

## ENHANCING STUDENTS' SPEAKING SKILLS BY USING ANIMATED AND NATIVE SPEAKER VIDEOS AT SMPN 1 PALANG

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### ABSTRACT

This study aims to examine the effectiveness of using videos to enhance students' speaking skills in English classes at SMPN 1 Palang. A mixed-method approach was employed, involving pretests, posttests, surveys, interviews, and observations. The participants were 8th-grade students. Both animated and native speaker videos contributed differently to the development of these aspects. Students expressed highly positive perceptions, noting that video-based learning made the process more engaging, motivating, and boosted their confidence in speaking English. Therefore, videos are proven to be an effective medium for improving students' speaking skills.

**Keywords:** Speaking Skills; Video-Based Learning; Animated Videos; Native Speaker Videos.

### INTRODUCTION

Speaking is one of the essential skills in learning English as a foreign language, as it enables students to communicate their thoughts and feelings effectively. However, in many Indonesian secondary schools, speaking is often neglected due to limited class time, lack of confidence, and minimal exposure to authentic English input (Harmer, 2015). Students frequently encounter challenges in fluency, vocabulary retrieval, pronunciation, and grammar use during oral communication. These difficulties can hinder students' ability to express themselves clearly in English. Moreover, strong speaking skills provide long-term benefits in academic, professional, and social contexts (Fadilah, 2024; Putra, 2024).

Video can increase student engagement and understanding by combining visual and auditory elements, making the content more memorable and meaningful (Berk, 2009). To address these challenges, the integration of multimedia, particularly video, has emerged as a promising tool in English Language Teaching (ELT). Mayer's Cognitive Theory of Multimedia Learning supports the idea that people learn better from words and pictures than from words alone (Mayer, 2021). Video offers both visual and auditory input, making it a rich source of contextualized language that can aid in language acquisition, especially speaking. Limited speaking opportunities in the classroom, teacher-centered learning methods, and lack of exposure to English in daily life contribute to students' difficulties (Nunan, 2003; Richards, 2008).

Several previous studies have highlighted the positive effects of video on speaking performance. For example, Setyo found that students exposed to video materials demonstrated significant improvement in their pronunciation and vocabulary use (Setyo, 2020). Video-based learning enhanced student engagement and speaking confidence (Nederupun et al., 2023). Similarly, animated videos improved students' fluency and motivation in speaking activities (Sukma et al., 2022). Puspitasari and Nurjayanti found that rigid teaching methods and students' fear of making mistakes often discourage active participation (Nurjayanti & Susilawati, 2023; Puspitasari et al., 2024). Outside the classroom, the absence of English-speaking environments further reduces students' confidence and practice opportunities (Sari, 2023).

Despite these findings, limited research has compared the effectiveness of different video types, such as animated videos and native speaker videos, on specific speaking sub-skills. Moreover, the students' perceptions of video use in speaking lessons have not been extensively explored in the context of rural junior high schools in Indonesia.

This study, therefore, aims to examine the effectiveness of various types of video content—specifically animated and native speaker videos, in enhancing students' speaking proficiency at SMPN 1 Palang. It focuses on how different video formats contribute to the development of students'

speaking skills in terms of fluency, pronunciation, grammar, vocabulary, and confidence. Specifically, the research focus on the main problems: what are the effectiveness of various types of video content in enhancing speaking proficiency.

## METHOD

This research employed a mixed-method approach, combining both quantitative and qualitative data to provide a comprehensive analysis of the use of video in enhancing students' speaking skills. The quantitative component focused on measuring the improvement in students' speaking performance through pre-test and post-test scores, while the qualitative component aimed to explore students' perceptions and experiences through interviews, questionnaires, and classroom observations. This approach is considered effective for capturing the educational reality more thoroughly (Creswell, 2012).

The participants were eighth-grade students from SMPN 1 Palang, specifically classes 8C and 8D. Class 8C was assigned to watch videos related to self-introduction (animated and native speaker formats), while class 8D watched videos related to daily activities. The total number of participants was 69 students.

Data collection techniques:

1. Pre-tests and Post-tests: Conducted to assess students' speaking skills before and after the intervention. The speaking rubric assessed fluency, pronunciation, vocabulary, grammar, and confidence.
2. Observation Sheets: Used to record students' engagement, participation, and reactions during video-based speaking lessons.
3. Questionnaires: Distributed to gather students' opinions and perceptions regarding the use of video in speaking activities.
4. Interviews: Conducted with selected students to gain deeper insight into their learning experience and the impact of video usage.

Quantitative data from the pre-tests and post-tests were analyzed descriptively, using mean scores and score differences to measure overall improvement in students' speaking performance and to compare the outcomes across both classes.

To ensure the validity of the qualitative findings, the researcher comparing data from observations, questionnaires, and interviews. Member checking was also conducted by confirming interview interpretations with the participants to maintain accuracy and credibility. Qualitative data from interviews and observations were analyzed using Miles & Huberman's model: data reduction, data display, and conclusion drawing (Miles & Huberman, 1994).

## RESULTS AND DISCUSSION

The results of this study are presented in both quantitative and qualitative forms to show how the use of video enhances students' speaking skills in English classes. The data were collected through pre-tests, post-tests, observations, questionnaires, and interviews involving students from classes 8C and 8D at SMPN 1 Palang.

### Pre-test and Post-test

The quantitative data show significant improvements in students' speaking scores after the implementation of video materials. Table 1 presents the mean scores from the pre-test and post-test across both classes.

Table 1. Comparison of Pre-test and Post-test Speaking Scores

Class	Topic Used	Pre-test Mean	Post-test Mean	Number of Students
8C	Introduction	3.20	3.97	34
8D	Daily Activities	2.87	3.83	35

The data show that both classes experienced improvement. Class 8C, which was exposed to animated and native speaker videos on the topic of *introductions*, showed a greater increase in their speaking performance.

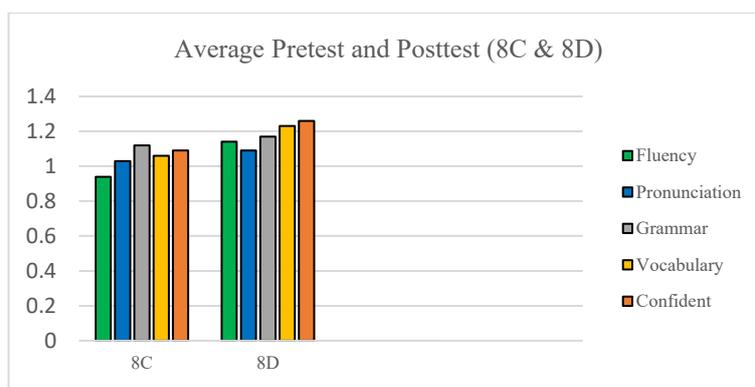


Figure 1 Average Improvement (Class 8C & 8D)

This indicates that combining different video types provided more diverse input, which contributed to better gains in confidence and vocabulary. Both classes showed significant improvement in all aspects of speaking skills after using video as a learning medium.

The qualitative data support the quantitative findings. Observation and interviews revealed that students became more engaged and confident during speaking activities after watching the videos. Many students reported that animated videos helped them understand vocabulary better due to visual context and subtitles. Meanwhile, native speaker videos increased their exposure to natural pronunciation and intonation.

#### Questionnaire

Table 2. Students' Perceptions Based on Questionnaire Results

No	Statement	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)
1	Saya merasa senang ketika belajar Bahasa Inggris menggunakan video.	50.7%	31%	15.9%	1.4%	
2	Penggunaan video membuat pembelajaran Bahasa Inggris lebih menarik.	37.7%	52.2%	10.1%		
3	Belajar Bahasa Inggris dengan video membuat saya lebih fokus dan tidak cepat bosan.	42%	37.7%	20.3%		
4	Saya tertarik untuk terus menggunakan video dalam belajar Bahasa Inggris.	14.5%	46.4%	31.9%	5.8%	1.4%
5	Video membantu saya memahami materi berbicara (speaking) dengan lebih mudah.	30.4%	50.7%	17.4%	1.4%	
6	Saya merasa kosakata saya bertambah setelah belajar dari video.	23.3%	59.4%	17.4%		
7	Saya merasa lebih mudah mengerti konteks situasi berbahasa Inggris melalui video.	21.7%	53.6%	24.6%		
8	Saya merasa kemampuan berbicara saya meningkat setelah menggunakan video sebagai media belajar.	7.2%	62.3%	29%	1.4%	
9	Saya merasa lebih percaya diri untuk berbicara dalam Bahasa Inggris setelah menonton video.	2.9%	53.6%	33.3%	10.1%	
10	Saya lebih berani berbicara di depan kelas setelah belajar melalui video.	2.9%	43.5%	44.9%	5.8%	2.9%
11	Video membantu saya memahami pengucapan (pronunciation) kata-kata Bahasa Inggris dengan benar.	20.3%	58%	20.3%	1.4%	

12	Saya dapat meniru pelafalan penutur asli (native speaker) dari video.	7.2%	62.3%	29%	1.4%
13	Saya suka menonton video berbahasa Inggris yang berkaitan dengan kegiatan sehari-hari.	10.1%	53.6%	31.9%	4.3%
14	Saya dapat meniru ekspresi dan intonasi dari video yang saya tonton.	4.3%	58%	31.9%	5.8%
15	Video membuat saya lebih termotivasi untuk berbicara dalam Bahasa Inggris.	13%	50.7%	30.4%	4.3% 1.4%

*Note: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree*

Based on the results of a questionnaire consisting of 15 statements, the majority of students responded positively to the use of videos in English learning. This is indicated by the high percentages in the "Strongly Agree" and "Agree" categories for almost all statements.

Most students enjoyed learning English using videos, with 50.7% stating "strongly agree" and 31% "agree." Furthermore, the use of videos was considered to make learning more interesting and enjoyable, and helped students focus and avoid boredom. This was evident in the 42% of students who "strongly agree" and 37.7% who "agree" that learning with videos helped them focus.

Videos were also considered helpful for students in understanding speaking material. As many as 30.4% of students "strongly agree" and 50.7% "agree" that videos made it easier for them to understand speaking material. Furthermore, 59.4% of students also acknowledged that their vocabulary increased after learning with videos. As many as 62.3% of students also felt better able to imitate native speakers' pronunciation and correctly understand words thanks to the video.

In terms of affective aspects, students showed a high level of interest in continuing to use videos in their learning. Most students also stated that they felt more confident and motivated to speak English after watching the videos, although a small number still felt hesitant to speak in front of the class.

### **Interview**

Interviews were conducted with six students from grades 8C and 8D to explore their perceptions of learning English using video media. The interviews revealed that most students enjoyed English lessons and considered them important, although some still experienced difficulties understanding the material.

The majority of students considered speaking skills the most difficult due to a lack of English speaking habits and a fear of making mistakes. However, they remained motivated to speak more frequently, especially if the classroom atmosphere was supportive, fun, and free from peer pressure. All students stated that using videos was very helpful in understanding the material, improving pronunciation, expanding vocabulary, and making learning more interesting. The most preferred types of videos were self-introductions and daily activities because they were relevant and memorable.

Although some students felt bored if the videos were shown at the end of class or too quickly without explanation, overall, they felt motivated and more confident in speaking after learning using videos. They also recommended the use of engaging videos, interactive activities, and a fun learning environment for more effective speaking skills.

### **Observation**

Classroom observations were conducted in classes 8C and 8D at SMPN 1 Palang to evaluate the implementation of video media in English learning, particularly in improving students' speaking skills. The lessons focused on the themes Self-Introduction and Daily Activities. During the observed sessions, the teacher began with a short explanation, followed by showing videos via a projector. Students appeared enthusiastic and engaged, often imitating the pronunciation and expressions from the video. This active engagement was especially noticeable when the teacher paused the video to explain specific vocabulary or pronunciation.

The presence of videos fostered greater student participation. In class 8C, students confidently introduced themselves after watching sample videos, while students in class 8D showed better vocabulary understanding related to daily routines. Many students were able to structure

sentences and express themselves more fluently during speaking practices, encouraged by positive reinforcement from the teacher.

Student responses were largely positive. They reported that video-based learning was more enjoyable and helped them better understand the material. Although some students were initially shy and technical obstacles like dim lighting or poor audio occasionally occurred, these were overcome through teacher support and classroom encouragement.

In addition to classroom observations, students were assigned to create videos. In their self-introduction videos, most students could communicate basic personal information clearly using simple vocabulary and sentence structures. Despite issues such as pronunciation errors, grammatical mistakes, or dependence on notes, their confidence and effort were evident and commendable.

These findings are consistent with Mayer's Multimedia Learning Theory, which states that learners understand material better when information is presented through both verbal and visual channels (Mayer, 2001). The increase in speaking scores—particularly in fluency, vocabulary, pronunciation, grammar, and confidence—demonstrates that video can support integrated language skills effectively.

This study also aligns with Setyo, who found that students exposed to video instruction showed improvement in vocabulary and pronunciation (Setyo, 2020). Similarly, Nederupun et al. and Sukma et al. highlighted how video contributes to higher engagement and more effective speaking practice (Nederupun et al., 2023; and Sukma et al., 2022).

In conclusion, the use of video, especially when varied in type (animated and native speaker), can be a powerful medium to enhance speaking skills. Teachers should consider integrating video strategically in classroom instruction to meet students' learning needs and improve speaking outcomes.

## CONCLUSION

The use of videos in English learning at SMPN 1 Palang has proven effective in improving students' speaking skills, particularly in fluency, pronunciation, grammar, vocabulary, and confidence. This is reflected in the increase of students' average speaking score from 58.4 in the pretest to 78.9 in the posttest, indicating a notable improvement. The results suggest that videos provide a more engaging, contextual, and comprehensible learning environment, supporting students in expressing themselves better in English. Nevertheless, limitations such as the short intervention period of four weeks and the variation in students' learning styles and backgrounds may influence the outcomes. These constraints open up avenues for future studies to examine different types of video content, longer implementation durations, and the integration of interactive technologies to further enhance speaking proficiency.

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