

THE EFFECTIVENESS OF ONLINE INSTRUCTIONAL VIDEOS IN TEACHING STUDENTS' SPEAKING SKILL

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ABSTRACT

This study aims to find out whether there is significant effect of teaching speaking using online instructional videos to the students' speaking achievement. This research used quantitative research method. Pre-experimental design was employed in this research. Ten grade students of An-Nuqthah of Islamic Senior High School were chosen as the sample of this research. The sample was selected by using random sampling technique. The instruments of this research are pre-test and post-test. Then, the data obtained were analyzed statistically. The statistical analysis results showed that the mean score of the students in the pretest was 41.07 and the mean score of posttest was 82.14. In addition, the value of t_{cal} (4.49) was higher than t_{table} (1.782). It means that the use of online instructional video was considered effective in improving students' speaking skill. From this research, the teachers are recommended to use online instructional video as the media in teaching speaking.

Keywords: Online instructional videos, Media, Speaking, Powtown

A. INTRODUCTION

In the context of education, the language which is important to be mastered by people is English. English is thought to be one of the most necessary languages in the world because almost all people from all of the country use English for their communication. In Indonesia, English is a foreign language learnt by the students from kindergartens until university level. However, among 4 language skills of English, speaking is still considered as the most difficult skill mastered by the students. Among those four skills, speaking is very important skill to be mastered, because it is an activity for students to express their ideas, feelings, argument, opinion and others in speaking.

Speaking is a production skill that falls into two main categories: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account "the ability to keep going when speaking spontaneously" (Derakhshan, Khalili, & Beheshti, 2016:177-186).

However, there are many problems faced by the students in order to acquire speaking ability, such as pronunciation, lack of motivation, limited vocabulary, self-confidence and rarely practice. Besides, the environment in which the society do not use English for daily communication also one of the reasons why the students cannot use English well. Chan and Herero (2010:11) mention that one of the factors which influences students' speaking

mastery is the use of effective and interesting teaching media by the teacher, they proposed movie video which brings some real conversation as authentic material to be talked about.

Therefore, in speaking classrooms, teachers are expected to be creative to use various teaching media which is effective, interesting, and fits the digital era, this year is 4.0 which means everyone is using technology as education media in order to build more meaningful speaking learning atmosphere. It is supported by Greenberg., et al (2012:4) that education is undergoing a major shift, as brick-and-mortar classrooms are opening up to rich media content, subject matter experts, and to one another. This shift has been influenced largely by technological and pedagogical trends, greater worldwide everyone can access to the Internet, an explosion of mobile phone users, and the appreciation for these technologies by young people, as well as by teachers. This means that using of technology as a tool in the classroom can help learner to work systematically by themselves or with their classmates (Alkhatnai, 2016).

One of the media that can be used is instructional video. Video appears poised to be a major contributor to the shift in the educational landscape, acting as a powerful agent that adds value and enhances the quality of the learning experience. That means an instructional video is a recorded content that provides detailed information on how to learn especially in this 4.0 era. Therefore, this study aims to find out whether there is significant effect of teaching speaking using online instructional videos to the students' speaking achievement.

B. LITERATURE REVIEW

1. Definition of Speaking

Speaking is one of communication that people do daily and one of the most important skills to be developed and enhanced as means of effective communication. Speaking is a person's ability to articulate sounds/words for expressions, statements, to convey ideas, thoughts, and feelings (Zuhriyah, Agustina, & Fajarina, 2018). In addition, according to Kosar & Bedir (2014:12-26), speaking is an interactive process of constructing meaning that consists of producing and receiving information. Thus, speaking skills are an essential part of second language learning and teaching.

According to Harmer (2007), there are three main reasons for making students speak in class. First, speaking activities provide training opportunities - opportunities to practice speaking in real life in a safe class. Second, speaking assignments where students try to use one or all of the languages, they know provide feedback for lecturers and students. Everyone can see how well they are doing: how successful they are, and also what language problems they experience. And finally, the more students have the opportunity to activate the various elements of the language they have stored in their brains, the more their use of these elements will automatically.

Communication skills are very important to teach speaking skills. Students must be able to understand themselves by making full use of their current skills. They should try to avoid confusion in their message due to mispronunciation, grammar, or vocabulary mismatch and adhere to the social and cultural rules that apply in every communication situation.

Based on the description above, it can be concluded that students need to master English speaking ability. Besides English is an international language English also plays an important role in life. Speaking is productive skill that means students' need to produce

language and give the information, and also important in education, political, cultural, social etc.

2. Instructional Media in Teaching Speaking

According to Sadiman, et all (2008) instructional media as anything that can be used to deliver a message from the sender to the receiver so that it can stimulate the thoughts, feelings, concerns, interests and also attention of students in such a way so that the learning process occurs. In addition, some contribution of media in learning activities are revealed by several research. As proposed by Kemp and Smellie (1989) in Burden and Byrd (1999) that media in learning has several benefits such as 1) Motivate 2) Present the information 3) Provide instruction required in the learning activities. It indicates that Instructional media is one of the most important aspect in a learning process.

According to Smaldino, Lowther and Russel (2008), media are classified into six types such as text, audio, visual, audiovisual, picture and people.

- a. Text contains the coredeliveres by theauthor, for example an explanation of the material conveyed by the teacher.
- b. Audio refers to everything that comes from the sound , both the original sound o recording. The example is the voice of students, teachers, music and voice over.
- c. Visual refers to everything that can be seen, for example comics and photograph.
- d. Audiovisual is combination of sound and image. The result of the combinations are video and movie. Audiovisual can be displayed vio LCD, projector and DVD.
- e. Manipulate, which is someting three-dimensional that can be touched or made by students, for example is a statue and realia.
- f. People which can be real medium when learning in the classroom, for example students and teachers. From the categories of media can help learning activities.

3. Online Instructional Videos

A video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Newby et al., (2000: 102) define thatvideos are the display of recorded pictures on television-type screen. Any media format that employs a cathode-ray screen to present a picture can be referred to as video.

Instructional video is a recorded content that provides detailed information on how to learn especially in this 4.0 era. Video has become an integral part of higher education. These are integrated as part of a traditional course, serve as the angular tone of many mixed courses, and are often the key information delivery mechanism in MOOCs. Some meta-analyzes show that technology can enhance. Furthermore, Ashaver (2013) said that audio visual like video information facilitates learners' comprehension of spoken English. Furthermore, Harmer (2006) states that deploying video in English language learning provides special points to the students, seeing language in use, cross-cultural awareness, the power of creation and motivation.It means that video employs important roles in the classroom because the students do not only listen how the language used by native speakers, but they also can see about the language used in real context

Sand (1956) and Brown et al (1983) in Nurmayasari (2011) suggested some procedures in applying video or audio visual media in teaching English.

- a. Preparing yourself
The first thing to do by the teacher before showing the video to students is previewing the video and make some notes about the content of the video. Teacher may invite some students to preview the video and see their point of view about it.
- b. Preparing the environment After preparing the video, the next thing to do is arranging the classroom to be as comfortable as possible. The technical equipment such as a speaker and a laptop/computer should be located appropriately so that students can get good view while watching the video.
- c. 3.Preparing the students When students watch the video, teacher should help them to understand why they must watch the video and tell what they can get by watching it. Teacher can also ask the students to discuss the content of video then relate to what they know and they do not know.
- d. Showing the video While watching the video, make students comfortable and try to show the video without interruption such as giving a question in the middle of video.
- e. Carrying out the follow up After showing the video, teacher asks the students about the content of the video to know their opinion about the video. They can also discuss the video with their classmate. The follow up is necessary to detect misunderstanding they may have. Teacher can give a repetition show if needed to clear up any confusion.

4. Powtoon

One technology-based media that can be used in ELT is Powtoon. According to Dahar (1996), Powtoon as the media of information relevant to the processing model which is divided into eight phases, they are phases of motivation, recognition, acquisition, retention, dialing, transfer, giving responses, up to reinforcement.

Pow town is the world's leading, most user-friendly, and intuitive animation software. With Pow town, anyone - even if you don't know the proxy server pixels - can create compelling animated videos with professional looks and nuances. Pow town is known as the software that provides animation video and sound. Therefore, using Pow town does require an internet connection because it is an online software. This technology can be transformed into a language classroom. In addition, the teacher can easily use PowToon because the interface of PowToon is similar to PowerPoint and the presentations can be stored in a traditional format, which allows the slides to move one by one. According to Adnyani, Mahayanti & Suprianti (2020), the teacher no longer teaches based on the textbook because she may convey the lesson into an animation video through PowToon.

There are several advantages of the Powtoon application as proposed by Edmons and Branch (2002) are as follows.

- a. Having interesting animations. The aimation are fun, present more animation and more pleasing to the eye than a simple presentation.
- b. It is very appropriate if the presentation uses Powtoon at the school level because it can eliminateboredomthrough the animations it has.

- c. The results are very interesting if accompanied by the right background sound. On the making of this Powtoon video can include songs, instruments and voice actor. For example fill out the sound using our own voice, read the text according to the material entered in the Powtoon video.
- d. The result are very interesting if accompanied by the right backsound. Powtoon has a range of music, picture and sound effect that can be used, other source can be uploaded as well as the ability to record a voice actor.
- e. It is easy to use everyone, teachers and students, in the website also gives a tutorial option in the beginning than to make the creator process easier.

C. RESEARCH METHODOLOGY

In order to answer the research question, in this study the researcher used pre-experimental quantitative research with random sampling. The sample of this research is 10th grade of An-Nuqthah of Islamic Senior High School in Tangerang, Banten. The sample of this study were chosen by using cluster random sampling in which one class was selected as the sample of this research

In carrying out a research, the researcher used both pre-test and post-test as the instruments. The students were asked to describe the image for pre-test. While, treatment is the way to improve students' speaking skills by using Instructional Video. Pre-test and post-test are obtained from oral test.

Table 1. Assessment rubric

No.	Aspects	Criteria	Score
1.	Pronunciation	Excellent	4 x 5 = 20
		Good	3 x 5 = 15
		Fair	2 x 5 = 10
		Poor	1 x 5 = 5
2.	Intonation	Excellent	4 x 5 = 20
		Good	3 x 5 = 15
		Fair	2 x 5 = 10
		Poor	1 x 5 = 5
3.	Accuracy	Excellent	4 x 5 = 20
		Good	3 x 5 = 15
		Fair	2 x 5 = 10
		Poor	1 x 5 = 5
4.	Fluency	Excellent	4 x 5 = 20
		Good	3 x 5 = 15
		Fair	2 x 5 = 10
		Poor	1 x 5 = 5
5.	Action	Excellent	4 x 5 = 20
		Good	3 x 5 = 15
		Fair	2 x 5 = 10
		Poor	1 x 5 = 5
Score total			100

D. FINDINGS AND DISCUSSION

The data analyzed in this research is the result of pre-test and post-test score of students'. It can be seen from the table

Table 2 Experimental Class Students' Pre-test result

Criteria of Students'	Total Number of Student's	Total Number of Student's in Percentage
Excellent	0	0%
Good	0	0%
Enough	1	7.15%
Poor	7	50%
Very Poor	6	42.85%

Table 3. Experimental Class Students' Post-test result

Criteria of Students'	Total Number of Students'	Total Number of Students' in Percentage
Excellent	2	14.28%
Good	8	57.15%
Enough	4	28.57%
Poor	0	0%
Very Poor	0	0%

Table 4. Statistical Table of Students' Pre-Test and Post-Test

No	Student	Pre-test (Xi)	Post-test (Xj)	Xj- Xi	$\frac{((Xj - Xi) - \bar{X})^2}{\bar{X}}$	$\frac{((Xj - Xi) - \bar{X})^2}{\bar{X}}$	
1.	Student 1	35	75	40	1.07	1.14	
2.	Student 2	30	75	45	-3.93	15.44	
3.	Student 3	70	90	20	21.07	443.94	
4.	Student 4	40	80	40	1.07	1.14	
5.	Student 5	40	85	45	-3.93	15.44	
6.	Student 6	25	75	50	-8.93	79.74	
7.	Student 7	40	85	45	41.07	-3.93	15.44
8.	Student 8	35	85	50	-8.93	79.74	
9.	Student 9	35	75	40	1.07	1.14	
10.	Student 10	35	80	50	-8.93	79.74	
11.	Student 11	60	85	25	16.07	258.24	
12.	Student 12	50	90	40	1.07	1.14	
13.	Student 13	50	85	35	6.07	36.84	
14.	Student 14	35	80	50	-8.93	79.74	
Σ		575	1.150	575	0	1.108,86	
N=14	Mean	41.07	82.14	41.07	0	79.20	

$$\begin{aligned}
 \text{Variance } (S^2) &= \frac{1}{n-1} \sum_{i=1, j=1}^n ((X_j - X_i) - \bar{D})^2 \\
 &= \frac{1}{13} (79.20) \\
 SD &= \sqrt{\text{Variance}} \\
 &= \sqrt{6} \\
 &= 2.44 \\
 t &= \frac{\bar{D}}{\frac{SD}{\sqrt{n}}} \\
 &= \frac{41.07}{\frac{2.44}{\sqrt{14}}} \\
 &= 4.49
 \end{aligned}$$

Based on the calculation above, it shows that the mean score of the students' pretest was 41.07 and the mean score of posttest was 82.14. In addition, the data also revealed that Standard deviation of pretest was 1.02 and the standard deviation of posttest was 1.24. The result of tcalculation 4,49 and ttable with degrees of freedom (df) 12 obtained 1,782. The significance value of less than 0,05 and tcalculation > ttable. Then, there is a significance the use Instructional Video as an affective media in teachingspeaking. For knowing the score of 4.49 was obtained in the degree of freedom (df) of 14 (14 - 2 = 12), with degree of significance 5% (0.05), it gaining score was 1,782. The resultsof the calculation revealed that t_o (t-observation) of 4.49 > t_t (t-table) 1,782. From the calculation t_o was higher than t_t score. Thus, it can be concluded that the alternative hypothesis (H_1) was accepted while the null hypothesis (H_o) was rejected. This means that teaching speaking skill using online instructional video was considered effective.

E. CONCLUSION

Based on the research conducted at An-Nuqthah of Islamic Senior High School in Tangerang on 10th grade. It can be concluded that Online Instructional Video is affective way in developing students' speaking skill in the class. The result of statistical analyze can be seen from students' score in pre-test and post-test, the mean of students' post - test (82.14) > pre - test (41.07), t_o (t-observation) of 4.49, meanwhile t_t (t-table) was 1,782 with significance 5% (0.05). It means t-observation was higher than t-table. Thus, the alternative hypothesis (H_1) was accepted and null hypothesis (H_o) was rejected (4.49 > 1.782).

The results show the importance of students' speaking skills after being taught by using Online Instructional Videos to explain something. This means that there is a significant improvement with the use of games that describe the speaking skills of students class X in An-Nuqthah of Islamic Senior High School ten grade, Tangerang, Banten. It can be concluded that Online Instructional Videos is one of the affective learning media to use in the learning process to speak. In addition, The Effectiveness of Online Instructional Videos in Teaching Student Speaking Skill.

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