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## The Effectiveness Of Instructional Video as Media in Teaching Speaking Skills

Windiati Muakhiroh<sup>1</sup>, Saadatuddaroini<sup>2</sup>

Students of Institut Keislaman Abdullah Faqih Gresik<sup>1</sup>

English Language Department, Faculty of Tarbiyah, Institut Keislaman Abdullah Faqih Gresik<sup>2</sup>

[windiatimuakhiroh@gmail.com](mailto:windiati.muakhiroh@gmail.com)<sup>1</sup>, [missrenydaroini@yahoo.com](mailto:missrenydaroini@yahoo.com)<sup>2</sup>

### ABSTRACT

*The quality of learning system is monotonously, and uninterested. Using media is one of tool to make students interest in learning process. Experimental design is used and the result of data analysis shows that score of pre-test 49,62 and post-test 62,85. Meanwhile, comparing mean of pretest and posttest  $49,62 < 62,85$ . It mean, posttest score is better than pretest score and video media was more effective to improve students' speaking skill at eighth grade of MTs. Nurul Jadid Randuboto Sidayu Gresik in the academic year of 2016/2017. And the result of interview about the difficulties in using video media to improve students' speaking skill that there were still many difficulties using video in this research such as run ot of time, noise in the classroom, needed equipment (laptop, sound, projector) etc. Finally, the result of using video in improving students' speaking skill is effective as interested activities, because video is a versatile and simple media for improving students' English learning comprehension. It also made students became active to speaking.*

**Keywords:** Instructional Media, Video learning, Speaking Skill

### I. INTRODUCTION

In the education world, language learning is very important to increase the understanding of language because language is one of the media for communicating among people (Aziz & Dewi, 2019). So, the students really need to study a language for

understanding in speaking and for squire interaction person vicinity. As what Alan Course explains that language is used to communicate about things, happenings, and states of affairs in the world, and one way of approaching the study of meaning is to attempt to correlate expressions in language

with aspects of the world (Cruse, 2000). In order that, language learning is the process to get communication or information from speaker. As explanation in The Cambridge Advanced learner's dictionary that language is a system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession (Cambridge, 2003). Therefore, to make the active, effective, and interesting learning process, learning is expected to combine with method or media which considered suitable for student.

Speaking is one of the language skills which is learned by the students in a foreign language learning (Aziz & Dewi, 2019). It involves a process of building and sharing meaning through the use of the language orally. By learning speaking, the students will learn how to express the language communicatively. In fact, speaking English is not easy for eighth grade of MTs. Nurul Jadid Randuboto Sidayu Gresik. They cannot communicate in English language and they had difficulties in speaking. This condition because some factors. One of factor, the quality of learning system is monotonously, and uninterested. Because of it, the researcher wants to compare the score before using video and score after using video in

learning to know the score result and to know on improving speaking. Using a media in the learning process of course intriguing, stimulation, and motivation for students. In this research, the researcher focuses on audiovisual role that is video as media which has aim to develop speaking student in English language learning.

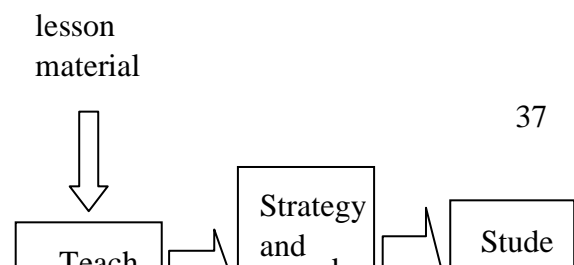
Instructional video media has many benefits in English learning especially in speaking because this media shows to the students a picture and voice so students can see and hear an appearance or scene which is displayed on video media then students can describe and explain what event in the display is. This trick is able to increase speaking students. As that explanation, The Cambridge Advanced learner's dictionary describes that Audiovisual is something that involves seeing and hearing (Cambridge, 2003). The researcher chooses video media because this media gives experience unforeseen for students, and beside of it this video program combines animation and speed regulation to demonstrate change of time. Instructional video has advantages in learning process even in communication process because video includes as one of audio visual media which content sounds, picture, and slide. With video, the researcher can show display with content conversation

in English language. So the students will find contain meaning in that video and also they can practice in daily activities. It is can improve students' speaking skill, so the students' will interest to learn in the class. Jeremy Harmer says that students do not have to watch videos only in the classroom. They can also watch them at home, or in their school's self-access centers. These will be especially useful where teachers are on hand to offer guidance since both may encourage students to make the most of self-access viewing rather than just whiling away the time in non-focused watching (Harmer, 2001). This research focuses on teaching instructional video on communication practical process and the problem which is faced by the students of MTs. Nurul Jadid Randuboto Sidayu Gresik, especially at eighth grade students, becomes a central point of this research. Because from it, the researcher will introduce instructional video as media and then measure its effectiveness. This research focuses on the effectiveness of video in teaching speaking which is expected can help the students to get the effective, good and gratify teaching and fulfill what the students need in this learning. Then the students can improve, master, and practice their speaking skill well.

## II. LITERATURE REVIEW

### A. *Understanding of Media*

According to “*Instructional Technology and Media for learning*” book, medium (plural, media) is a means of communication and source of information (Chandra & Nugroho, 2016). Media from Latin language is plural form from medium. But in this research, the researcher uses educational media, that is media which be used as tool and source of learning activity. Media also can be said as assistive tool that as physical as and also nonphysical which is deliberate be utilized as intermediate of teacher and student in understanding learning material in order to more effective and efficient. Medium the physical or technical means of converting a communication message into a signal capable of being transmitted along a given channel. TV, for example, is a medium that employs the channels of vision and sound (Ahmad, 2012). In sufficient detail, the position of media in learning can be figured in the design as below:



**Picture 1.** *Position of media in learning*

In the learning process between material, teacher, strategy, media, and students be mutual combination interplay as each position. The position of teacher as supplier of message and students as receiver of message. Whereas media as mediator in teaching. But for selection in good media very influential by strategy, approach, method, and format learning which is used by teacher. Media have important role in learning and teaching process as transferring material from teacher to students. Selection good media will help in the effectiveness of learning. So that, the researcher choose media as transferring material to be a good speaker in speaking learning.

**B.** *Media selection principle*

Based on Musfiqon in the book “Pengembangan Media” There are three principles as selection of learning media, as follows: 1) Effectiveness and efficient principle. Media can fulfill effectiveness and efficiency aspect, of course it will increase student anxiety in learning and supporting learning aim attainment. 2) Relevance principle. Relevance media internal and external will increase function and advantages. But, the teacher needs analyze by considering many factors in order to get relevance media. 3) Productivity principle. In selection media, the teacher must analyze what media that will be used can improve learning attainment or not. If media can produce and get target and aim of study better than before, of course this media implied in productivity principle. Research into patterns of media use and consumption by audiences has been largely structural and functional in orientation, focusing on the social and psychological characteristics of audiences (Harjali, Degeng, Setyosari, & Dwiyoogo, 2015). However, the researcher chooses instructional videos in the teaching and learning process. The use of instructional videos in the teaching and learning process can be more communicative and long explanation or it can supplement the teacher’s explanation.

### **C. *Understanding of Instructional Video***

Instructional video is a medium which effective to help learning process, for mass learning, individual, or cooperative learning (Chandra & Nugroho, 2016). Therefore video in Action book that video can help in learning process as follows: *first*, through motivation. Children and adults feel their interest quicken when language is experienced in a lively way through television and video. *Second*, through communication. Teachers have observed how a video sequence used in class makes students more ready to communicate in the target language. *Third*, through non-verbal aspects of communication. Video allows us to see in action and to freeze any moment to study the non-verbal communication in detail. *Finally*, through cross-cultural comparison. Observing differences in cultural behavior is not only suitable training for operating successfully in an alien community. Richards and Renandya say that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language (Richard & Renandya, 2002). The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention to

the content, play and replay the video as needed, design or select the tasks, and follow up with suitable post viewing activities. So, use of videos meshes well with ideas about situated learning, connecting theory with practice, case-based learning, and other theoretical orientations to teacher education that have become popular in recent years. Thus, the use of videos is likely not only to continue but to increase, especially with the proliferation of libraries of videos developed and packaged specifically for use in teacher education and professional development.

### **D. *Types of Videos***

According to (Harmer, 2001) states there are three basic types of video which can readily be used in class. 1) Off-air program. Off-air program is a program recorded from a television. It should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off-air videos are also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or a regional vernacular. 2) Real-world video. There is no reason why the researcher and the students should not use separately published videotape material such as feature of films, exercise manuals, wildlife

documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, the researcher need to make their choice based on how engaging and comprehensible the extract is likely to be. 3) Language learning videos. It means that the videos are prepared to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi-use since they can not only be used for language study but also for a number of other activities as well. He also explains that teaching English technique through video are Fast forward, Silent viewing (for language), Silent viewing (for music), Freeze frame, and Partial viewing. The teachers can show only a partial view of the pictures on the screen to provoke the students' curiosity. The teacher can use pieces of card to cover most of the screen, only leaving the edges on view. The teacher can put little squares of paper all over the screen and remove them one by one so that what is happening is only gradually revealed.

#### ***E. Teaching Speaking***

Speaking is important skill in a language teaching, because speaking brings the speaker be able speak fluently by English

language. It is also one of the difficult aspects of language to teach and learn. Basically teaching speaking is teaching to get communication. The primary functions of language are communication, self-expression and thinking. The expression of feeling and meaning becomes more exact. The command of words and groups of words grows with practise and with the complexity of ideas and reactions to be expressed. The communication function is obvious. The use of language as a means of clarifying ideas and feelings is equally real. Language is a means of clarifying perception of discovering likeness and differences in thing observed, of forming general ideas, and of discovering relationships (Oradee, 2012). It can explain taken a point that the most important in teaching language is speaking. And this is as role to apply and practice communication with foreign language. So, the speaker must understand what the speakers need in teaching speaking. Communicative activities are practical because they often don't require any imagination or opinions from the participants. They just provide a context for some solid practice of a particular grammatical structure or some new words. Doing speaking practice in the class, the teacher should to consider situation and condition students from students' ability

and their think. If language ability in the class still simple, speaking assignment that is given of course has quality “guided conversation”, for example simple dialogue on application level is speaking by visual or books. On the other way, if language ability in the class has high quality, speaking assignment will be “free conversation”, for example: discussion, speech, interview, etc.

### III. METHOD

Research design in this research used quantitative because the researcher considers this design is correct design for object that will be analyzed where the researcher wants to get accurate data, base empirical phenomenon and measure data statistically. In this research, the researcher used experimental design test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis, and the design of the one group pretest posttest design can have described as follows.

Pretest	Independent Variable	Posttest
Y <sub>1</sub>	x	Y <sub>2</sub>

#### A. Participants

The participants are students at eighth grade of MTs. Nurul Jadid Randuboto Sidayu Gresik as population and the amount is 47 students.

#### B. Instrument

In order to get the data in this study, three procedures will be taken namely: test, interviewing, and documentation. Test, in collecting data, the researcher used oral test to get some information about students’ ability to practice speaking. The tests were needed to find out some information from students; it was aimed to know the successful or not about treatment that had given by researcher. The researcher uses test to get the data result about process of learning speaking skill. The tests are pretest and posttest. And the forms of the test are oral test. Pre-test, the researcher came to the class. Then researcher explains what the students have to do. The students have to perform a simple monologue narrative speaking based on this following guideline from the researcher. And the researcher takes the value from each student that consist pronunciation, fluency and comprehension

### IV. RESULT AND DISCUSSION

The researcher had given oral test to measure the effectiveness video in improving students speaking skill. To know in more detail about the result of test on students pre-test can be described in the following table:

*Table 1: Students’ Score List of Pre test*

NO	NAME	Scoring criteria	SCORE
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		1	2	3	
1	AK	2	3	2	40
2	ASQ	2	3	3	52
3	AIN	2	2	2	40
4	AGA	2	2	2	40
5	AHS	2	3	3	52
6	AMI	3	3	2	48
7	ASIM	4	4	4	80
8	AR	2	3	3	52
9	AFN	3	3	3	60
10	AKW	2	3	3	52
11	DWM	0	1	3	36
12	EN	3	3	3	60
13	EF	2	3	3	52
14	FH	3	2	2	48
15	FIA	4	4	3	68
16	HR	2	3	3	52
17	IIWS	2	2	3	52
18	IWJ	3	2	2	48
19	IA	2	2	3	52
20	JFR	2	2	3	52
21	KM	4	4	2	56
22	LI	2	2	2	40
23	MS	3	3	1	36
24	MN	3	3	2	48
25	MPS	3	2	2	48

26	MS	1	2	3	44
27	MAY	0	3	3	36
28	MFAJ	2	3	3	52
29	MF	2	3	3	52
30	MSF	2	2	2	40
31	MAZ	1	2	3	44
32	MDKM	0	2	4	48
33	MFA	3	3	1	36
34	MDR	3	2	2	48
35	MFR	1	1	3	44
36	MKM	2	3	3	52
37	MR	2	3	2	40
38	MSA	2	3	3	52
39	MVYI	0	3	3	36
40	MZA	1	1	3	44
41	PAM	2	2	3	52
42	PGAW	3	3	3	60
43	RR	2	3	3	52
44	SAS	2	3	3	52
45	SASH	3	3	3	60
46	SN	3	4	4	72
47	ZR	2	3	3	52
TOTAL					2332



AVERAGE	49,617
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Based on the phenomenon above, the researcher knows that the highest score is 80 and the lowest score is 36. So that, the researcher believed that students' ability to perform a speaking in front of the classroom still low and must be improved by varying teaching method using the new media. In this case, the researcher used video as media to improve students' speaking skill.

Moreover, To know in more detail about the result of test on students post-test can be described in the following table:

Table 2: Students' Score List of Post test

NO	NAME	Scoring criteria			SCORE
		1	2	3	
1	AK	2	3	2	40
2	ASQ	2	3	3	52
3	AIN	2	2	2	40
4	AGA	2	2	2	40
5	AHS	2	3	3	52
6	AMI	3	3	2	48
7	ASIM	4	4	4	80
8	AR	2	3	3	52
9	AFN	3	3	3	60
10	AKW	2	3	3	52
11	DWM	0	1	3	36

12	EN	3	3	3	60
13	EF	2	3	3	52
14	FH	3	2	2	48
15	FIA	4	4	3	68
16	HR	2	3	3	52
17	IIWS	2	2	3	52
18	IWJ	3	2	2	48
19	IA	2	2	3	52
20	JFR	2	2	3	52
21	KM	4	4	2	56
22	LI	2	2	2	40
23	MS	3	3	1	36
24	MN	3	3	2	48
25	MPS	3	2	2	48
26	MS	1	2	3	44
27	MAY	0	3	3	36
28	MFAJ	2	3	3	52
29	MF	2	3	3	52
30	MSF	2	2	2	40
31	MAZ	1	2	3	44
32	MDKM	0	2	4	48
33	MFA	3	3	1	36
34	MDR	3	2	2	48
35	MFR	1	1	3	44
36	MKM	2	3	3	52
37	MR	2	3	2	40
38	MSA	2	3	3	52
39	MVYI	0	3	3	36

40	MZA	1	1	3	44
41	PAM	2	2	3	52
42	PGAW	3	3	3	60
43	RR	2	3	3	52
44	SAS	2	3	3	52
45	SASH	3	3	3	60
46	SN	3	4	4	72
47	ZR	2	3	3	52
TOTAL					2954
AVERAGE					62,8511

1. Fluency x 8
2. Comprehension x 7
3. Pronunciation x 5

Based on the phenomenon above, the researcher knows that the highest score is 85 and the lowest score is 47. So that, the researcher considers that video can improve students speaking skill because the researcher sees the result of pre-test and post-test is different.

The researcher analyzed the data using T-test formula. This technique is useful to prove statistically whether there is any significant difference between students' speaking in before and after using video. Here, the researcher analyzed the data through PSPP (Perfect Statistics Professionally Presented) and The result can be seen on the table below:

Table 3.  
The result of data analyzed  
Paired Sample Statistics

	Mean	N	Std. Deviation	S.E. Mean
Pair 0 before using video	49,62	47	9,27	1,35
After using video	62,85	47	9,85	1,44

From the data analysis above, the researcher found the difference average score between students who are taught before using video and students' who are taught after using video. Based on the table above, it can be seen that the mean of pre-test (before using video) shows 49,62 and the mean of post-test (after using video) shows 62,85. It is shows that post-test higher than pre-test.

Table 4.  
The result of data analyzed  
Paired Samples Correlations

		N	Correlation	Sig.
Pair 0	Before using video & after using video	47	,78	,00

Based on the table above, it can be seen that the correlation shows 0,78 with N = 47. It is shows that the video has effect strong to improve students speaking skill.

Table 5.  
The result of data analyzed  
Paired Samples Test

	Paired Differences					Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
				Lower	Upper	
Pair 0 before using video after using video	-13,23	6,30	,92	-15,08	-11,38	,4600

Based on the table above, it is shows that post-test higher than pre-test with difference 13,23. And also from output above, the researcher knew that t value shows -14,41 with degree of freedom (df) n-1 (47-1=46).

## V. DISCUSSION

In this section, the researcher discussed further about the research findings. In correlation with the research problem. The finding showed that there was a significant difference score on the students' speaking between students who were taught after using video and who were taught before

using instructional video. And also here, the researcher discussed about are the students' difficulties in using instructional video

media to improve students' speaking skill. Based on the test, it could be explained that instructional video is more effective than the conventional media. Because, the video media in teaching speaking gives opportunities to help the students comprehend the videos and get as much as information from what they had seen understand the through slide of video. While learning the language, the students could get the visual context provided by the slide of video which is content the pronounce, gesture, and other visual which can help students to understand the message of video. Instructional video gives contextual learning and can increase comprehension of spoken language. Video media also produced the students who were not know about what they learn or just listen what the teacher considered, but also applicate the material in speaking.

From the computation result of data analysis, it could be explained that video media is more effective than non-video. It is showed that posttest average (62,85) has higher score than pretest average (49,62). While the score of pretest is 49,62. It is can

be described that the students were still so weak to speaking in front of the classroom. So that it had to be improved, in this case, the use of video as media to improve students' speaking was used in the research.

On the other hand, the procedures in the class before using video were assumed as boring and uninteresting. Some of the students were bored, lazy and uninteresting while learning process because the media just from conventional media (LKS) on the teacher's explanation. Unfortunately, the students could not practice their learning interest in learning speaking. Those happened because they just got explanation from the teacher. The video media can help the teacher for speaking learning.

In the posttest after students got treatment that is instructional video, the students' average score was 62,85. It could be seen that there is a progress of using instructional video to improve students' speaking skill. By using the different format like present in front of class, it is will give some advantages to students. Students will be more enthusiastic and active to speak in front of the classroom. In addition, video help students became easier to express what they are going to say based on the researcher's

question because the students can imitate the conversation in the video.

The treatment was adjusted to the learning process. In this case the students were given a questions before showing the video. Then, they were showed a video about narrative. After that, students were asked to watch the video and comprehend the content of video. Then, the students were asked to draw the conclusion about the topic and also found the answer from the questions before it. Then, every student was asked to stand in front of the class and explain orally the conclusion from the video. Based on the interview with the English teacher at MTs. Nurul Jadid Randuboto Sidayu Gresik, the researcher realized that there were still many difficulties using video in this research such as run out of time, noise in the classroom, needed equipment (laptop, sound, and projector) etc.

The researcher had concluded that students' speaking be more improve after using video media. It is because instructional video can interest the students and also because there is a new teacher of course the students enthusiastically on learning. After there is researcher which apply new media in the class, the students be spirit in English learning process. The impact of instructional

video in students' speaking be good. Because, the students be focus on the material or story that had displayed through video. So, the interest of students be grow. Beside of it, if the video is various or not monotonous. The students will happy and not bored in class.

According to the English teacher at MTs. Nurul Jadid, one of difficulties in using instructional video is time limit. So, using instructional video in the class needs much time because it is used to apply, explain, then practice it. Other difficulties in using video is we need to prepare the equipment for video showing. Beside it, sounds important to attachment the video. So, if there is not sounds, how the students can watch without listen the voice. Because of it, using video is combination of audio visual that be applied in students' speaking.

Finally, the result is using video in improving students' speaking skill is effective as interested activities, because video is a versatile and simple media for improving students' English learning comprehension. It also made students became active to speaking, especially in practicing speaking narrative.

## VI. CONCLUSION

Based on the data analysis, the research finding is concluded that video

media is more effective than non-video to improve students' speaking skill at eighth grade of MTs. Nurul Jadid Randuboto Sidayu Gresik. The conclusions have described that using video media is effective to improve students' speaking skill. The implications of the research are presented as follows:

The use of videos can attract the students' attention and motivation in the speaking process. By using videos, the students can listen how to pronounce some words and observe how to express some expressions. Besides, video helps the teacher explain the materials that will be taught clearly without talk too much. It also creates relaxed and enjoyable atmosphere during the lesson. This is effective to attract their attention and also change the monotonous teaching and learning process of speaking. Based on the computation result of data analysis, it could be explained that video media is more effective than non-video. It is showed that posttest average (62,85) has higher score than pretest average (49,62). While the score of pretest is 49,62. It is can be described that the students were still so weak to speaking in front of the classroom. Based on the interview, the researcher realized that there were still many difficulties using video in this research such as run out of time, noise in the classroom,

needed equipment (laptop, sound, and projector) etc.

On the other hand, teaching speaking as the research problem in this research is still general and it needs to be limited in order that the objective of the study can be achieved clearly and specifically, and in order that it will not be extended. So, the researcher took a limitation in speaking. And the rule of speaking that the researcher took for doing treatment in this research is about the material of narrative. So, the research is specific to the narrative speaking.

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