

# The effectiveness of using video on students' speaking ability

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## Abstrak:

In learning English, speaking is one of the most important skills for students. Especially for students who still have strong feelings, these students will have difficulty learning to speak English. Talking is about putting ideas into words about perceptions, feelings and intentions to make others catch the message conveyed. From the results of the paired sample t test analysis shows that sig. the value is 0.000. Lower than the significance level ( $\alpha$ ) = 0.05 with degrees of freedom (df) = N-1 and the number of subjects (N) is 20 students. According to the value of sig. (2-tails) is 0.000. Given the basic concept of testing the hypothesis that if sig. (2-tailed) is smaller than ( $\alpha$ ) = 0.05, meaning that the hypothesis (H1) is accepted while the null hypothesis (H0) is rejected. Thus, it can be concluded that there is a significant effect of video media on the speaking skills of class XII students of MA Al-ihsan Deket Lamongan

**Keyword:** Video, Speaking Ability, Effectiveness

## Introduction

Speaking skills are one of the four skills of English skills. Speaking skills are very much needed from students in because they use someone communicate. Talking is developing faster and easier for students to learn English language (Anderson & Krathwohl, 2001; Conijn, Dux Speltz, & Chukharev-Hudilainen, 2021). In English study, speaking one of the most important skills for students. Especially for students who still have such strong feelings, the student will have difficulty learning to speak English. In the current era of globalization, the role of English as an international language is very important because all information related to technological advances is made or written using English (Chen et al., 2005; Peterson, McIntyre, & Glaés-Coutts, 2018; Zarić & Nagler, 2021). In addition, to communicate with people outside Indonesia, tools are needed to communicate or exchange information, one of which is English.

So English has a very big role in improving technological progress and communication between countries. Video played a crucial role in improving the students speaking skills, as we have so much to again by using video. Because by means of videos the students are more enthusiastic about learning to speak and students can savor the learning process by convergence, this is also the students opportunity to develop accuracy, fluency, and make students highly motivated (Hilppö & Stevens, 2020; Horspool & Lange, 2012; Wiens, LoCasale-Crouch, Cash, & Romo Escudero, 2021). Actually there are many methods in teaching English, one of which is by using video media that can make it easier for students to speak English. Video have four function as affective function, cognitive function, and compensatory function (Gegenfurtner et al., 2019; Rosen, Wolf, & Stoeffler, 2019; Suryanto, Degeng, Djatmika, & Kuswandi, 2020; Suryanto, Warring, Kartikowati, Rorimpandey, & Gunawan, 2021). The function of

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mindfulness is at the core. That is to draw and direct students to concentrate on the content of the lesson. Affective function can be seen at the level of a student's pleasure during study. Because it is stimulating emotions and student attitudes. Cognitive function is seen from research findings that reveal that this media facilitates the achievement of goals to understand and remember the information contained in the image. While the compensatory function is seen from the results that provide context to condition weak and slow students to understand the content of the lesson presented verbally. Learning through audio-visual media will stimulate the child which will then have an impact on good learning outcomes where students will remember, recognize and connect between facts and concepts (Bandura, 1982; Mareque, De Prada, & Pino-Juste, 2019; Shin & Hickey, 2021; Suryanto, Degeng, Djatmika, & Kuswandi, 2021; Yusuf, Tarumasely, Suryanto, & Machsunah, 2021).

Therefore, based on the above problems, the authors are interested in conducting research with the title "*The Effectiveness Of Using Video On Students Speaking Ability*" Through this research, the writer hopes that this chain card game can increase students' motivation in learning English and their interest in learning English further.

### Methods

This chapter discusses about the method that used in conducting the research are followed: research design, population and sample, research instrument, research variable, data collecting, and data analysis. The research method is very important to set up the framework of this research and in analyzing the data. This type of research is pre-experimental this type of research only observes one. During the study no control group was compared with the experimental group. This type of pre-experimental research has several forms and this research uses the form one group pretest and posttest this form of research has a pretest and posttest so that the result of the action. The following is this design for comparing the pre-test result with the post-test. The design used can be described as follows:

$$O^1 \times O^2$$

Information:

**O<sub>1</sub>:** Pre test, to learn the results of students' study before using the media video on the class twelve.

**X:** Treatment, The performance of the learning activities has been established with using media video.

**O<sub>2</sub>:** Post test, To know the results of student study in class twelve after set up media video. So measurements were taken twice before and after the treatment

(Sugiyono, 2015:110-111)

There are two types of research, namely pre-experimental and true experiment. In this study, the researcher used a pre-experimental type of research. Arikunto (2006: 84) Because the researcher provides little or no control on foreign variables. That the pre-experiment is not an actual experiment. Creswell stated that "Instrument is a tool for measuring, observing, or documenting quantitative data. Instrument was one of the significant steps in conducting in this research. The instrument of this research was used a oral tes. The main instrument used of this research was speaking test. The test consisting into pre-test, students were given a picture about procedure text and after that students speak up orally in front of the class. In the post-test,

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students were given three picture one of three picture has selected and then speak up orally in front of the class. The process of the test was recorded.

### Result

In this study, the results of students' writing ability can be seen from evaluation in the form of giving pretest and posttest to students to find out to what extent they understand the material being taught. Based on the results of the pretest and posttest can there is a significant increase, namely the results of the pretest before the chain card game The technique applied was the average score (mean) of 53 which increased in the posttest after the application of the chain card game technique, the average value (mean) is 83. An upgrade Learning outcome are also seen at the level of completeness with the standard of completeness minimum learning (KKM) 70.

These findings were processed to determine whether video media can improve students' speaking skills. This was conveyed by the researcher by calculating the mean score, finding out the standard deviation of the pre-test and post-test, calculating the frequency and percentage level of student scores and testing the hypothetical significant difference between the means of the two groups. on several independent variables by calculating the value of independent t-test using SPSS.

**Table 1 Description of learning outcomes**

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	20	40.00	80.00	53.5000	9.04666
posttest	20	70.00	90.00	81.0500	7.88386
Valid N (listwise)	20				

Based on the result of descriptive statistics above, it could be seen that the minimum score of students pre-experimental in pre-test is 40 while the minimum score in post-test is 70. The maximum score of students pre-experimental in pre-test is 80 while the maximum score in post-test is 90. And the mean score of students pre-experimental in pre-test is 53 while the mean score in post-test is 81.

One way data detect the normality of data can be done using the Shapiro-wilk technique. Shapiro-Wilk test is generally used for small samples (less than 50 data). While in large samples (more than 50 data) then the normality test uses the Kolmogorov-Sminov technique.

**Table 2 Kolmogorov-smirnov . test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.

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pretest	.184	20	.074	.901	20	.044
posttest	.169	20	.134	.849	20	.005

From the output above, it is known the score of sig. for pretest was 0.044 and the sig. of posttest was 0.055. Those were higher than 0.05 then the decision making in the normality test *Shapiro-Wilk* above, it can be concluded that the data on student learning outcomes in pretest and posttest were normally distributed.

After analyzing the normality of the data, the researcher concluded that the data was normally distributed. While the researcher analyzed the data by using parametric analysis. Because the researcher used pre-experimental research method with one group pretest posttest than the researcher analyzed the data by using paired sample t test analysis. Here the result of paired sample t test analysis.

**Tabel 3 Paired Samples Test**

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 pretest – posttest	27.55000	12.33939	2.75917	-33.32501	-21.77499	-9.985	19	.000

From the result analysis of paired sample t-test above, it can be seen that the sig. value was 0.000. It was lower than the level of significant ( $\alpha$ ) = 0,05 with the degree of freedom (df) = N-1 and number of subject (N) was 12 students. The table above is the primary data analysis from SPSS analysis which is needed in determining the significance of pre-test and post-test. According to the value of sig. (2-tailed) is 0,000. Considering the basic concept of hypothesis testing that if sig. (2-tailed) is lower than ( $\alpha$ ) = 0,05, it means that the hypothesis (H1) is accepted while the null hypothesis (H0) is rejected. Thus, it could be concluded that there were significant effect of *Media* for students' speaking skill at twelve grades students of Ma Al-Ihsan Deket Lamongan.

### Discusion

In this pre-experimental research, researchers did researchon students XII as an pre-experimental class with a number of 20 students. Design the research used in this study is one group pretest-posttest, which only involves one group of pre-experiment, where given a preliminary test it's pretest before it gets treatment, at the end of the study is given (the final test) of posttest.

This research has been conducted during five meetings. First meeting pre-test treatment, the second to the fourth is treatment administered, and the fifth meeting was the posttest. The learning process is carried out with treatment of the use of video learning media in this class IIX. The results of students' speaking skills can be seen from the evaluation in the form of pretest and posttest questions. Meanwhile, for the pretest and posttest, it was seen that there was

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a significant increase in video media where the results of the pretest before using video media had an average value of 53 which increased to 81 in the posttest score.

As for knowing whether there is significance, the researcher will use a hypothesis test with the help of the IBM SPSS Statistics computer program. Before testing the hypothesis, the researcher will analyze normality first, while the purpose of analyzing normality is to find out whether the data obtained by the researcher is normal or not. While the results of the normality test is the pretest Sig. 0.044 and post test data is Sig. 0, 005. The data can be said to be normal if (Sig) > 0.05 and if (Sig) < 0.05 then the data is not normal. As for the pretest and posttest data, namely 0, 044 and 0, 005 the value can be seen that the data is greater than 0.05 then the data is normally distributed.

After the normality test is completed, the final calculation is hypothesis testing. This test is the main calculation to answer a research problem, namely whether there is a significant difference or effective difference between students' reading skills using video media, t-test or paired sample t-test in this paired sample assessment. However, t test if Sig (2-tailed) < 0.05 then there is a significant difference between before and after treatment, and if Sig (2-tailed) > 0.05 then there is no significant difference between before and after treatment. treatment, and if Sig (2-tailed) > 0.05 then there was no significant difference between before and after treatment. The result of the Sig (2-tailed) value in this study was 0.000, so it can be concluded that the value of 0.000 < 0.05 stated that there was a significant difference or between before treatment and after treatment it could also be interpreted as Ho rejected and Ha accepted.

### **Conclusion**

From the discussion that the researcher put forward in the previous chapter, the researcher drew several conclusions as a result of learning in class XII Ma Al-Ihsan near Lamongan 2021. about improving students' speaking skills in learning simple speaking. sentences using the test method. There are conclusions from this research.

#### *Theoretical Conclusion*

The use of video media as students' speaking skills to improve students' speaking skills in English is an alternative way. The use of this video media is very useful in the teaching and learning process of English. the use of this video is considered very useful and can provide significant results in improving English speaking skills. the advantage of using this video is that it can be an alternative tool for solutions to various challenges faced by Ma Al-Ihsan students. In addition, this video media is a medium that can make students more interested when working on speaking material. By using this video media, the teacher can stimulate students to improve speaking English. the use of videos makes it easier for teachers to determine how to arrange video playback according to the needs or targets of speaking learning activities.

#### *Empirical Conclusion*

Based on the results of research that has been carried out in one group, it can be concluded that there is an increase. The students' ability in speaking English test increased after being taught by using video media. The application of video as a learning aid to improve students' ability to speak English. This is supported by the significance of students' scores in one group, namely pretest ( ) posttest ( ). The use of video media in learning English is interesting for students, this can be seen from the results of observations and test results. Researchers use video media as a learning tool because it can motivate students to learn to speak English more fun and easily. However, there are some obstacles in using video media to improve students'

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speaking skills, for example some students are still confused in learning because some of them rarely speak in front of the class.

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