Designing Audiolingual Learning Model Using the Self-Record Method as A Medium and it's Impact to Student Listening and Speaking Ability at SMP Negeri 4 Tanjung Morawa

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Abstract

In the concept of language mastery, the stages to be passed are: (1) listening, (2) understanding the meaning of speech, (3) practicing/repeating speech, (4) reading, (5) writing. To achieve fluency in English, students must master all four of these abilities. One solution is for students to listen to their own conversations, which will make it easier for them to gain experience in listening to English conversations. Self-recording video is a practice where students or study participants use technological devices like smartphones, phones, or laptops to record themselves speaking in the target language, usually English, either inside or outside the classroom. This Research was aimed to made a design of Self-Recording Video as a method to improve student's listening and speaking abilities. The sample of this research was students in class 9A and 9B. The study collected data by applying the following techniques: study literacy, interview, observation, test, and documentation. In developing of learning material by using SRV method several process criteria were used R&D cycle of Borg and Gill. The result of this research was showed that Implementing Self-record is significant to increase Student English language listening and speaking abilities at SMP NEGRI 4 TANJUNG MORAWA by increase the student's listening skill by 23.22 points and the T-test score was 0,03, and the speaking skill by 22,61 point, and the T-test score was 0,01. The learning design of Self-record learning models is in the good levels to implementing at SMP NEGRI 4 TANJUNG MORAWA, by the design evaluated score was 3.51, indicating that the research design developed by the researcher was considered to be of "good" quality

Keywords: *R&D, Listening and Speaking Abilities*

I. INTRODUCTION

Basically, language is a means of oral and written communication. People use language to express their ideas and desires to others such as when they ask for help from others. Knowledge of English language becomes very important to develop oneself in global community since English is a common language used in global communication. Indonesia has experienced curriculum changes to meet the demands of global community, and industrial revolution.

The English language proficiency of Indonesian students is still poor, based on data from the Education First institution involving 112 countries. Indonesia shows English language proficiency that falls into the low category with a score of 486 points. According to Prihatin (2019:25) state that "The latest EPI data shows that Indonesia ranked 51st out of 88 countries in the world, and 13th out of 21 countries in Asia (Prihatin Yoga., 2019). With an average score of 51.58, Indonesia falls under the 'low proficiency category". We knows that Indonesia at low proficiency category in English language. The low English language proficiency is due to several factors, one of which is the unfamiliarity of Indonesian society with hearing conversations in English.

In the concept of language mastery, the stages to be passed are: (1) listening, (2) understanding the meaning of speech, (3) practicing/repeating speech, (4) reading, (5) writing. To mastery English language, everybody need to mastery this aspect first.

This is in line with what was conveyed by Haris, as mentioned by Isjoni, state that In language learning, there are four essential abilities to acquire, which can be categorized into encoding and decoding processes. Speaking and writing fall under the encoding processes, where we convey our ideas, thoughts, or feelings using language forms. On the other hand, listening and reading are considered decoding processes, as they involve receiving spoken or written messages. To achieve fluency in English, students must master all four of these abilities (Isjoni, 2009)

The more frequently one hears pronunciation or conversations in English, the more vocabulary one will understand. Schools, as environments where children learn, should encourage them to gain this experience (hearing conversations in English). The

challenge is when a child hears English conversations spoken by others (especially native speakers), they still encounter difficulties due to the speed of pronunciation. Hence, a suitable learning medium is required to solve this problem.

The next stage in mastering a language after listening to it is understanding, then imitating, and repeating the knowledge of that language. Learning related to a language essentially lies not in its theory but in the practice and implementation in everyday life. Speaking ability is a skill or power to express ideas, opinions, or messages orally with correct sentences grammatically. Speaking is the ability to produce words in language practice. Speaking ability is one of the most important abilities to be developed and improved as a means of effective communication. Speaking ability is considered as one of the most difficult aspect in language learning.

SMP Negeri 4 Tanjung Morawa Student's English proficiency by testing their listening and speaking abilities are showed at poor level. This data indicate that majority of students couldn't follow the learning process in right way even though the teachers have been trying to implement effective methods to enhance the students' foreign language proficiency.

As teachers, we have a responsibility to solve this issue. One solution is for students to listen to their own conversations, which will make it easier for them to gain experience in listening to English conversations. This is in line with what was conveyed by Burn Anne (2019:10)"The main aim of speaking tasks is to help students develop the fluency of expert speakers where meaning is communicated with few hesitations and in a manner that is appropriate for the social purpose of the message. This is achieved through the use of accurate language and discourse routines, appropriate speech enabling abilities, and effective communication strategies" (Burns Anne., 2019).

One of method that could solve both of this problem is by self-record learning, this method mean, student must be record their learning process and after that they must be repeat the lesson at their home's.

In line with Burn Anne, Maulana, et al (2023:883) Said that Self-Recording Video increases students' confidence in speaking and provides opportunities to improve abilities (Maulana Atika, Elmiati, 2023). Despite challenges, such as mispronunciations, this approach helps students feel supported and motivated. By using this video, students can practice speaking more confidently and effectively in learning English.

Encalada (2019:64) claimed also that "SRVs have helped me to develop my speaking abilities," we find out that the majority of students, 48, 1% of them, very agreed and that 43, 2% of them agreed" (Rojas., 2019).

In line with Encalada, Qureshi, et al (2019:26) said that "One aspect of speech class assessment that may be required is digital video recording. This made it easier for students to complete the self-reflection sheets and give peer comments with more accuracy and effectiveness" (Qureshi Bilal, John Roseberry, 2019). Aprianto and Muhlisin (2022:252) also said that "The finding of to what extent the use of SRV as an English language learning method in developing English learning performance statistically depicted that it has affected the students' English learning (Aprianto Dedi, 2022). From nine items used as the instrument to assess the students' perception of how the SRV is used in students' English learning performance, SRV shows very positive in which the average score of the use of SRV is 84.76 %. As a result, the Self-Recordinng Videos method can effectively facilitate the students' English learning performance

II. METHODS

In this study, development research is used as a research design. The procedure entails a cycle of research and development, R&D that includes field testing, reviewing, and refining research findings. Inadequacies discovered during the field test phase are fixed using this procedure.

R&D cycle from Borg&Gall (2019:24), the process of developing takes more the presentation of this process. The process doesn't end to the developing steps. Furthermore, it will be continued to the validating and revising steps (Gall., 2019).

The steps of the R&D cycle, as outlined by Borg & Gall (2019:24), are as follows: planning, research and information gathering, significant product revision, initial field trials, initial product development, dissemination, and implementation. To put it briefly, there are three primary phases to the R&D cycle: information research and testing, initial product development, and evaluation. Interviews, observation, and needs analysis are all part of research and information collection.

The data collection techniques in this research are as follows:

- Observation This activity is conducted by the researcher to assess whether students' English listening and speaking are categorized as good or not. It also aims to evaluate whether the self-record method applied at SMPN 4 Tanjung Morawa was appropriate or not. (Observation sheets can be found in the appendix).
- The Interview Method: involves posing questions to teachers, such as inquiring about the efforts they have made so far to enhance students' English listening and speaking skill, whether they have been using the other method.
- Test (Pre-test and Post-test): This sheet contains assessments of students' English listening and speaking abilities. The assessment criteria on this rubric can be found in the appendix

Reliability refers to extend to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982: 244). The concept of reliability comes from the ideas that no measurements is perfect even if we use the same scale, there will always be differences.

Inter-rater reliability was applied in this study in order to ensure the reliability of the score and to avoid the subjectively of the researcher. To achieve the reliability in assessing the students' speaking performance, the researcher uses a speaking criteria based on Harris (1974), where the focus of speaking abilities assessed are; pronunciation, grammar, vocabulary, fluency, and

comprehension. The second rater is the English teacher who has experience in assessing students' speaking, with the aim of getting a consistent and fair assessment.

After finding the inter-rater coeficient, the researcher will then analyze the coeficient of reliability with the standard of reliability according to Slameto (1998: 147) in Hayanti (2010: 38) as follow:

A very low reliability (range from 0.00 – 0.19), A low reliability (range from 0.20 – 0.39), An average reliability (range from 0.40 – 0.59), A high reliability (range from 0.60 – 0.79), A very high reliability (range from 0.80 –0.100).

The researcher used Statistical Package for the Social Science (SPSS) for analyzing the data. Alan Bryan and Duncan Cramer (2005:21) stated SPSS is a manipulating, analyzing, and presenting data program which used in the social and behavior science. After the data was collected from the pre-test and post-test, the researcher analyzed the data with the T-test formulation. The analysis of the data using the Ttest formulation is in the following:

$$t = \frac{ma - mb}{\left(\dfrac{da^2 + db^2}{na + nb - 2}\right)\left(\dfrac{1}{na} + \dfrac{1}{nb}\right)}$$

Note:
t = Total
Ma = The mean of experiment group
Mb = The mean of control group
da = The standart deviation of experiment group
db = The standart deviation of control group
Na = The total number sample of experiment group
Nb = The total number sample of control group.
H3

To prove the hypotheses 3 (H3) of this research, researcher use expert judgment to valuating the design of audiolingual learning by using self-record as medium that researcher did. There are three aspect that valuating by the expert, Media using, language using, and method using. Leveling of the method, could find by take the average value of the three aspect of assessment. The assessment was did by the principle of SMAN 4 Tanjung Morawa The assessment of learning process could saw at the appendix of this thesis.

III.   RESULTS AND DISCUSSION

A.   Result of Research

1).   Validity Test (Phase-1)

Following the research steps proposed by Borg & Gill, the first step in this study was to "seek and gather information" regarding the listening and speaking abilities of Junior High School 4 Tanjung Morawa students, as well as the learning methods that had been implemented by the school.

Based on evident that in the class IX-A out of 33 students, only 6 students passed the listening material, with an average score of 57,16, and 7 students passed the speaking material with an average score of 57,80. it is known that in class IX-B, out of 33 students, only 7 students passed the listening material, with an average score of 60.72, and 13 students passed the speaking material with an average score of 60.96. it is evident that class IX-B has a better average ability compared to class IX-A. Therefore, in this study, the researcher will designate class IX-A as the experimental group and class IX-B as the control group.

After gaining an overview of students' listening and speaking abilities, the researcher conducted "planning and development of the initial design" of the learning materials, adjusting them to suit the students' proficiency levels, particularly in listening and speaking. The learning design created by the researcher can be seen in the appendix of this thesis.

Once the development of the learning design was completed, the next step was "the initial testing". In this phase, the researcher designated class IX-A as the main subject of the research and class IX-B as the control group. Before testing was did, researcher did the instrument test by used validity anb reliability test.

Table 1: Validity of Listening Ability test (Control Class)

Quisioner	r count	r tabel	Status
Item point y1.1	0,86961888	0,344	Valid
Item point y1.2	0,870192635	0,344	Valid
Item point y1.3	0,78266	0,344	Valid
Item point y1.4	0,846603334	0,344	Valid
Item point y1.5	0,883906625	0,344	Valid

Table 2: Validity of Listening Ability test (Treatment Class)

Quisioner	r count	r tabel	Status
Item point y3.1	0,886805027	0,355	Valid
Item point y3.2	0,860422863	0,355	Valid
Item point y3.3	0,866463846	0,355	Valid
Item point y3.4	0,716082088	0,355	Valid
Item point y3.5	0,841116589	0,355	Valid

Table 3:Vallidity of Speaking Ability test (Control Class)

Quisioner	r count	r tabel	Status
Item point y2.1	0,864414337	0,344	Valid
Item point y2.2	0,796074978	0,344	Valid
Item point y2.3	0,820428243	0,344	Valid
Item point y2.4	0,887467344	0,344	Valid
Item point y2.5	0,870247889	0,344	Valid

Table 4: Validity of Speaking Anility test (Treatment Class)

Quisioner	r count	r tabel	Status
Item point y4.1	0,863723802	0,355	Valid
Item point y4.2	0,880346882	0,355	Valid
Item point y4.3	0,892652605	0,355	Valid
Item point y4.4	0,895972889	0,355	Valid
Item point y4.5	0,87001359	0,355	Valid

Based on the validity table above, it is evident that the materials used to test the students' listening and speaking abilities, both in the control and treatment groups, were found to be valid. This is evidenced by the r-count values being greater than the r-table values.

2)   *Reliability Test*

Figure 1: Reliability of Listening ability test (Control Class)

Reliability Statistics

Cronbach's Alpha	N of Items
.903	5

Figure 2. Reliability of Listening ability test (Treatment Class)

Reliability Statistics

Cronbach's Alpha	N of Items
.891	5

Figure 3. Reliability of Speaking ability test (Control Class)

Reliability Statistics

Cronbach's Alpha	N of Items
.898	5

Figure 4. Reliability of Speaking ability test (Treatment Class)

Reliability Statistics

Cronbach's Alpha	N of Items
.926	5

Based on the reliability test conducted on each class and each learning material, it was found that the Cronbach's alpha value was greater than 0.60, which indicates that the test materials administered to the students were reliable and in the very high reliability level. it is evident that in the control class, regarding the listening ability of 33 students, it was found that 11 students were categorized as passing, with an average score of 70.54. Meanwhile, regarding speaking ability, out of 33 students, 13 students were categorized as passing. Table 12 shows that the students' abilities in the treatment class, in terms of listening, had an average score of 71.87, with 16 out of 31 students categorized as passing. Regarding speaking ability, students in the treatment class had an average score of 71.22, with 16 students passing.To determine whether the teaching method developed by the researcher successfully influenced the students' listening and speaking abilities, a statistical test is necessary.

3).   Normality and Homogeneity Test (Phase-1)

Prior to conducting the T-test, the data underwent normality and homogeneity tests. These tests were performed to determine whether the obtained data distribution was normal and homogeneous.

Figure 5. Tests of Normality

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	LearningMethod	Statistic	df	Sig.	Statistic	df	Sig.
L.Abilities	Treatment	.109	31	.200*	.970	31	.519
	Control	.119	33	.200*	.960	33	.257
S.Abilities	Treatment	.103	31	.200*	.955	31	.220
	Control	.135	33	.132	.937	33	.057

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 5, the significance values in the Kolmogorov-Smirnov column were greater than the alpha level of 0.05. This indicates that the data did not deviate significantly from a normal distribution, suggesting that the normality assumption was met.

Figure 6. Test of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
L.Abilities	Based on Mean	.008	1	62	.930
	Based on Median	.000	1	62	.983
	Based on Median and with adjusted df	.000	1	61.998	.983
	Based on trimmed mean	.004	1	62	.950
S.Abilities	Based on Mean	.130	1	62	.720
	Based on Median	.128	1	62	.721
	Based on Median and with adjusted df	.128	1	60.780	.722
	Based on trimmed mean	.128	1	62	.722

Based on Figure 6, the significance levels for the listening abilities test (p = 0.930) and the speaking abilities test (p = 0.720) were both non-significant (p > 0.05). These results suggest that the data collected for both listening and speaking abilities were drawn from a homogeneous population.

4).   T-Test (Phase-1)

After the data was confirmed to be normally distributed and homogeneous, the next step was to conduct a t-test. This test was performed to determine the significance of the effect caused by the implementation of a learning design using the self-record learning method. The results of the test can be seen in the following table:

Figure 7: Listening Abilities T-Test (Phase-1)

Group Statistics

	LearningMethod	N	Mean	Std. Deviation	Std. Error Mean
L.Abilities	Treatment	31	71.8710	13.56403	2.43617
	Control	33	70.5455	13.40963	2.33432

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
L.Abilities	Equal variances assumed	.008	.930	.393	62	.696
	Equal variances not assumed			.393	61.653	.696

Referring figure above, it is known that the average score of students in the treatment class was higher compared to the control class. However, the significance value was 0.696, which is greater than the alpha value (0.05). This indicates that the learning method designed by the researcher was not able to provide a significant impact on the listening ability of students at SMPN 4 Tanjung Morawa. Therefore, further evaluation of the research design created by the researcher is needed.

Figure 8. Speaking Abilities T-Test (Phase-1)

Group Statistics

	LearningMethod	N	Mean	Std. Deviation	Std. Error Mean
S.Abilities1	Treatment	31	57.8065	17.94328	3.22271
	Control	33	60.9697	17.94520	3.12386

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
S.Abilities1	Equal variances assumed	.392	.533	-.705	62	.484
	Equal variances not assumed			-.705	61.752	.484

Referring to figure above, it is known that the average score of students in the treatment class was higher compared to the control class. However, the significance value was 0.484, which is greater than the alpha value (0.05). This indicates that the speaking method designed by the researcher was not able to provide a significant impact on the speaking ability of students at SMPN 4 Tanjung Morawa. Therefore, further evaluation of the research design created by the researcher is needed.

Referring to Borg & Gill's research and development method, the next step after the initial design implementation was to revise the designed product. At this stage, the researcher requested feedback and input on the developed method from the principal of SMPN 4 Tanjung Morawa. The principal's assessment can be seen in Table 5 below:

Table 5. Method Assessment (Phase-1)

No	Method Aspect	Sub-Aspect	Assessment Indicator	Point/Score
1	Material	Content Suitability	Relevance of Content	4
			Richness of Content	3
			Organization	3
			Engagement	3
			Consistency	4
			Readability	3
		Presentation	Interactivity	4
			Creativity	4
			Accessibility	4
			Support	3
		Language	Language Accuracy	3
			Completeness of Translations	3
			Grammar	3
			Language Richness	3
2	Language	Language Useage	Fluency	3
			Language economy	3
			Language Creativity	3
			Contextual Suitability	4
			Audience Suitability	3
			Structure Coherence	3
		Presentation	Use of Method/Media	2
			Student Engagment	2
			Creativity	3
			Accessibility	3
3	Method/Media		Learning Objctives	3
			Active Teaching	3
			Student Engagment	2
		Effectiveness	Evaluation	3
			Use of Technology	2
			Usability	3
			Measureability	4
		Total		92
		Average		2,967741935

According to table above, could saw that the average value of method assessment was at 2,96 that's means the method that researcher develop was at enough level doesn't reach good level. There were several point had lower score, that point to be the focus of researcher evaluating. The evaluating point could saw at the appendix of this thesis.

After evaluating the main product, the next steps was main field testing. The result of the main filed testing could saw at the table below

5). Validity Test (Phase-2)

Table 6. Validity of Listening Ability test (Control Class)

Quisioner	r count	r tabel	Status
Item point y1.1	0,828125	0,344	Valid
Item point y1.2	0,883760081	0,344	Valid
Item point y1.3	0,794101388	0,344	Valid
Item point y1.4	0,830621963	0,344	Valid
Item point y1.5	0,870444298	0,344	Valid

Table 7. Validity of Listening Ability test (Treatment Class)

Quisioner	r count	r tabel	Status
Item point y3.1	0,753288131	0,355	Valid
Item point y3.2	0,873120875	0,355	Valid
Item point y3.3	0,881610577	0,355	Valid
Item point y3.4	0,811014068	0,355	Valid
Item point y3.5	0,786391504	0,355	Valid

Table 8. Vallidity of Speaking Ability test (Control Class)

Quisioner	r count	r tabel	Status
Item point y2.1	0,83684161	0,344	Valid
Item point y2.2	0,798810842	0,344	Valid
Item point y2.3	0,819400848	0,344	Valid
Item point y2.4	0,880064432	0,344	Valid
Item point y2.5	0,86939954	0,344	Valid

Table 9. Validity of Speaking Anility test (Treatment Class)

Quisioner	r count	r tabel	Status
Item point y4.1	0,791868681	0,355	Valid
Item point y4.2	0,830746329	0,355	Valid
Item point y4.3	0,858473883	0,355	Valid
Item point y4.4	0,884647826	0,355	Valid
Item point y4.5	0,702224973	0,355	Valid

Based on the validity table above, it is evident that the materials used to test the students' listening and speaking abilities, both in the control and treatment groups, were found to be valid. This is evidenced by the r-count values being greater than the r-table values.

6).   Reliability Test (Phase-2)

Figure 9. Reliability of Listening ability test Phase-2 (Control Class)

Reliability Statistics

Cronbach's Alpha	N of Items
.896	5

Figure 10. Reliability of Listening ability test Phase-2 (Treatment Class)

Reliability Statistics

Cronbach's Alpha	N of Items
.873	5

Figure 11. Reliability of Speaking ability test Phase-2 (Control Class)

Reliability Statistics

Cronbach's Alpha	N of Items
.893	5

Figure 12. Reliability of Speaking ability test Phase-2 (Treatment Class)

Reliability Statistics

Cronbach's Alpha	N of Items
.873	5

Based on the reliability test conducted on each class and each learning material, it was found that the Cronbach's alpha value was greater than 0.60, which indicates that the test materials administered to the students were reliable and in the very high reliability level. it is evident that in the control class, regarding the listening ability of 33 students, it was found that 21 students were categorized as passing, with an average score of 70.54. Meanwhile, regarding speaking ability, out of 33 students, 14 students were categorized as passing. Table 23 shows that the students' abilities in the treatment class, in terms of listening, had an average score of 80,38, with 27 out of 31 students categorized as passing. Regarding speaking ability, students in the treatment class had an average score of 77.41, with 24 students passing.
To determine whether the teaching method developed by the researcher successfully influenced the students' listening and speaking abilities, a statistical test is necessary.

7)   Normality and Homogeneity Test (Phase-2)
Prior to conducting the T-test, the data underwent normality and homogeneity tests. These tests were performed to determine whether the obtained data distribution was normal and homogeneous.

Figure 13. Tests of Normality

Tests of Normality

	LearningMethod	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PH2.LA	Treatment	.111	31	.200*	.962	31	.326
	Control	.140	33	.102	.949	33	.128
PH2.SA	Treatment	.147	31	.084	.960	31	.298
	Control	.137	33	.119	.936	33	.053

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Figure above, the significance values in the Kolmogorov-Smirnov column were greater than the alpha level of 0.05. This indicates that the data did not deviate significantly from a normal distribution, suggesting that the normality assumption was met.

Figure 14. Test of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PH2.LA	Based on Mean	1.555	1	62	.217
	Based on Median	1.350	1	62	.250
	Based on Median and with adjusted df	1.350	1	59.157	.250
	Based on trimmed mean	1.476	1	62	.229
PH2.SA	Based on Mean	2.214	1	62	.142
	Based on Median	2.361	1	62	.129
	Based on Median and with adjusted df	2.361	1	61.866	.129
	Based on trimmed mean	2.205	1	62	.143

Based on figure above, the significance levels for the listening abilities test (p = 0.217) and the speaking abilities test (p = 0.142) were both non-significant (p > 0.05). These results suggest that the data collected for both listening and speaking abilities were drawn from a homogeneous population.

8).   T-Test (Phase-2)
After the data was confirmed to be normally distributed and homogeneous, the next step was to conduct a t-test. This test was performed to determine the significance of the effect caused by the implementation of a learning design using the self-record learning method. The results of the test can be seen in the following figure:

Figure 15. Listening Abilities T-Test

Group Statistics

	LearningMethod	N	Mean	Std. Deviation	Std. Error Mean
L.Abilities3	Treatment	31	80.3871	10.70102	1.92196
	Control	33	71.0303	13.22990	2.30303

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
L.Abilities3	Equal variances assumed	1.555	.217	3.099	62	.003
	Equal variances not assumed			3.119	60.693	.003

Referring to figure above, it is known that the average score of students in the treatment class was higher compared to the control class. The significance value was 0.03, which is lower than the alpha value (0.05). This indicates that the learning method designed by the researcher was able to provide a significant impact on the listening ability of students at SMPN 4 Tanjung Morawa. Therefore, further evaluation of the research design created by the researcher is needed.

Figure 16. Speaking Abilities T-Test

Group Statistics

	LearningMethod	N	Mean	Std. Deviation	Std. Error Mean
S.Abilities3	Treatment	31	77.4194	12.83946	2.30603
	Control	33	64.9697	15.16675	2.64019

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
S.Abilities3	Equal variances assumed	2.214	.142	3.533	62	.001
	Equal variances not assumed			3.551	61.358	.001

Referring to figure above, it is known that the average score of students in the treatment class was higher compared to the control class. The significance value was 0.01, which is lower than the alpha value (0.05). This indicates that the learning method designed by the researcher was able to provide a significant impact on the speaking ability of students at SMPN 4 Tanjung Morawa. Therefore, further evaluation of the research design created by the researcher is needed

Referring to Borg & Gill's research and development method, the next step after the initial design implementation was to revise the designed product. At this stage, the researcher requested feedback and input on the developed method from the principal of SMPN 4 Tanjung Morawa.

Table 10. Method Assessment (Phase-2)

No	Method Aspect	Sub-Aspect	Assessment Indicator	Point/Score
1	Material	Content Suitability	Relevance of Content	4
			Richness of Content	4
			Organization	4
			Engagement	3
			Consistency	4
		Presentation	Readability	3
			Interactivity	3
			Creativity	4
			Accessibility	4
			Support	4
		Language	Language Accuracy	4
			Completeness of Translations	3
			Grammar	4
2	Language	Language Useage	Language Richness	3
			Fluency	3
			Language economy	3
			Language Creativity	4

			Contextual Suitability	4
			Audience Suitability	4
			Structure Coherence	4
			Use of Method/Media	4
		Presentation	Student Engagment	3
			Creativity	3
			Accessibility	3
3	**Method/Media**		Learning Objctives	3
			Active Teaching	3
			Student Engagment	3
		Effectiveness	Evaluation	3
			Use of Technology	4
			Usability	3
			Measureability	4
		Total		109
		Average		3,516129032

According to table above, could saw that the average value of method assessment was at 3,51 that's means the method that researcher develop was reach good level.

Referencing the results obtained in Phase 2, the sixth stage of the listening and speaking instructional design development at SMPN 4 Tanjung Morawa has demonstrated highly favorable outcomes. Thus, based on Borg and Gill's development theory, the development process can be terminated and proceed to the final phase: Dissemination and Implementation

B. Hypothesis Test
1) H1

Referring to the first hypothesis of this study, "Implementing Self-record is significant to increase Student English language listening abilities at SMP NEGRI 4 TANJUNG MORAWA," it was found in Phase 2 that the results were as presented in Table 26. This table shows that there was a difference in the mean scores between the control and treatment groups. The control group had a mean score of 71.03, while the treatment group had a mean score of 80.38.

Given the passing standard of 75 (where 72 points are for academic performance and 3 points are for diligence), the control group, on average, did not meet the passing criteria. According to Table 22, only 21 out of 33 students in the control group passed the listening material. When converted into a percentage, this means that the passing rate for the control group was only 63.63%.

In contrast, a different scenario was observed in the treatment group. Out of 31 students, 27 met the passing standard. When converted into a percentage, this means that a substantial 87.1% of students in the treatment group successfully passed the listening material. Given this significant difference of approximately 23.46% in passing rates between the control and treatment groups, it is reasonable that Table 26's statistical analysis indicates that the instructional design employing the self-record method yielded significant results, with a significance value of 0.03, which is lower than the alpha value of 0.05

, the increase in students' listening abilities from the pre-test to the post-test was 10.31 points in the control group, while in the treatment group, the increase was 23.22 points. Based on these results, it can be inferred that the improvement in students' listening abilities using the self-recording method was significantly higher compared to the previous method. Based on these findings, the researcher concludes that H01 is rejected and H1 is accepted

2) H2

Referring to the second hypothesis of this study, "Implementing Self-record is significant to increase Student English language speaking abilities at SMP NEGERI 4 TANJUNG MORAWA " it was found in Phase 2 that the results were as presented in Table 27. This table shows that there was a difference in the mean scores between the control and treatment groups. The control group had a mean score of 64,96, while the treatment group had a mean score of 77,41.

Given the passing standard of 75 (where 72 points are for academic performance and 3 points are for diligence), the control group, on average, did not meet the passing criteria. According to Table 22, only 14 out of 33 students in the control group passed the speaking material. When converted into a percentage, this means that the passing rate for the control group was only 42,42%.

In contrast, a different scenario was observed in the treatment group. Out of 31 students, 24 met the passing standard. When converted into a percentage, this means that a substantial 77,41% of students in the treatment group successfully passed the speaking material. Given this significant difference of approximately 34,99% in passing rates between the control and treatment groups, it is reasonable that Table 26's statistical analysis indicates that the instructional design employing the self-record method yielded significant results, with a significance value of 0.01, which is lower than the alpha value of 0.05.

the increase in students' speaking abilities from the pre-test to the post-test was 4 points in the control group, while in the treatment group, the increase was 22,61 points. Based on these results, it can be inferred that the improvement in students' speaking abilities using the self-recording method was significantly higher compared to the previous method. Based on these findings, the researcher concludes that H02 is rejected and H2 is accepted.

3) H3

Referring to the third hypothesis of this study, "The learning design of Self-record learning models is in the good levels to implementing at SMP NEGERI 4 TANJUNG MORAWA" The research design was evaluated and received a score of 3.51, indicating that the research design developed by the researcher was considered to be of "good" quality.

This evaluation was conducted based on the method assessment sheet completed by the principal of SMPN 4 Tanjung Morawa. The assessment focused on aspects of the teaching method, including the material, language use, and media usage. The results of this assessment can be found in Table 28 of this thesis. Therefore, the researcher concludes that H03 in this study is rejected and H3 is accepted.

C. Discussion

As revealed in the data analysis presented above, the instructional design incorporating the self-recording method was successfully developed through two rounds of revision and evaluation. This success is evidenced by the improvement in students' listening and speaking abilities, as well as the positive evaluation of the method, which was rated as "good" levels.

In the initial planning phase, the researcher attempted to align the instructional materials with the students' abilities. This alignment was determined based on the results of the researcher's previous observations. The suitability of the materials for the students' abilities was considered a fundamental standard in selecting instructional content

In the line with Ahyadi, et al (2021:115) did, researcher must be attempted to analyze students' needs, consisting of personality, competence, weakness, and pleasantness in learning English. Based on the analyze result, the next step was Constructing instructional materials and strategies (Ahyadi, Baso Jabu, 2021).

According to the result of the observation, researcher did the design of the listening and speaking learning strategies by used self-record method. Maulana, et al (2023:883) Said that Self-Recording Video increases students' confidence in speaking and provides opportunities to improve abilities. Despite challenges, such as mispronunciations, this approach helps students feel supported and motivated. By using this video, students can practice speaking more confidently and effectively in learning English (Maulana Atika, Elmiati, 2023).

This is in line with what was conveyed by Burn Anne (2019:10)"The main aim of speaking tasks is to help students develop the fluency of expert speakers where meaning is communicated with few hesitations and in a manner that is appropriate for the social purpose of the message. This is achieved through the use of accurate language and discourse routines, appropriate speech enabling abilities, and effective communication strategies" (Burns Anne., 2019).

In the preliminary test result showed that the preliminary design wasn't impact the students listening and speaking abilities. This could be happened because, according to the method assessment that did by the principle, the learning material and the language used that researcher did was less compatible to the student's abilities.

According to this suggestion, researcher was redesign the learning methods by used the common material and language. Researcher did the material by used the simple folklore that students knew well. As the result, the achievement of students listening and speaking abilities was increased significantly.

This result was in line with the statement of Aprianto and Muhlisin (2022:252) that "The finding of to what extent the use of SRV as an English language learning method in developing English learning performance statistically depicted that it has affected the students' English learning (Aprianto Dedi, 2022).

Same energy with the Encalada (2019:64) claimed that "SRVs have helped me to develop my speaking abilities," we find out that the majority of students, 48, 1% of them, very agreed and that 43, 2% of them agreed (Rojas., 2019).

IV. CONCLUSIONS

Based on the results research, the researcher concluded thatImplementing Self-record is significant to increase Student English language listening abilities at SMP NEGERI 4 TANJUNG MORAWA by increase the students listening skill by 23.22 oints and the T-test score was 0,03 which is lower than the alpha value of 0.05. Implementing Self-record is significant to increase Student English language speaking abilities at SMP NEGERI 4 TANJUNG MORAWA by increase the student's speaking skill by 22,61 point, and the T-test score was 0,01 which lower than the alpha value 0,05. The learning design of Self-record learning models is in the good levels to implementing at SMP NEGERI 4 TANJUNG MORAWA, by the design evaluated score was 3.51, indicating that the research design developed by the researcher was considered to be of "good" quality.

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