CHAPTER II

LITERATURE REVIEW

1.1 Previous Studies

Previous studies are an attempt by researcher to find comparisons and then find new inspiration for further research. In addition, previous studies help the research to position the research and show the originality of the research.

The research are as following: first, by Azkiyah and Rahayu (2018) ''The Effect of Video Recording Task To Improve Student Speaking Skill of Descriptive Text'' This study was classified as a quantitative study. The method used in this study was Quasi experimental method. She is trying to get empirical evidence about the effect of Recording Video Task on the skill to improve speaking skill of Descriptive Text of the tenth grade students of SMK PGRI 1 Kota Bogor. The results showed that the average value of the class that use Recording Video Task was higher than the class that didn't use Recording Video Task. So, it can be conclude that there is a significant effect of Recording Video Task on the speaking skill of Descriptive Text in class XI of SMK PGRI 1 Kota Bogor in the 2017/2018 Academic Year.

Another relevant study by (Syahida, A. A., Saehu, A., & Sundari, H. 2022) by the title Instagram-Mediated Project-Based Learning in Teaching Speaking Skill the research conducted using a mixed-method design that aimed to analyze the differences between learning speaking taught using Instagram-mediated project-based learning and those taught using conventional techniques. In addition, this study was also conducted to investigate the challenges faced and explore the strategies given by students in solving problems in the

application of Instagram-mediated project-based learning techniques. This study involved 11th-grade students who were randomly selected to be the control and experimental groups. The research instruments used were pre-speaking tests and post-speaking tests to measure the level of students' speaking skills and a questionnaire to investigate the challenges faced and explore the strategies provided by students in Instagram-mediated project-based learning conducted by the experimental group. The significance score was 0.000 smaller than 0.05. This confirmed that the Instagram-mediated project-based learning technique proved to have a significant difference. In qualitative stage of analysis, it was revealed that the challenges the students faced were categorized into language barriers, video making, and external factors. From the results of this study, it can be concluded that the Instagram-mediated project-based learning technique was proven to be effective in improving students' speaking skills. Therefore, school policymakers can provide a wider internet network to support this learning technique. However, the results of this study recommended similar research on speaking skills in other materials in more depth with a wider scope.

The next conducted by (Simbolon, D. R. S., Haryudin, A., & Efransyah, E. 2019). By the title "Improving Students' Speaking Skill Through Project Based Learning (PBL)." "Project Based Learning (PBL) is one of teaching technique where the students work in group project and it is required students for designing, planning, and carrying out an extended project that produces a publicly- exhibited output such as a product, publication, or presentation. This research used Classroom Action Research as the research method. The sample of this research were 30 students of the tenth grade, Tehnik Instalasi Tenaga Listrik of SMK PGRI 3 CIMAHI. The students assessed by using speaking rubric by Brown 2004. The data were calculated by using SPSS. As the result, the technique can improve the students speaking skill. It is concluded based on data analyzed, in the first cycle, the students categorized as the

poor and low English speaking while the second and the third cycle, the students showed a significant achievement and categorized in good average. This technique can be the affective technique that can be used by the teachers who want to improve student's speaking skill.

The next, Conducted by (Wahyudi, I. 2022) " The Effect of Video Project Based Learning on Students' Speaking Skill" This research employed a pre-experimental method. The data in this study were collected through a speaking test; pre-test and post-test. This study aims to measure the effectiveness of the use of video project-based learning methods on students' English skills. Thus, there are 35 samples involved in this study they were students from the English language study program, faculty of teacher training and education at the University of Lakidende Unaaha for the 2020/2021 academic year. The results of this study, in this case the paired sample T test, showed that the students' pre- test and post-test results were at level .00 or $P < .05$, which means that project-based learning can significantly improve students' speaking skills. In addition, the application of this video project learning method is proven to increase students'.

The last conducted by (Darmaji, D. 2018). " THE ROLE OF PROJECT –BASED LEARNING METHOD IN IMPROVING THE STDUENTS' SPEAKING SKILL AT SMKN 1 KRAKSAA". Based on the result of the Independent Sample T-test, the students' speaking score showed that the obtained probability from the Experimental and Control groups were sig .00. It claimed that the sig .00 was less than .05 which was stated that there was meaningful evidence to accept the alternative hypothesis (Ha) and the null hypothesis (Ho) was rejected. In other words, it can be conclude that PBL could contributed significant effect on improving the students' speaking skill and it can be promoted by the teacher as a teaching method to English speaking skill.

Out of the four previous studies, there are similiarities and differences between the authors research and several previous studies. The similiarity is that this current research and several previous studies both use tests for data collection and use Project- Based Learning. While the difference is that the researcher research only uses one class for research while previous research uses two classes, namely the control class and the experimental class. Further, the setting subject, and sample of the research are different with the previous study.

1.2 Theoretical Frameworks

Concept of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Speaking is one of four basic skills in learning a foreign language besides listening, reading and writing. It is included in the productive skill that enables speakers to express ideas, feelings, or information orally (Harmer, 2001).

According to (Brown 2004) speaking is an interactive process of constructing meaning involving producing, receiving, and processing information. It means that speaking as one of the four language skills that have an essential role in language view that we need for communication or to express our ideas, feelings, and information in an oral form to do everything, especially in the learning process. Meanwhile, (Donough and Shaw 2003) stated "There are some reasons for speaking involved expressing ideas and opinions: expressing with a wish or desire to do something, negotiating and/or solving a particular problem: or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confident are important goals in speaking."

From the definitions above, it can be sum up that speaking is used to communicate with others or to share knowledge, information, and ideas. Moreover, speaking is an oral

expression that involves not only the use of the right patterns of rhythm and intonation but also the right words order to convey the correct meaning. Meanwhile speaking skill is one of the productive skills that students have to master in the learning process, which is about producing words or sounds and constructing meaning.

(Brown 2004) stated, "Speaking skill is a productive skill in the organs of speech to express meaning which can be directly and empirically observed. There are three important points with in this definition of speaking skills. First, by productive skill is meant the ability of a person to actively produce the language by coordinating the organs of speech such as the lips, tongue, teeth, vocal cords, larynx, pharynx, etc. Second, to express meaning means that the purpose of producing language in verbal communication is to deliver ideas and experiences so that the speaker can convey meaning to the listener and others (Cameron, 2001). Third, being able to be directly and empirically observed means that the implementation of speaking can be directly heard or seen and empirically measured in the speaking process by looking at the correctness and effectiveness of the speaker.

Purpose of speaking

It is beneficial to understand the purpose of speaking about yourself. Rear According to (Chastain 1975) its purpose is to:

Students are expected to have the ability to implement these language features, Understanding, Help students convey meaning, Give students the opportunity to verbally express their thoughts, Motivate students to communicate verbally with native speakers speaker, Lastly motivate students to use English correctly.

Components of Speaking

(Fulcher and Davidson 2006) state that there are five components of speaking skill that can be defined as follows:

Pronunciation is the way for students to produce more precise language when they are speaking. It means that the student can effectively communicate when they have proper pronunciation and intonation In learning a foreign language

Vocabulary carries an important role. Vocabulary acts as a primary step in learning language (Huang & Chen, 2011). Without a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Without knowing a certain amount of vocabulary in the target language, learners cannot effectively learn to listen, speak, read, or write in the language.

Grammar is needed for students to arrange correct sentences in conversation both in written and oral forms. (Greenbaum and Nelson 2013) argue that grammar refers to the set of rules that allow us to combine words in our language into larger units. It means that grammar consists of rules that use to combines words into sentences. From the statement above, it can be concluded that grammar is a set of rules to arrange sentences to get meaning based on the context.

Fluency is defined as the ability to speak communicatively, fluently, and accurately, Fluency usually refers to express oral language freely without interruptions. In the teaching and learning process, if the teacher wants to check students' fluency, they can express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately, whereas the idea being that too much correction interferes with the flow of conversation.

Comprehension is an ability to perceive and process stretches of discourse to formulate representations of the meaning of sentences. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are

complicated and entail risks. Therefore, in speaking, it can be concluded that comprehension refers to the speakers' understanding of what they are saying to the listeners in order avoid misunderstanding information; its function is to make the listeners easily catch the information from the speakers.

Concept of Teaching Speaking

Brown (2004) proposes seven principle for designing speaking skill techniques. These principles will help teachers to conduct the speaking class. They are:

Use techniques that cover the spectrum of learner needs, from the language based focus on accuracy to message-based o interaction, meaning, and fluency. Ensure that the tasks include techniques designed to help students perceive and use the buildings' block language. At the same time, the teachers should make drilling.

Provide instrinsically motivating techniques. Try to appeal to students' ultimate goals and interests in their need for knowledge, for status, for achieving competence and autonomy. For being all, they can help them see how the activity will benefit them.

Encourage the use of authentic language in meaningful contexts. Taking energy and creativity to devise an authentic context and meaningful interaction, with the help of the storehouse of teacher resource material, can be done. Even drills can be structured to provide a sense of authenticity.

Provide appropriate feedback and correction. In most EFL situations, students are dependent on the teacher for useful linguistic feedback. Feedback can be received outside of the classroom, but teachers need to inject the kinds of corrective feedback.

Capitalize on the natural link between speaking and listening. Many interactive techniques involving speaking skill will include listening. The two skills can reinforce each other.

Skills in producing language are often done through comprehension.

Give students opportunities to initiate oral communication. Part of oral communication competence is the ability initiate conversations to nominate topics, ask questions, control conversation, and change the subject. The teacher can design speaking techniques allowing students to initiate language.

Encourage the development of speaking strategies. Teachers should help their students develop strategic competence to accomplish oral communicative purposes because not all students are aware of strategic ability, the strategy asks for clarification, asking someone to repeat something, using fillers, using conversation maintenance cues getting someone's attention using mime and nonverbal expressions to convey meaning, and so forth.

Types of Speaking Skill

Brown (2004) divided speaking into two types; monologue and dialogue. The monologue is the oral language that involves only one person in it (Brown, 2004). It means that there is only one person who speaks as in lectures, news casting, radio broadcast, etc. Monologue divides into two types; planned monologue and unplanned monologue. The meaning of planned monologue is the person who speaks use monologue has prepared a note or text to help them to speak fluently meanwhile, the meaning of unplanned monologue is the person who speaks in monologue does not use any notes or texts. All words spoken emerge from the speaker's mind naturally and spontaneously. Dialogue is the oral language involves two or more speaker in it. Based on the function, dialogue divides into two types, interpersonal and transactional. The interactional purpose emphasizes that the role of speakers is to interact to communicate. It plays an social role in roiling the wheels of social intercourse. also usually called the interpersonal use of language. On the other hand. the transactional purpose focuses more on speaking to get something done

Teaching Speaking Skill

(Brown 2004) proposes seven principles for designing speaking skill techniques. These principles will help teachers to conduct the speaking class. They are:

Use techniques that cover the spectrum of learner needs, from the language- based focus on accuracy to message-based on interaction, meaning, and fluency. Ensure that the tasks include techniques designed to help students perceive and use the buildings' block language. At the same time, the teacher should not make the students feel bored with the repetitious drills. The teacher should make meaningful drilling.

Provide intrinsically motivating techniques. Try to appeal to students' ultimate goals and interests in their need for knowledge, for status, for achieving competence and autonomy. For being all, they can help them see how the activity will benefit them.

Encourage the use of authentic language in meaningful contexts. Taking energy and creativity to devise an authentic context and meaningful interaction, with the help of the storehouse of teacher resource material, can be done. Even drills can be structured to provide a sense of authenticity.

Provide appropriate feedback and correction. In most EFL situations, students are dependent on the teacher for useful linguistic feedback. Feedback can be received outside of the classroom, but teachers need to inject the kinds of corrective feedback.

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Based on the techniques proposed by Brown above, the teacher can adopt some of the methods to teach speaking for students that suitable for the condition.

The status of English in Indonesia as a foreign language impact how English speaking is being taught in the classroom. As a foreign language, Spoken English is not widely used in the entire nation. The minimum opportunity for Indonesian people to use English speaking daily makes teaching English speaking might not be urgent for some teachers. Therefore, teaching speaking in EFL countries should focus more on allowing students to practice their English speaking as much as they can.

Issues in Teaching Speaking Skill

There are some issues identified in teaching speaking skill that stated by (Ur 2001):

Shyness and inhibitions

Students are often inhibited about trying to say things in the foreign language in the classroom because they are worried about making mistakes, scared of criticism, or naturally shy of the attention that their speech attracts.

Finding things to say

Even if they are not inhibited, the teacher often hears the students complain that they cannot think anything. Just providing an interesting topic is not enough for the students.

They need to feel that they have something relevant and original to contribute to the discussion so that it is worth making an effort to speak.

Low participation of individuals

This problem compounded some students' tendency to dominate, while others speak very little or not at all.

First language use

In class, the students usually use the first language because it is easier and feels more natural to talk with each other in their language. Of course, if students spend most of their time speaking in their language, they will obviously have little opportunity to improve their speaking skills in English.

In Indonesia, English is one of the compulsive subjects that is taught in the school from primary to secondary school. Based on the researcher's observation of students at SMKN 2 Terbanggi Besar, some students' English proficiency is still far from decent, especially in speaking skill. Spoken language production is often considered as one of the most challenging aspects of language learning. It is because to produce the speech, many elements need to be mastered, such as vocabulary, grammar, pronunciation, and intonation.

Refer to researchers observation of students at SMKN 2 Terbanggi Besar. The researcher highlights two significant problems in students' speaking skill mastery. First, the competency of students' English, in general, is still low. Some students yet do not know how to use simple grammar in their sentences and not to mention the limitation of English vocabulary that they have. It results that students become hesitant to speak English because they were afraid to make mistakes. One of the reasons the issue happened because of the minimum English exposure for students. Second, the lack of opportunity for students to use

English for daily communication. As a foreign language, English is not commonly used in Indonesia. This problem compounded some students' tendency to dominate, while others speak very little or not at all.

2.2.3 Concept of Descriptive Text

Description is about sensory experience- how something looks, "sounds, tastes" (Kane 2000). It is mostly about visual experience, but description might as well discusses about other varieties of impression. Thus, if we conclude it from Kane's explanation, the descriptive text is a meaningful text that describes the experience related to the senses, such as what shape, sound, and taste. Most descriptive text is about visual experience, but in fact experience other than the senses of sight, we can also use it to make descriptive text. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or listeners can possibly notice what the writer is writing about as if they could directly see it through their own eyes.

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: Advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them.

Generic Structure of Descriptive Text

According to (Wardiman 2008), the generic structures of a description text are identification and description.

Identification

This part consists of the identification of a particular thing that is being described. In general, the identification part answers two questions: What is the topic of the topic? What is the text about?

Description

This part describes the parts also the characteristics of the object that is being described.

Table 2.1 Descriptive Text

Identification	There is an orang utan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.
Description	She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feeds them.

Language Features of Descriptive Text
According to (Knapp and Watkins 2005), the language features of a descriptive text are:

a. Present tense is predominantly used to describe things from a technical or factual point of view.

b. Relational verbs are used to classify and describe appearance/qualities and parts/functions of phenomena (is, are, has, have).

c. Action verbs are used to describe behaviors/uses

d. Adjectives are used to add extra information to nouns and may be technical, every day or literary, depending on the text.

e. Adverbs are used to add extra information to verbs to provide more detailed description.

In the other words, to write a good descriptive text, students should know how to use present tense and have sufficient knowledge of adjectives to describe something. Moreover, teacher should provide them a topic and also organize their writing.

Kinds of Descriptive Text

According to (Clouse 2006), descriptive text comes in two basic forms, objective and subjective description.

Objective Description

This kind of text gives the real image of things or events on what actually happened. The writer uses this approach to describe the subject without including his or her personal responses. Note that personal bias is out of place in this context. Instead, emphasis is on impartiality – on providing ad is interested description.

Subjective Description

This kind of text allows the writer to show a personal connection to the subject, and needs personal bias. The writer usually explores his or here motions to help determining the physical details to describe the subject. It also needs personal bias.

Actually, the factual description related to objective description, and the impressionistic description related to subjective description. While the character sketch devoted exclusively to the using of human beings as a writing material. It can be concluded that descriptive writing can be conducted based on two forms, objective and subjective. For the objective description, the writer might not allow to add personal perception to describe about something. It must be described clearly on what actually happened and exist. But for the subjective one, the writer has the permission to give personal approaches such as emotions on their descriptive text.

Purpose of Descriptive Text

To know the purposes of descriptive text, below are some samples of descriptions related to each of purposes according to Clouse (2006).

Table 2. 2 The Purpose of Descriptive Text

Purpose	Sample Description
To Entertain	An amusing description of music festival.
To Express	A description about your favourite artists.

2.2.4 Concept of Project-Based Learning

Project-Based Learning is defined as a model that emphasizes the provision of small projects or research activities in learning. Klein, et al. Define Project-Based Learning as an instructional strategy to empower learners to pursue their own material knowledge and demonstrate their new understanding through various modes of presentation (Warsono & Hariyanto, 2013). Project-Based Learning is a learning model that involves students in problem-solving activities and provides opportunities for students to work autonomously to construct their own learning, culminating in valuable and realistic student work products (Trianto, 2014). According to Goodman and (Stivers 2010) stated that the Project-Based Learning as a learning approach that is built on learning activities and real tasks that provide challenges to students relate to everyday life to be completed in groups. Project-Based Learning is a student-centered learning model provides meaningful learning experiences for students (Afriana, 2015). Students' learning experiences and concept are built from the products produced in the Project-Based Learning process. The application of Project-Based Learning is able to facilitate students in developing certain skills such as writing, providing a learning process that is significantly beneficial to students, increasing students' thinking creativity, creative motivation, motivation, discipline and collaboration (Syahmadi, 2014). Project-Based Learning has been implemented in various levels of education such as junior high school, high school and senior high school and college.

Therefore, Project-Based Learning is a learning model that uses problems as the first step in integrating new knowledge based on real experiences. Project-Based Learning is carried out systematically which involves students in learning attitudes, knowledge, and skill through investigations in product design. Project-Based Learning is an innovative learning model, which emphasizes contextual learning through complex activities. The environment where students learn is given the opportunity to explore, determine learning objectives and activities as an interesting concept (Sulisworo, 2019).

Some many techniques and media can be used to improve students' speaking skill. Project-Based Learning can be one of them. Project Based Learning is the activity that demands students to produce a self-video recording of them doing a monologue in English. The students can utilize their video recording feature on their mobile phone. The use of Project Based Learning is closely related to Mobile-Assisted Language Learning in a task-based activity. The activity facilitates students to improve their English speaking by doing the task outside the usual English classroom with their own mobile devices as supporting a tool.

Benefits of Using Project-Based Learning

Project-Based Learning (PBL) is an innovative educational approach that offers numerous benefits to students and educators alike. One significant advantage of Project-Based Learning is Project-Based Learning helps students in their time management, teamwork, delegation of responsibilities, prioritizing (Zerovnik & Serbec, 2021). Through hands-on, real-world projects, students are encouraged to explore complex problems, develop problem-solving strategies, and think critically about various issues, thus enhancing their ability to apply knowledge in practical contexts. In addition, Project-Based Learning is an active method that develops maximum student engagement and participation in the learning process. This method requires the teacher to energize the learning scenario by encouraging student cooperation to investigate, make decisions and respond to project challenges (Medina, 2020).

Furthermore, Project-Based Learning can increase student motivation and engagement, as students are more likely to be enthusiastic about learning when they can see the real-world relevance of their studies (Larmer, 2015).

Project-Based Learning can be a connection between using the target language in authentic contexts outside the classroom. Simpson mentions some benefits to using Project-Based Learning in the language classroom (Simpson, 2011). They are:

Gaining language proficiency, self-efficacy and self-esteem.

Using real-life language and experiencing language in meaningful life situations.

Developing motivation, self-confidence and the cognitive domain in second/foreign language learning.

In conclusion, Project-Based Learning empowers students to become independent thinkers, problem solvers, and effective communicators while making learning a more exciting and meaningful experience.

Characteristics of Project-Based Learning

Project-Based Learning possess the following features:

Project-Based Learning is an authentic learning**.**

Project-Based Learning is based on the experiences learning. It enables students to experience relevant and real-world task. Through Project-Based Learning, students are exposed to the real-world situations while they complete their project (Markam, 2003). Project-Based Learning makes students' learning meaningful as they link their prior knowledge to their current study based on the real situation.

Project-Based Learning is student-centered.

Project-Based Learning focuses on students to be an active learner. It gives students wide opportunities to discover the solution to the given project using their skill and knowledge. In Project-Based Learning, students are responsible for their own learning. Moreover, through Project-Based Learning, students are urged to plan, complete, and present the task (Simpson, 2011).

Project-Based Learning is cooperative.

Through Project-Based Learning, students can work together as a group. Project- Based Learning allows students to work collaboratively and cooperatively to solve problems and investigate what they learn. They work together and share resources ideas, resources, and expertise. Projects lend themselves to students" working and learning collaboratively. In Project-Based Learning, students are exposed to motivating and challenging activities which require collaboration as well as motivation (Herrington and Herrington, 2006).

Project-Based Learning leads to the integration of skills.

Project-Based Learning assimilates students' skill and knowledge. Stoller states that through Project-Based Learning, students need to process information from various sources (Stoller, 2002). The tasks given in Project-Based Learning also mirrors real-life tasks. Project-Based Learning entails students to merge their knowledge and skills to be able to complete the given task. The incorporation of skills is a substantial component of Project-Based Learning and should be identified in the project outcomes. Students need to acquire, practice, apply, and extend these skills as part of the project design.

Project-Based Learning culminates in an end product.

Project-Based Learning results in the tangible product. The result of the product can be shared and shown with others. The products can be in the form of presentation, poster, bulletin board, wall magazine, report, or performance. The value of the product lies both in the final product and in the process of making the product as the project work has a process and product orientation (Stoller, 2002).

From that we can say Project-Based Learning is an active technique that help teacher and students in the teaching and learning process. Project-Based Learning makes students' learning meaningful as they connect their prior knowledge to their current study based on the real situation, and it also gives students chance to develop their skill by having a project.

2.2.5 Procedure in Project-Based Learning

There are five steps in conducting Project-Based Learning in the classroom (Fragoulis, 2009), they are:

Lead-in activities

The teacher should create an activity that can be used to introduce the topic, which is about writing narrative text. The activity should help the teacher demonstrate what the students should do. Linking activities should prepare students for cooperative work, open-ended tasks, communicative language production, or can be used to practice specific language skills. In this section the teacher will show a slide of material about narrative text and students should pay attention and record the material obtained from the material.

Planning

At this stage, teachers and students examine and decide on project ideas, topics and themes. The topic to be discussed is about writing in narrative text. In addition, the teacher and students also discuss the appropriate time to complete the product.

Carrying out the project

After the preparations are done, students can start developing the project. The teacher's role during project development is to monitor and check the progress of the project. The project that students have to work on is to create a narrative text that will later be turned into an illustrated short story book.

Creating the final product

In this stage, the students use their knowledge and abilities to produce something real. When the students can produce a final product, they can gain a sense of achievement that is important for their motivation.

Evaluation

Evaluation refers to the assessment of activities from the participants and discussion about whether the initial goals and objectives have been achieved, the implementation of the process, and the final product, at the evaluation stage, the teacher and students reflect on the project they have worked on, namely the illustrated short story book. Here the teacher provides an assessment of the students' project results and also provides input on what needs to be improved.

2.2.6 Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning (Miangah & Nezarat, 2012). MALL is defined as mobile technology in language learning, especially in situations where device portability offers particular advantages. There are several principles for the use of MALL proposed by (Stockwell and Hubbard 2013):

Mobile activity, task, and apps should adjust with the limitation of device and environment, It should limit multi-tasking and environmental distractions, The use of a mobile device also needs to respect learner's time, Strive to maintain equity Acknowledge and plan for accommodating language learner differences, Be aware of the language learners perception of

their mobile device use, Design activity and task short and succinct, Let the task fit with technology and the environment, Consider that sometimes learners need to be given guidance in using mobile devices for educational purposes.

The use of MALL in this digital era becomes more relevant and practical. The mobile device can provide a new extension for learning, such as giving more learning opportunities, situated learning, and personal learning.

Use of Video Recording Task (MALL) in Project Based Learning

Video Recording Task is one of many activities that we can use to benefit language learning, especially in improving speaking skills. The activity is related to task-based learning. According to (Ur 2001) it refers to language learning activities that ask students actually to perform language skill or ability. By doing this activity, students are expected to activate their English by utilizing the function of the camera and video recording in their mobile phones to record them selves talking in English. With this activity, students could also practice their English as much as they want and improve their remarkable mistakes. With that being said, the video recording task maybe a way of practical learning that might remove the constraint of learning places and time.

2.2.7 Advantages of Using Video Recording Task in Project Based Learning

The usage of video recording task has some benefits to some principal in teaching English speaking skills. First, the task can be done outside the English lesson period in school to be more flexible for students. Furthermore, it can allow them to rehearse, receive the feedback, and engage with the language. In addition, it also gives students the engagement of the task itself. It means that if the speaking task is planned well by the teacher and is finished

successfully by the students, the speaking task might become an enjoy able and exciting activity for themselves. Lastly, the task provides more time to expose speaking, which usually is limited if only doing it in the classroom (Dal, 2010).

1.3 Hypothesis

The hypotheses of this research are drawn as follow:

Ha : There is a significant effect in improving students' speaking skill on descriptive text at the eleventh grade of SMKN 2 Terbanggi Besar.

H_0 : There is no a significant effect in improving students' speaking skill on descriptive text at the eleventh grade of SMKN 2 Terbanggi Besar.