



## Improving Students Speaking Skills by Learning Video as Learning Media

Nilaf Febrina<sup>1</sup>, Husnul Hamdi<sup>2</sup>

<sup>1</sup>UIN Imam Bonjol Padang

<sup>2</sup>UIN Imam Bonjol Padang

<nilafebrina@uinib.ac.id> <husnulhamdi@uinib.ac.id>

*This research aims to improve students' speaking skills using learning video. Learning video is one of the learning media that can be integrated into learning English. The main focus of the study was to describe the role of learning video in improving speaking skills from the students' perspective. The purposes of this research were: 1) to study the videos as learning media to improve speaking skills; and 2) to know how students' perspectives on the use of learning video to improve speaking skills. The subjects in this study were 35 students of the Islamic Banking Department at Imam Bonjol Islamic University Padang who learned English. The data were collected through observation and questionnaire. The results of the study indicated that students' perspectives on the use of learning video could improve their speaking skills. Furthermore, from the students' perspectives used in the learning video, the students were able to pronounce words correctly and learn new vocabulary. They could perform confidently, more bravely, and without being nervous during the speaking process.*

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

### INTRODUCTIONS

In the twenty first century, English is taught as an obligatory subject for students. English has an important role for students in being able to communicate with other people. According to Harmer (2007) In English, students have to master the four skills, which are: listening, speaking, reading, and writing. One of the language skills that must be mastered by the students in learning English is speaking. Speaking is one of the most important skills in learning

English. Speaking is the ability to communicate to give information, opinions, questions, and others. Brown (2001) states that speaking is not a single skill but an interactive process for building meaning that involves the creation, receiving, and processing of information. Thus, speaking is one of the most important skills in the process of language learning, and students should be able to do it. According to Harmer (2001: 46), speaking is when two people are communicating with one

another. It is very obvious that they are acting in order to say something or convey information. They use their language to choose from and have certain communication needs. One of the key abilities in the process of acquiring a language is speaking. According to Anne Burns (2012), speaking is a very complicated talent that requires simultaneous cognitive, bodily, and sociocultural processes. A speaker's knowledge and skills must be quickly engaged in real time.

The learning process carried out by teachers is complex and requires various effective strategies to improve students' ability to learn. In this process, of course, it requires an effective learning process in order to successfully achieve the learning objectives of students as expected by the teacher. Making students capable of communicating in the target language is one of the goals of teaching English as a foreign language at university. Students should be able to speak English fluently and communicate effectively. In order to have a specific way of improving their speaking skills, students need significant media. One of the media that may be discussed in this study is the use of learning videos.

Good learning videos can display movements and animations that attract students' attention so that they can help students in the learning process, and the material conveyed through videos is also easy to understand, especially in the English language learning process.

The technology used to electronically record, process, store, transmit, and recreate a series of still images that show scenes in motion is known as video. Video is a very dense medium, incorporating a large variety of visual features as well as a vast variety of audio experiences in addition to spoken language, according to Richards (2008). As a result, video is defined as a form of media that combines visual and audio effects.

The use of learning videos can be more effective and interesting than long explanations by the teacher in the teaching and learning process. In other words, leaning videos can help the teacher give materials to the students. Besides, leaning videos can motivate and support the students to focus on the teaching and learning process. Brown (2001: 275-276) stated that there are five guidelines to help teachers plan video lessons effectively. 1) Guiding the students toward appreciating video as a language.

Teachers must help students in understanding the value of using videos as a language learning tool. It helps them develop viewing skills that they can apply to their videos and television viewing experience outside the classroom. 2) Making the video an integral part of the course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already part of the curriculum or that is deal with in the students' textbook. 3) Using short sequences. It is difficult to specify an exact sequence length without identifying a particular video sequence. It is better to exploit a short (three to five minutes) segment of video thoroughly and systematically than to play a long sequence, which is likely to result in less active viewing on the part of the students. 4) Familiarizing oneself with the material. Treat the video material as seriously as any other language teaching material. The teacher has to learn the materials before presenting them in class. If time allows, try to do the activities in order to anticipate difficulties or questions the students may have. 5) Treating the video as both a visual and an audio text. When planning the lessons, it is important to consider the video script, but also the video itself. Test

the degree of visual support in a video sequence by viewing it first when the sound is turned off to see how much people can comprehend based on the pictures alone.

Harmer (2001) states that video could be supplied for simulations, not only because it could give feedback when students could be watched and evaluate performances, but also because the presence of the video helped to make students feel more realistic. It means that the teacher should use a video because it is short or simple and also provides easy support in the teaching and learning process.

In speaking comprehension, Learning videos acquaint students with different ways of pronunciation and intonation the way audio does. video provides language learners with visual cues that help to maintain their interest and concentration while listening and speaking. Thus, video aids in the retention of information. For example, discussions about dialogue can successfully promote speaking. Also, the teacher can ask students to watch a certain episode from a video with the sound removed and create their version of the possible dialogue.

Video is a form of audio-visual media that can be used to support

teaching and learning. It can be replayed in slow motion so that the eye can perceive events that happened too quickly for normal vision to pick up on. Therefore, initial courses, introducing complicated themes in any course, lower achievers, and visual and spatial learners may all benefit most from the utilization of meaningful video in the classroom.

According to Harmer (2001), using videos in the teaching and learning process has several benefits. Here are some of the reasons why using films can add a unique, extra dimension to the learning process: 1) Observing language in use, 2) Understanding other cultures, 3) The ability to create, 4) Inspiration. It means that the ability of foreign language learners to pay attention and interact with the expressions in order to understand them is one of the most significant advantages of using video resources.

Students can improve their speaking abilities by watching English videos with engaging subjects as they practice speaking in English. Students can practice their proficiency in speaking English and learning fresh

terms from the videos. According to Guan (2018), employing multimedia technology can increase students' interest in learning, and by using practical and auxiliary teaching tools, teachers' teaching chores are made much easier and their enthusiasm for teaching is recalled. Video resources provide the advantage of focusing on content that cannot be easily delivered in a regular classroom due to limitations like space, location, expense, etc. This can be as basic as getting access to native speakers' language in a natural setting in the ESL classroom (Mohammadian, 2018:18).

In addition, Ramal (2006) stated that the use of video materials in EFL classrooms can inspire students and help them get a more thorough understanding of the situation presented in the video by allowing them to feel the emotions that are being expressed. So, in this study, the researcher chooses to use videos as the primary teaching and learning instrument. When used in the teaching and learning process, videos can be more communicative than extensive teacher explanations. In other words, videos will help the teacher deliver

materials to the students. Furthermore, videos interest viewers and encourage them to concentrate on the teaching and learning process.

## METHOD

In this study, the participants were 35 students (Nineteen males and sixteen females) from the department of Islamic banking at one of the Islamic state universities in Padang (UIN IB Padang) who were learning English and focusing on speaking. A number of factors led to the selection of the participants. First, Students who want to get better at speaking watch videos a lot. Second, the participants received high marks and actively participated in the speaking topic. Third, because everyone is a student in the department of Islamic Banking, everyone can attend. Fourth, UIN IB Padang is a university that has previously implemented ICT-based instruction in the classroom.

The research took place for 14 weeks during the lecture period in the odd semester of 2022/2023. At the end of the semester, students were asked to fill out a questionnaire to provide feedback on the learning process and

videos as learning materials. There were 15 questions with five response options using a 6-point Likert scale ranging from "strongly disagree" to "strongly agree". There was one open-ended question that allowed students to freely express their opinions on the integration of videos in the classroom.

Data analysis is required to determine the outcome of a research project. The researcher used a questionnaire to examine each data set after collecting it. The following formula was used to assess the information from the questionnaire:

$$P = \frac{F}{N} \times 100\%$$

Which means:

p = Percentage

F = Frequency

N = Number of respondents

100% = Constant of value  
(Sugiono, 2012: 94)

## RESULTS

According to this study, there are two main categories of video use for English language acquisition, especially speaking. First, learning video as learning media to improve speaking skills. Second, Students'

perspectives on the use of learning video to improve speaking skills. Additionally, this study demonstrates that students favor using learning videos in English classes.

#### 1. Learning video as learning media to improve speaking skills

The effectiveness of using videos in speech instruction and learning has been demonstrated. The students showed greater enthusiasm and demonstrated greater ability in speaking lessons. Additionally, when practicing speaking, the students were more confident and proficient. According to Guan (2018), employing video as a teaching tool for teaching speaking can improve the efficiency of both the teaching and learning processes. With video, the students are more engaged and motivated to participate in the class since they are having so much fun.

Based on the observation and questionnaire, it was evident that the pupils' use of English-language videos had improved. Most students show positive responses when using video to improve their speaking

skills. 86,3% of them agreed that they got much improvement after learning to speak through English video, and they thought learning to speak through English video was interesting. The students test results improved, and they showed more enthusiasm for learning English. An English video explains a quick method for getting students to speak, as they are already familiar with native speakers' everyday speech. The students thought watching English videos was a good and effective learning strategy. During the lesson, students showed more enthusiasm when speaking English. The majority of the students were able to raise their grades. Based on the previous outcome, the researcher responded positively to the use of English videos as learning media to improve the students speaking abilities skills. The speaking abilities of the students can be enhanced by watching English videos.

#### 2. Students' perspectives on the use of learning video to improve speaking skills

The views of the students on using video varied. The impact on speaking abilities and the duration of video use as a learning tool were the main contributors to it. The diverse learning styles of the students affected their responses to the use of video in improving their speaking abilities.

In general, students have a positive perception of the use of videos in class. Twenty-eight students, or 76%, agreed, and seven students, or 24.4%, strongly agreed that videos increased their interest in learning English. In addition, 98.6% of students stated that the use of videos was interesting. Most students, 86.5%, also stated that the videos helped them understand the material better. All students had a positive perception of the use of videos. The most common expression was "interesting". Some students expressed their perception that videos could overcome their boredom. In addition, they also said that using videos in the learning process had increased their interest in learning, and learning became more interesting than just reading

books or listening to explanations from lecturers. Some students also stated that it is important to provide videos that have good quality sound, explanations, pictures, and animation. Some students, though, also respond negatively. Some of them still have difficulty learning to speak English through video, and they have found the medium boring.

Overall, based on the results of the questionnaire analysis, it can be said that English video is a useful and effective strategy for students of Islamic banking to develop their speaking abilities because it is a strategy that the students find interesting.

## CONCLUSION

Based on the findings and the discussion above, it can be said that using video as a teaching approach to assist students in improving their speaking abilities is successful because it has more benefits than disadvantages. Considering the current difficulties, every student could predict and overcome them. Video has been proven to be an effective method in teaching English

as a foreign/second language (EFL/ESL) for both young and adult learners.

Video can also improve students' vocabulary, grammar, pronunciation, accent, and knowledge of culture. Thus, by watching videos that suit their needs, students can continue improving their speaking abilities. Despite the fact that the video has positive qualities such as interesting and useful content, clear pronunciation, an accent that is similar to that of native speakers, and an authentic learning tool that describes their daily activities, the students are free to choose it. While the strategies that were used varied based on the findings of the data described above, this research showed that video is an effective learning strategy to improve speaking skills, and students' perspectives on using video to improve their speaking skills are good.

## REFERENCES

- Brown, H. Douglas. 2001. *An Interactive Approach to Language Pedagogy, Second Edition*. New York: Person Education, Inc.
- Burns, Anne. 2012. *Teaching speaking: A holistic approach*. New York: Cambridge University Press.
- Chang, J., & Lewis, C. 2011. Towards a framework of Web 2.0 community success: A case of YouTube. *Journal of electronic commerce in organizations*, 9(2), 1-14.
- Fidan, M., & Debbag, M. 2018. *The usage of video blog (vlog) in the "School Experience" Course: The Opinions of the Pre-service Teachers*. *Journal of Education and Future year*: 2018, issue: 13, 161-177.
- Guan, N. S. 2018. *On the advantages of computer multimedia-aided english teaching*. *Procedia Computer Science*
- Harmer, J. 2001. *The Practice of English Language Teaching (3rd Edition)*. London: Longman Group Ltd



- Hatch, Kristina. 2011. Determining the effects of technology on children. *Senior Honors Projects*. Paper 260
- Mandasari, Vivy Zuny. 2014. "Improving Students' Speaking Skill Through Video Dubbing," *English Education Journal* 5, no. 3.
- Mohammadian, Amir & Amin, Younes. 2018. *The effect of using video technology on improving reading comprehension of iranian intermediate EFL learners*. *Advances in Language and Literary Studies (ALLS)* Vol.2.
- Nunan, David. 2003. *Practical English Language Teaching*, New York: McGraw-Hill,
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage Publications.
- Rammal, S. (2006). *Using video in the EFL classroom*. Retrieved august 8, 2023, from [https://www.academia.edu/16445198/Using\\_Video\\_in\\_the\\_EFL\\_Classroom](https://www.academia.edu/16445198/Using_Video_in_the_EFL_Classroom).
- Richards, Jack C. and Theodore S. 2001. *Approaches and Methods in Language Teaching*. Second Edition. New York: Cambridge University Press.
- Safitri, N.S., & Khoiriyah, I. (2017). *Students' Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skill*. The 5th Asian Academic Society International Conference. 240-247.
- Subana, Moersetyo Rahadi, Sudrajat. 2015. *Statistika Pendidikan*. Bandung: PT. Pustaka Setia.
- Sugiyono. 2012. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.
- Terrell, T. (1993). *Comprehensible input for intermediate foreign language students via video*. *Journal of Language Learning Technologies*, 26(2), 17-23.
- Watkins, J. &. 2011. *Using YouTube in the EFL Classroom*. *Language Education in Asia*.