

## The Effect of Using Video Media on Speaking Ability of The Fifth Grade Students at MIS Mambaul Ulum Dahu

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### ABSTRACT

This study investigates the effectiveness of video media in improving English-speaking skills among fifth-grade students at MIS Mambaul Ulum Dahu. Using a one-group pretest-posttest design, 24 students were assessed before and after three video-based learning sessions featuring YouTube content on self-introduction. These videos served as authentic models for pronunciation, grammar, and fluency. Speaking abilities were evaluated through oral tests, focusing on five aspects: pronunciation, fluency, vocabulary, grammar, and confidence. The results, analyzed using SPSS 30, showed a significant improvement. The average pre-test score was 73.75, rising to 81.67 in the post-test. A paired t-test revealed a significant difference ( $t = -4.855$ ,  $p = 0.000$ ), confirming the video media's effectiveness. The findings align with Krashen's Input Hypothesis and Vygotsky's Sociocultural Theory, highlighting the role of meaningful input and guided learning. The study concludes that video media enhances both language skills and student motivation, supporting the use of multimedia in elementary language instruction.

**Keywords:** speaking skill, video media, English language learning, Input Hypothesis, ZPD, elementary education

### ABSTRAK

Studi ini menyelidiki efektivitas media video dalam meningkatkan keterampilan berbicara bahasa Inggris di antara siswa kelas lima di MIS Mambaul Ulum Dahu. Menggunakan desain pretes-postes satu kelompok, 24 siswa dinilai sebelum dan sesudah tiga sesi pembelajaran berbasis video yang menampilkan konten YouTube tentang pengenalan diri. Video-video ini berfungsi sebagai model autentik untuk pengucapan, tata bahasa, dan kefasihan. Kemampuan berbicara dievaluasi melalui tes lisan, dengan fokus pada lima aspek: pengucapan, kefasihan, kosakata, tata bahasa, dan kepercayaan diri. Hasilnya, dianalisis menggunakan SPSS 30, menunjukkan peningkatan yang signifikan. Skor pretes rata-rata adalah 73,75, naik menjadi 81,67 pada postes. Uji-t berpasangan mengungkapkan perbedaan yang signifikan ( $t = -4,855$ ,  $p = 0,000$ ), yang mengonfirmasi efektivitas media video. Temuan ini selaras dengan Hipotesis Input Krashen dan Teori Sosiokultural Vygotsky, yang menyoroti peran input yang bermakna dan pembelajaran terbimbing. Penelitian ini menyimpulkan bahwa media video meningkatkan keterampilan berbahasa dan motivasi siswa, mendukung penggunaan multimedia dalam pengajaran bahasa dasar.

**Kata Kunci:** keterampilan berbicara, media video, pembelajaran bahasa Inggris, Hipotesis Input, ZPD, pendidikan dasar

### INTRODUCTION

In today's era, technology plays a vital role in simplifying daily activities and enhancing education. Supported by the Ministry of Education and the 2022 Merdeka Belajar Curriculum, digital media encourages flexible, creative teaching and independent learning. With abundant access to information,

technology makes learning easier, more engaging, and interactive for students.

Information and communication technology is rapidly developing and has become an essential part of daily life. People use smartphones and computers to access information via the internet. This advancement also benefits education, allowing students to learn online and teachers to utilize platforms like YouTube for classroom activities (Kusumawardhani & Lestari, 2021).

YouTube is a widely used global platform that offers engaging access to cultural and linguistic content, helping students improve their speaking, pronunciation, vocabulary, and fluency. Its use in both classrooms and independent learning supports natural, contextual language development and is highly recommended for enhancing speaking skills.

Speaking is a key skill in language learning, crucial for global communication. In elementary school, speaking lessons aim to help students use spoken language effectively for their age. This includes not only pronouncing words but also expressing ideas, interacting with others, and understanding conversations. By the end of Phase C, students are expected to use English in common social and classroom settings, ask questions, seek clarification, follow instructions, and use simple strategies to understand spoken language.

Based on observations in 5th grade at MIS Mambaul Ulum Dahu, students faced difficulties in speaking English due to limited vocabulary, lack of confidence, and minimal exposure to the language. Many were afraid of making mistakes or being mocked, which led to anxiety and low motivation. The teacher's theory-based methods and limited speaking practice, combined with an unsupportive learning environment, further hindered their progress. Without consistent practice and real-life usage, students struggled to express their thoughts fluently in English.

Teachers need to be more innovative in engaging students to practice speaking skills. Using videos is an effective strategy, as they offer authentic English models through conversations, songs, stories, or animations suited to students' levels. The shadowing technique, where students repeat native speakers, improves pronunciation, intonation, and fluency. Videos with subtitles help learners understand and imitate language more easily. Activities like role-playing and oral summaries make learning interactive and enjoyable. Research by Riswandi (2016) and Ulin & Saputri (2021) shows that YouTube is a powerful tool for enhancing speaking skills, boosting vocabulary, grammar, pronunciation, and student confidence. Traditional textbook-based methods often limit engagement, while YouTube creates a more active, communicative environment. Therefore, the researcher is interested in studying "The Effect of Using Video Media on Speaking Ability of the Fifth Grade Students at MIS Mambaul Ulum Dahu."

## METHOD

This study uses a quantitative experimental design, specifically a pre-experimental design with a one-group pre-test and post-test model. In this design, a single group of students is given a pre-test before being taught using video media, and a post-test after the treatment. The goal is to determine whether there is a significant improvement in students' speaking ability after the intervention. The main instrument used in this study is a speaking test in the form of a pre-test and post-test, supported by a structured speaking assessment rubric. The author conducted the study in a fifth-grade class at MIS MAMBAUL ULUM, consisting of 24 students (10 boys and 14 girls), based on a recommendation from the English teacher. Observations and discussions revealed issues such as low focus, frequent disruptions, and boredom during lessons. To address this, the researcher used engaging instructional videos to improve students' speaking skills. The research procedure is systematically organized so that the implementation of the research can proceed in a directed and effective manner.

This research uses a quantitative approach with a One Group Pre-test and Post-test Design. This research was conducted at MIS MAMBAUL ULUM DAHU. JL. Masjid RT 02 RW 02, Dusun Dahu, Desa Jatirejo, Kec. Banyakan, Kab. Kediri. This school was chosen as the research location because the researcher found that learning media, especially videos, have not been maximally utilized in English language learning activities, particularly in speaking skills. The duration of this research is from January to February 2025, which includes the stages of preparation, action implementation, observation, and evaluation.

The evaluation and data analysis stage aimed to measure the effectiveness of video media in enhancing students' speaking skills. Pre-test and post-test scores were collected through a one-minute oral self-introduction, assessed on pronunciation, fluency, grammar, vocabulary, and confidence each scored on a scale of 1 to 5. With a maximum score of 25, assessments were conducted by researchers or supervising teachers using a standardized rubric. The average scores were compared quantitatively to identify improvements. A higher post-test average indicated a positive impact of video media. If needed, simple statistical tests were used to confirm the significance of the results, ensuring objective and measurable conclusions.

## RESEARCH RESULT AND DISCUSSION

In this chapter, the researcher presents the research findings by discussing the effectiveness of using video media as a tool for teaching speaking. All the elements discussed in this chapter are: a) Description of variable data, b) Data Analysis, c) Interpretation of data analysis results, d) Hypothesis testing, and e) Discussion.



To explain the research results, the researcher presents data on students' speaking ability before using video media. The pre-test showed that many students scored below the minimum passing score of 75, indicating low initial speaking skills. These results serve as a baseline to evaluate the effectiveness of the video-based instruction.

**Table 1. The Score of Pre-Test**

No	Class Limit	Mind Point	Frequency	Percent
1	68 – 76	72	21	88%
2	77 – 84	80.5	3	13%
3	85 – 92	88.5	0	0%
4	93 – 100	96.5	0	0%
Total			24	100%

The pre-test results revealed that most students had low speaking skills, with 88% scoring between 68 and 76, indicating basic-level performance. Common issues included limited vocabulary, unclear pronunciation, and lack of confidence. Only 13% scored slightly higher (77–84), but no student reached the high-performance range (85–100). These findings highlight the need for an engaging and effective method, such as video media, to improve students' English-speaking abilities.

In this study, the researcher also acted as the teacher and provided treatment over three meetings. Before implementation, a teaching module was prepared as a learning guide. In the first meeting, a pre-test was given where students introduced themselves orally for one minute, followed by a movie on self-introduction to model pronunciation and vocabulary. The second meeting used a more engaging English video to deepen understanding, followed by class discussion and speaking practice. The teacher provided active guidance and feedback. In the third meeting, a post-test using the same format as the pre-test was conducted to assess progress. Students' speaking skills were evaluated using a rubric covering pronunciation, fluency, grammar, vocabulary, and confidence. The results were analyzed to determine the effectiveness of the video-based instruction.

**Table 2. The Score of Post-Test**

No	Class Limit	Mind Point	Frequency	Percent
1	68 – 76	72	8	33%
2	77 – 84	80.5	8	33%
3	85 – 92	88.5	5	21%
4	93 – 100	96.5	3	13%
Total			24	100%

Based on the frequency distribution, students' post-test scores ranged from 68 to 100, with most (66%) scoring between 68–84, indicating intermediate speaking skills. About 34% scored between 85–100, showing strong performance and suggesting that video-based learning positively impacted students with higher engagement or confidence. No students scored

below 68, and even the lowest group demonstrated acceptable skills, implying the treatment effectively raised overall performance. Overall, the scores clustered in the middle to high range, showing that video media moderately to highly improved students' speaking abilities.

The researchers highlight a significant improvement in speaking scores between the pre-test and post-test, indicating the positive impact of using video media as a teaching method. This score difference, illustrated in the graph, reflects the effectiveness of the approach in addressing the discussion topics.

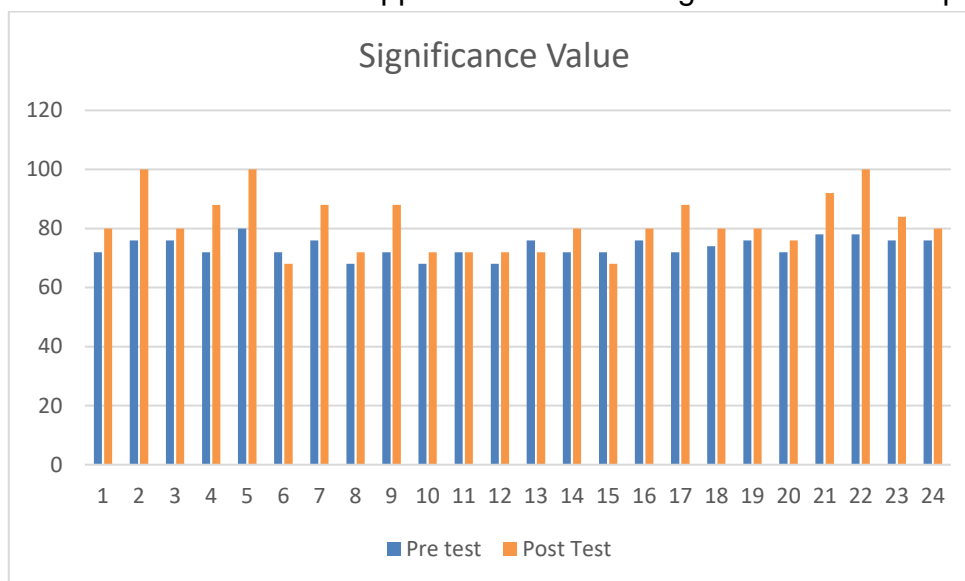


Diagram 1. Singnificance Value

The diagram shows a clear improvement in the English speaking skills of 24 fifth-grade students at MIS Mambaul Ulum Dahu after being taught using video media. Pre-test scores mostly ranged from 65 to 80, while post-test scores increased significantly, with some reaching nearly 100. Notable progress was seen in students 2, 4, 5, 7, 9, 17, 21, and 22, highlighting the effectiveness of video-based instruction. Statistical analysis using SPSS version 30 confirmed this improvement through a significant increase in average scores and t-test results. Overall, video media proved to be an effective tool for enhancing students' speaking abilities.

The researchers analyzed the pre-test and post-test results to determine the effectiveness of video media in improving primary school students' speaking skills. The analysis process included several steps, using SPSS version 30 to calculate t-scores, standard deviations, and average scores. According to Sugiyono (2014), data analysis is done after all responses have been collected.

**Table 3. Paired Samples Statistics**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	X	73.7500	24	3.24707	0.66281
	Y	81.6667	24	9.72074	1.98424

To explore whether skimming and scanning techniques affect reading comprehension among fifth-grade students at MIS Mambaul Ulum Dahu, the researchers adjusted and inputted students' scores into SPSS for analysis. The pre-test mean score was 73.75 with a low standard deviation, showing consistent performance before treatment. After using video media, the post-test mean increased to 81.67 with a higher standard deviation, indicating overall improvement but with varied individual progress. The score increase of 7.92 points suggests that video media positively influenced students' speaking abilities.

**Table 4. Paired Samples Test**

Paired Samples Test										
Paired Differences								Significance		
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Side d p	Two-Sided p	
Mea n				Lower	Upper					
Pai r 1	X – Y	-	7.9886	1.6306	-	-	-	23	0.00	0.00
		7.91667	7	8	11.2899	4.5433	4.85		0	0

The Paired Sample t-test results reveal a significant improvement in students' speaking scores after using video media, with a mean difference of -7.92 between pre-test and post-test scores. The 95% Confidence Interval (-11.29 to -4.54) confirms the reliability of this difference. With a t-value of -4.855, df = 23, and a p-value of 0.000, the null hypothesis is rejected, indicating a statistically significant effect. These findings suggest that video-based learning positively impacts students' English speaking abilities.

The results of the paired samples t-test showed a significant improvement in fifth-grade students' speaking abilities after being taught using video media, with a mean difference of -7.92, t-value of -4.855, and p-value of 0.000. This indicates that video media positively influenced students' speaking performance, as the null hypothesis was rejected. The post-test scores were significantly higher than the pre-test, highlighting gains in pronunciation, fluency, vocabulary, grammar, and confidence. The study, which used a one-group pretest-posttest design, aligns with Krashen's Input Hypothesis and Vygotsky's Sociocultural Theory, supporting the role of meaningful, interactive content in language learning. These findings are consistent with prior research

that confirms video media as an effective tool in improving students' English speaking skills.

## CONCLUSION AND SUGGESTION

This study investigated the effectiveness of video media in enhancing the speaking skills of fifth-grade students at MIS Mambaul Ulum Dahu. Using a pre-experimental design with pre- and post-tests, the results showed significant improvement in students' pronunciation, fluency, vocabulary, grammar, and confidence. Video materials provided engaging and comprehensible input, helping students acquire language more effectively and boosting their motivation. The findings support theories like Krashen's Input Hypothesis and Vygotsky's Sociocultural Theory, confirming that video media is an effective tool for improving young learners' speaking skills. Based on the findings, English teachers are encouraged to use video media to boost students' motivation and speaking skills through interactive activities. English department students can use this study as a reference to enhance their teaching methods. For researchers, the study serves as a basis for further exploration of video use in language learning and encourages innovative educational research.

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