

THE EFFECTIVENESS OF LEARNING VIDEOS AS ENGLISH LEARNING RESOURCES TO IMPROVE STUDENTS' SPEAKING ABILITY IN THE ELEVENTH GRADE

Anggun Mahesti¹, Hermansyah², Aswadi Jaya³
^{1,2,3}University of PGRI Palembang
Corresponding E-mail : mahestianggun@gmail.com

ABSTRACT

In this digital era, the use of learning videos as an English learning resource is increasingly popular. However, its effectiveness in improving students' speaking ability still needs to be investigated further. This study aims to determine the effectiveness of using learning videos as an English learning resource in improving the students' speaking ability of the eleventh grade. The research method used is quantitative with descriptive analysis of pre-test and post-test results. The data were collected through speaking skill test and questionnaire, then analyzed by using Likert scale scoring format and manual formula. The results showed that there was a significant difference in the improvement of speaking ability in the pre-test and post-test where the pre-test results obtained an average percentage of 38% and in the post-test test obtained an average percentage of 82%. Students who learned with the video showed greater improvement in the aspects of pronunciation, fluency, and contextual understanding. This study concludes that learning videos are very effective as a learning resource to improve the English students' speaking ability of the eleventh grade. The implication of this study is the need to integrate videos into the English language learning curriculum more systematically, taking into account the selection of videos that are suitable for students' ability and interest levels.

Keyword : *Learning Video, Speaking Ability, Learning Resources.*

A. INTRODUCTION

English has become a global language that is widely used in various fields such as education, business, technology and international communication. In Indonesia, English is taught as a foreign language in schools ranging from elementary to high school level. However, despite years of study, many students still experience difficulties in mastering English speaking ability.

Speaking is one of the most important language ability but is often considered the most challenging aspect for foreign language learners. According to Rickheit & Strohner (2008:207) "Speaking is speech that aims to make the meaning conveyed understandable to the speaker and the recipient in processing the statement to recognize its meaning". Language is not only a means of communication but also a tool to facilitate the acquisition of understanding so that speaking is very important in the classroom. But there are still many

students who have difficulty in speaking, especially in English. This is caused by various factors, including lack of opportunities to practice, lack of confidence, and limited vocabulary and grammar understanding. Therefore, effective strategies and learning resources are needed to improve students' speaking ability. Levelt (1993 : 12-13) states that speaking is a language production activity that involves 3 stages namely conceptualization, formulation, and articulation. In the sense that speaking is a process of mental planning for the purpose and message to be conveyed by using the correct sentence structure and grammar so that it can be understood by the interlocutor.

Along with the development of technology, learning videos have become one of the most popular and accessible learning resources. Videos have the potential to provide authentic, interesting, and contextualized language input. According to Sidik & Fahmi (2021) Video is a medium used to convey learning messages, video consists of two interrelated components, namely audio and visual. Audiovisual consists of audio media synchronized with visual media, which allows two-way communication between educators and students during the learning process. Meanwhile, according to Sujiyati (2023) Learning video is a medium in which it contains illustrations of the material to be conveyed in the form of animation and there is a collection of images that are edited in such a way as to create a motion animation equipped with audio as a video supporter so that the learning video becomes memorable. Through videos, students can see and hear how English is used in various communication situations. In addition, videos can also motivate students and create a more interactive learning environment.

Learning is an intentional process that entails using learning resources to change comparatively stable behavior in a planned, methodical way. Stated differently, learning occurs and persists during the relationship between the learner, acting as a learning resource, and the individual. There are many different kinds of learning tools currently available. Some are specially created to meet the needs of students, while others are used by educational institutions to aid in the teaching and learning process. Percival & Ellington (1998);(in Siregar, 2015) state that learning resources are a set of situations or materials that are intentionally designed so that students can learn individually.

This study aims to investigate the effectiveness of using learning videos as English learning resources to improving students' speaking ability in the elevent grade students. By understanding the impact of learning videos on speaking ability, it is hoped that this study can provide new insights for teachers and educational practitioners in designing more effective learning strategies, especially in teaching speaking.

B. RESEARCH METHOD

Research Design

This research uses a quantitative approach with a quasi-experimental design. This design is chosen because researchers cannot fully control or manipulate variables as in true experimental design. This study will use pre-test and post-test with a control group to measure the effectiveness of learning videos on students' speaking ability.

Population and Sample

The population in this study are students in the eleventh grade at SMA Negeri 1 Payung. The sample will be selected using purposive sampling technique, which will only use one class that has the initial ability level. This one class will get treatment in the form of using learning videos.

Research Instruments

The main instrument in this study is a speaking test that will be given before (pre-test) and after (post-test) treatment. This test will assess aspects of speaking ability such as pronunciation, grammar, vocabulary, fluency, and comprehension. In addition, a questionnaire will be used to collect data on students' perceptions and attitudes towards the use of learning videos.

Research Procedure

a. Preparation Stage:

- Preparing and validating research instruments.
- Selecting learning videos that are suitable for the material and students' ability level.
- Designing lesson plans for both groups.

b. Implementation Stage:

- Giving pre-test to students to measure initial ability.
- Carry out learning with videos for a certain period (e.g. 8x meetings).
- Giving post-test to learners after treatment.
- Distribute questionnaires to learners.

c. Data Analysis Phase:

- The pre-test and post-test data process was calculated using a Likert scale research format and a formula to compare the improvement of speaking ability before and after treatment.

Table 1. The Classifications of the Students Score

No	Coefficient Interval	Category
1.	< 20%	Very Poor
2.	21% - 40%	Poor
3.	41% - 60%	Fair
4.	61% - 80%	Good
5.	81% - 100%	Very Good

Classic success mentioned below:

$$KK(\%) = \frac{\sum ST}{n} \times 100\%$$

Information :

KK (%) = Classical Completeness

ST = Number of Students who completed the KKM

n = The number of all students

Table 2. Interpretation Score Intervals and Product Effectiveness Categories

No	Coefficient Interval	Category
1.	< 20%	Very Ineffective
2.	21% - 40%	Ineffective
3.	41% - 60%	Effective Enough
4.	61% - 80%	Effective
5.	81% - 100%	Very Effective

(Husna et al., 2024)

Data Analysis Technique

Quantitative data from the test results will be analyzed using excel software and manual calculation. The effectiveness test of the learning video using Likert scale assessment and formula will be conducted as a prerequisite test. Then, Likert scale and formula assessments will be conducted to determine whether there is a significant difference between the pre-test and post-test results, and whether it can be said to be effective. Data from the questionnaire will be analyzed descriptively to support the quantitative results.

C. RESULT AND DISCUSSION

Descriptive Analysis

The pre-test and post-test data were analyzed descriptively to see the average scores and how effective the learning videos were. The results of the analysis showed that:

Table 3. The Students' *Pre-test* Score

NO	NAME	Pre-test of Students'			Classification
		Max Score	Total Score	Percentage (%)	
1	ADS	25	9	36%	Poor
2	AFs	25	10	40%	Poor
3	AH	25	8	32%	Poor
4	AA	25	13	52%	Fair
5	AK	25	10	40%	Poor
6	AF	25	9	36%	Poor
7	BPS	25	11	44%	Fair
8	DS	25	8	32%	Poor
9	DAP	25	14	56%	Fair
10	ESD	25	10	40%	Poor
11	FH	25	7	28%	Poor
12	FGA	25	5	20%	Very Poor
13	HY	25	11	44%	Fair
14	IT	25	10	40%	Poor
15	IAS	25	7	28%	Poor
16	JS	25	8	32%	Poor
17	JP	25	12	48%	Fair
18	KZ	25	9	36%	Poor
19	MMF	25	10	40%	Poor
20	MM	25	10	40%	Poor
21	MR	25	8	32%	Poor
22	NS	25	10	40%	Poor
23	PB	25	9	36%	Poor
24	RGM	25	10	40%	Poor
25	Rj	25	10	40%	Poor
26	RP	25	9	36%	Poor
27	RI	25	8	32%	Poor
28	Rk	25	8	32%	Poor

29	V	25	12	48%	Fair
30	YS	25	7	28%	Poor
31	Y	25	10	40%	Poor
32	ZA	25	14	56%	Fair
Total			306	38%	Poor

The table above displays the average speaking ability score of the students prior to using the learning video material. 6 students had “Fair” score, 25 students received “Poor” scores, and 1 received “Very Poor” scores. The pre-test score as a total is 306, which suggests that the students have very little capacity to talk as they typically receive only low scores. The procedure that follows is used to determine the pre-test findings' average percentage.

$$KK(\%) = \frac{\sum ST}{n} \times 100\%$$

$$KK(\%) = \frac{306}{800} \times 100\%$$

$$KK(\%) = 38\%$$

So, the average pre-test percentage was 38%.

Meanwhile, the post-test scores of students can be seen in the table below.

The Students' *Post-test* Score

NO	NAME	Pre-test of Students			Classification
		Max Score	Total Score	Percentage (%)	
1	ADS	25	18	72%	Good
2	Afs	25	24	96%	Very Good
3	AH	25	21	84%	Very Good
4	AA	25	25	100%	Very Good
5	AK	25	23	92%	Very Good
6	AF	25	24	96%	Very Good
7	BPS	25	20	80%	Good
8	DS	25	23	92%	Very Good
9	DAP	25	24	96%	Very Good
10	ESD	25	22	88%	Very Good
11	FM	25	16	64%	Good
12	FGA	25	15	60%	Fair
13	HY	25	20	80%	Good

14	IT	25	23	92%	Very Good
15	IAS	25	15	60%	Fair
16	JS	25	23	92%	Very Good
17	JP	25	24	96%	Very Good
18	KZ	25	20	80%	Good
19	MMF	25	15	60%	Fair
20	MM	25	20	80%	Good
21	MR	25	23	92%	Very Good
22	NS	25	22	88%	Very Good
23	PB	25	16	64%	Good
24	RGM	25	21	84%	Very Good
25	Rj	25	21	84%	Very Good
26	RP	25	20	80%	Good
27	RI	25	15	60%	Fair
28	Rk	25	15	60%	Fair
29	V	25	15	60%	Fair
30	YS	25	24	96%	Very Good
31	Y	25	23	92%	Very Good
32	ZA	25	24	96%	Very Good
Total			637	82%	Very Good

The results of students' improvements in speaking ability following treatment with instructional video media are displayed in the above table. 6 students received a “Fair” score, 8 received a “Good” score, and 18 received a “Very Good” score. It's evident from the findings above that students can enhance their speaking ability by studying video content. The posttest score as a whole is 637 out of 800. This demonstrates that the number of students increased during the post-test. The following procedure for determining the average percentage of students' post-test results is then visible.

$$KK(\%) = \frac{\sum ST}{n} \times 100\%$$

$$KK(\%) = \frac{637}{800} \times 100\%$$

$$KK(\%) = 82\%$$

So, the average pre-test percentage result is 82%.

After conducting the prerequisite test (Likert scale assessment formula), the Likert scale was conducted to compare the gain score between the pre-test and post-test results. The

results showed a significant difference with the pre-test results tested without treatment with an average percentage of 38% and then for the post-test results, tested after conducting treatment regularly for 8x meetings with an average percentage of 82%. This indicates that the use of learning videos can significantly be said to be “Very Effective” to be used in the learning process and can also improve students' speaking ability.

The results show that the use of learning videos as an English learning resource is effective in improving students speaking ability of the eleventh grade. The significant improvement can be explained through several factors: In terms of language, learning videos allow students to see and hear how native speaker use language in real situations. This is in line with Krashen's theory of comprehensible input. According to this theory, understanding meaningful language input is essential to mastering a second language. Furthermore, the fact that most students prefer to watch videos shows that this medium successfully attracts their interest. High motivation can encourage students to participate more actively in speaking activities, opening up more opportunities for practice.

D. CONCLUSION AND SUGGESTIONS

Based on the research findings, it can be concluded that the use of learning videos is effective in improving the speaking ability of grade XI students. The videos not only improve linguistic ability, but also students' motivation and contextual understanding.

Some suggestions for learning practices and future research are:

- Teachers are advised to integrate learning videos into the English curriculum more systematically.
- The selection of videos should consider the level of difficulty, content relevance, and students' interest.
- Future research could explore the effectiveness of different types of videos (e.g. educational videos vs. movies) or compare videos with other multimedia learning resources.

REFERENCES

- Brinkerhoff, D. A. (2001). Survey of Instructional Development Models (Third Edit). TechTrends.
- Brown, H. D. (2004). Language Assessment: Principles and Classroom Practices. Longman. <https://doi.org/10.1002/9781118533406.ch15>

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. h. (2014). *How To Design And Evaluate Research In Education* (Eighth Edi). McGraw-Hill Education.
- Hermansyah, Jaya, A., Pratiwi, E., & Fitri, A. (2021). Teacher's Strategies In Teaching Speaking During Covid-19 Pandemic. *Journal of English Education and Teaching (JEET)*, 5(3), 349-367. <https://doi.org/10.56983/ijp.v2i1.48>
- Husna, M. I., Mansur, H., & Satrio, A. (2024). Pengembangan Video Pembelajaran Bahasa Inggris Materi Comparison Degree Untuk Meningkatkan Hasil Belajar Siswa Smp. *Journal of Instructional Technology*, 5(1), 117-127. <https://doi.org/https://doi.org/10.20527/j-instech.v5i1.9786>
- Jaya, A., Hermansyah, H., & Rosmiyati, E. (2019a). The implementation of project-based learning in increasing speaking achievement and self-confidence. *Indonesian Educational Administration and Leadership Journal (IDEAL)*, 1(1), 4-14.
- Jaya, A., Hermansyah, & Rosmiyati, E. (2019b). Redefining Project Based Learning In English Class. *Esteem Journal of English Education Study Programme*, 2 (<https://jurnal.univpgri-palembang.ac.id/index.php/esteem/issue/view/304>). <https://doi.org/https://doi.org/10.31851/esteem.v2i2.2423>
- Levelt, W. J. . (1993). *Speaking: From Intention to Articulation*. MIT Press.
- Rickheit, G., & Strohner, H. (2008). *Hanbook of Communication Competence* (K. Knapp & G. Antos (eds.); Vol. 1). The Deutsche Nationalbibliothek.
- Sidik, A. S., & Fahmi, F. (2021). Pengembangan media video pembelajaran speaking berbasis Bahasa Ibu (Bahasa Sasak) di SMK Qamamrul Huda. *Jurnal Ilmiah Mandala Education*, 7(4), 2019-2022. <https://doi.org/10.36312/jime.v7i4.2401>
- Siregar, E. (2015). Konsep Media dan Sumber Belajar Dalam Pembelajaran. *Konsep Media Dan Sumber Belajar Dalam Pembelajaran*, 1-29.
- Sujiyati, S. (2023). Meningkatkan Kemampuan Berbicara Bahasa Inggris dengan Penerapan Video Pembelajaran Siswa Kelas IX SMPN 171 Tahun Ajaran 2022/2023. *COMSERVA Indonesian Jurnal of Community Services and Development*, 2(12), 3026-3034. <https://doi.org/10.59141/comserva.v2i12.715>