile phone combine technology, telephone, radio, and computer.

| Variation | The kind of mobile phone is flip open phone, bar phone, slate or touch screen phone. Now most of smartphones use touch screen. |
| Function/Benefit | These phones can be used for email or communication with people, browsing the internet, playing music and games. |

- Teacher gives test instructions to each student and work individually.
- Students choose a topic and tell the information regarding "Objects Information Report".
- Students present in the class with video recordings using their handphone.
- Students send video recordings in WhatsApp group.

c) Test Instructions

Test instructions contain several practice questions that are in accordance with the material that has been taught previously. Test instructions are provided to improve students' cognitive and understanding. This test was adapted from [23]:

Table 9. Test Instruction Meeting 3

OBJECTS INFORMATION REPORT		
Name:	Class:	Date:
Instructions: 1. Choose one object and tell the information report. 2. Present and record with video individually in the class approximately 1 minute with loudly, clearly, and correctly. Be careful in your grammar, vocabulary, comprehension, fluency, and pronunciation. 3. If you have finished the project, please send the video in the WhatsApp group.		

Data Analysis

In this research, to determine the final calculation of the research test, the researcher used statistical test calculations. The data from the final research results were the results of tests from students which had been analyzed quantitatively. To analyze this quantitative data, researchers used statistics called statistical and inferential analysis. Statistical analysis was used to determine differences in results before and after treatment using self-record videos posted on WhatsApp group in report text. Inferential statistics were used to test hypotheses using the T-test. Researchers used the Pair Sample T-test using SPSS version 26.0. By using these statistical calculations, it can be seen whether there is a difference between the pre-test and post-test.

III. Results and Discussion

Results

Table 10. Paired samples statistics of pre-test and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	49.4667	15	15.38954	3.97356
	POST-TEST	75.0667	15	13.51965	3.49076

The students before using self-recorded videos posted on WhatsApp group (Pre-test)

In the pre-test, many students got scores below seventy five (75) for the Minimum Mastery Criterion - Kriteria Ketuntasan Minimal (KKM). There were 14 students got lower scores and only 1 student got scores passing the KKM. After the calculation through SPSS, the result showed that N = 15 (total of students). The minimum score was 30 and the maximum score was 78, the sum is 742, the mean scores was 49,47 and std. deviation was 15,390. It can be concluded that many students get scores below the KKM, meanings that students' speaking skill in this pre-test is still considered weak especially in the aspects of comprehension, fluency, and pronunciation.

The students after using self-recorded videos posted on WhatsApp group (Post-test)

The results of post-test showed that 10 students got scores passing of KKM seventy five (75) and 5 students still got scores below the KKM. After the calculation through SPSS the results showed that N = 15 students (total sample). The minimum score was 54, the maximum score was 90, the sum was 1126, and std. Deviation was 13,520. From the explanation of the results post-test data above, showed that the score of a total of 15 students had passed the KKM. After compared the data from the pre-test and post-test results, it can be concluded that the score of the total 15 students has increased.

Significant difference between the students' speaking skill before and after by using self-recorded videos posted on WhatsApp group

Because the normality test the data showed normally distributed, then the next test conducted was the paired sample T-test to find out the significant difference between pre–test and post–test.

Table 11. Paired differences between pre-test and post-test

| | | **Paired Differences** | | | | | | |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
				Lower	Upper			
Pair 1 Pre-test Post-test	-25.600	6.555	1.692	-29.230	-21.969	-15.125	14	.000

The table showed that the of mean the pre-test and post-test was 25,600, standard deviation was 6,555, the standard error of the mean 1,692, the lower different was -29,230, while upper different was -21,969, the result was t = 15,125 with df = 14 and the significance was 0,000. From the data result above, it showed that the value of sig. (2-tailed) 0.000 < 0.05. So, it can be concluded that there is significant difference between the result of the pre-test and post-test. It means that self-recorded videos posted on WhatsApp group is effective to use in teach speaking at SMP Muhammadiyah 4 Porong.

Discussions

The students at the school of SMP Muhammadiyah 4 Porong had difficulty in English lessons especially in speaking skills because they get difficulties in many aspects especially of

comprehension, fluency, pronunciation. Not only that, students often felt bored and not fully concentrate when learning English lessons. Therefore learning activities did not run well. Thus, the researcher tried to do research at junior high school of 9 grade by using self-recorded videos posted on WhatsApp group for the material report text.

By self-recorded videos posted on WhatsApp group and applying teaching steps according theory above, teaching and learning activities in speaking report text were going well. When learning activities, students were more confidence and motivated to speaking English. Students gave good response and seem interesting when learning combine with technology because technological progress occurs at speed and modern. Technology can function as useful tool for students throughout the process learn how to teach [10].

Researchers taught students with digital communication platforms namely WhatsApp application which were currently very commonly used by students. This application uses an internet network so that users can share various kinds of information or content with each other according to the features that are available [11]. WhatsApp group is one of the features that WhatsApp has that is free, easy to use and fast. This is supported by [15] who argues that in order to improve performance in speaking English, students are invited to use self-recorded video and then posted on WhatsApp groups.

In the pre-test phase, researchers gave the students picture about animals. Students prepared speech about the picture in 5-10 minutes individually. After that, students gave the information about the picture in front of the class. There were many students having limited vocabulary and difficulty in organizing ideas and information in a structured report text. Besides, students were also afraid and embarrassed if the results of their speaking were presented in front of the class.

In the treatment phase, the researcher helped the students to solve the language problem. Firstly, the researchers explained to the students about the material report text. The researchers explained about the structure of report text with specifically and systematically. Not only that, researchers taught about how to speak fluently with good pronunciation and confident when speaking English in front of the class. They were seemed enjoyed and participated actively in the learning. Due to this situation, students were comfortable enough to receive the materials presented and easily understood the lesson.

Secondly, students presented the information report about the material such as animals, plants, and objects. Students prepared the speech 5-10 minutes individually. After that, students had to presented in the class approximately 1 minute. When presentation, students record with video using their phone. If all of their videos have been done, they must send to WhatsApp group who researcher made it before. Researcher gave feedback to every student in group chat. Feedback based on [25] such as comprehension, vocabulary, fluently, grammar, and pronunciation. They seemed very enthusiasm after got feedback and suggestions from researcher. With WhatsApp group students can reflect on their progress by comparing earlier and later videos. So, students always give best performance when practice with video recordings.

In the post-test, there is the final test after pre-test and treatment. The activity in here to measure students understanding, significant, and achievement. Students choose one of the topics before such as animals, plants, or objects information report. The speech prepared by students in 5-10 minutes individually. After that, students tell the information about the topic was chosen in front of the class. Almost all students showed their best performance. In the end, researcher wanted students to provide reflection about self-recorded videos posted on WhatsApp group that have been carried out. The result is all students had positive impact and benefits with WhatsApp group. The students showed their enthusiasm by taking active participation when learning. The students could reflect on their progress by comparing earlier and later videos, self-recorded video as a tool to practice understanding vocabulary, pronunciation, and fluency of speech, students can be creative in expressing ideas and be more confident in speaking English. In addition, teaching steps that focus on speaking skill was successful. It can be concluded that using self-recorded videos posted on WhatsApp group to teach report text in 9 grade of SMP Muhammadiyah 4 Porong is significant and effective.

IV. Conclusion

In several problems of students in 9 grade at SMP Muhammadiyah 4 Porong did not participate actively and were afraid of making mistakes when speaking English in front of the class. Another problem when students learning English about report texts, students had difficulty in comprehension, pronunciation, and limited vocabulary. Besides, teachers also had problems in teaching English such as teacher-centered learning who can cause students passive in class. Teachers tried to overcome the above problems, such as speaking practice and games or activities that involved the problem of speaking English but those did not help to handle their problems. So that, researcher combined education with digital platform namely WhatsApp application which was very familiar and easy to use by students. To improve performance in speaking English, students are invited to use self-recorded video and then posted on WhatsApp group. The result is all of students had positive impact and benefits with WhatsApp group. It can be inferred that students were interested in using self-recorded video posted on WhatsApp group in learning process. Many students got score above the KKM. It means that there was a significant effect before and after using self-recorded videos posted on WhatsApp group as a media for teaching.

This research can make a significant contribution in the context of English education. By self-recorded videos posted on WhatsApp groups, we can create a more dynamic and interactive learning environment. This improves students' skills to practice speaking English actively and extend their understanding of correct and effective use of the language. With WhatsApp group teacher can develop innovative and fun teaching strategies, facilitate more active interaction between students, and provide real-time feedback. Students can also reflect on their progress by comparing earlier and later videos, understanding vocabulary, pronunciation, and fluency of speech, can be creative in expressing ideas and be more confident in speaking English. Not only that, in this 4.0 era students should make good use of technology. WhatsApp application not only for communicating with each other, but also useful for helping them in the process of learning English. For further research, it would be better to also pay attention to the quality and creativity of self-recorded video posted on WhatsApp group. This can take the form of using technological tools such as sound filters or visual effects in video creation and editing. The role of student creativity in making videos is very important in improving their speaking skills.

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