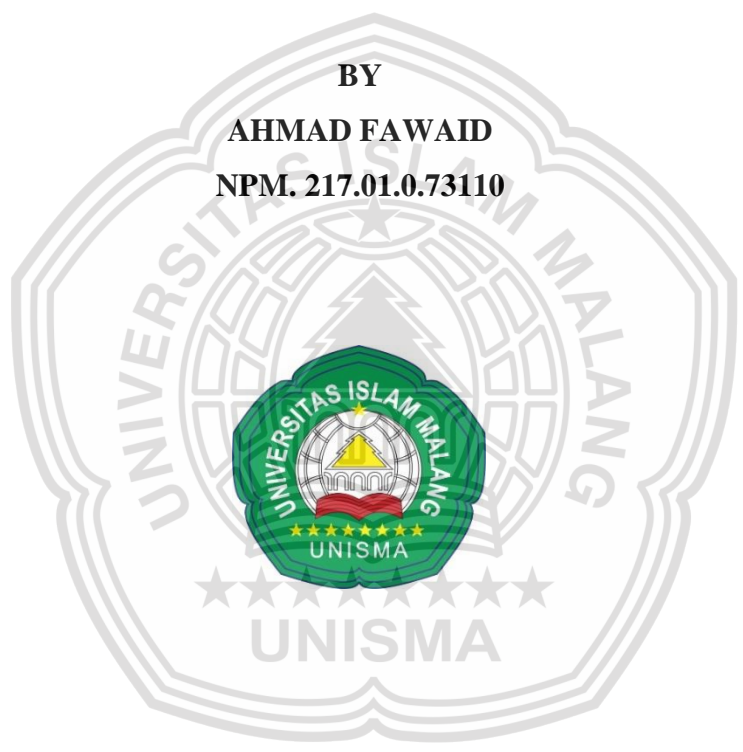




**THE EFFECT OF ENGLISH VIDEOS ON STUDENTS' SPEAKING ABILITY AT SMK  
HIDAYATUL MUBTADIN SINGOSARI MALANG**

*SKRIPSI*

BY  
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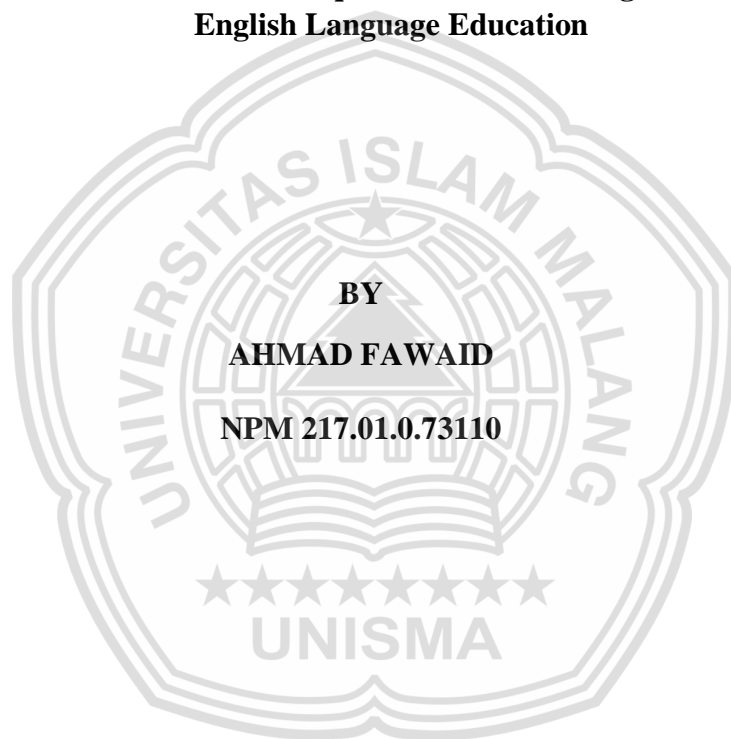
**THE EFFECT OF ENGLISH VIDEOS ON STUDENTS' SPEAKING ABILITY AT SMK**

**HIDAYATUL MUBTADIN SINGOSARI MALANG**

***SKRIPSI***

**Presented to Faculty of Teacher Training and Education University of  
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## ABSTRACT

**Fawaid** , Ahmad. 2022. The Effect of English Videos On Students' Speaking Ability at SMK Hidayatul Mubtadin Singosari Malang. Thesis, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang.

Advisor I: Ika Hidayanti, S.Pd., M.Pd; Advisor II: Nuse Aliyah Rahmati, S.Pd, M.A, TESOL.

**Keywords:** English Videos and Speaking Ability.

Speaking is the hardest aspect of learning English for most people. Some factors contributed to problems in speaking English, such as boredom with the media used in the teaching and learning process, having difficulties in understanding the materials or remembering the English words; students require a media that can capture their attention and provide comfort while learning to speak English. English video is one of media used to teach students' speaking skill by fun.

Those facts urged the researcher to do a experimental quantitative which is called Pre-test- Post-test Control group research on teaching students' speaking skill using English videos. This purpose of study is covered by one research questions to figure out; "Does Using English Videos affect Students' Speaking Skill at SMK Hidayatul Mubtadiin Singosari Malang?". To cover up this questions, the researcher selected senior high students as the participants and divided into control and experimental group. To collect the data, the researcher selected a video as the media and scale questionnaire to know students ability of watching videos toward their speaking ability.

The research finding shows significant results of effectiveness of teaching speaking skill using videos. The computation data using independent t-test show the sig-value of equal variances assumed is  $0.00 < 0.05$  which means that  $H_0$  is rejected while  $H_1$  is accepted. It can be inferred that teaching speaking (procedure text) using video as the teaching media is affective for students' speaking improvement. It is clearly shown that the experimental group gained higher mean with 85.57 with SD 3.668 than control group with 77.05 with SD 5.054. This result is also supported by experimental group post test score that 67% of got grade A (Excellent) and 33% got grade B (Good).

From those findings, it can be concluded that teaching speaking skill using video is proven as effective way to teach students' speaking skill. This finding might be very useful for all English teacher who focus on developing students' speaking ability.

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Firstly, I want to deliver my great thanks to Allah SWT for his bless and kindness. Then, Sholawat and salam do not forget to pray to the lord of the Prophet Muhammad SAW as our last prophet who is an example for Muslims. With the completion of my final project, I would also like to express my deepest gratitude and appreciation to:

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Malang, 29 June 2022  
Researcher

A handwritten signature in black ink, appearing to read 'Fawaid', is written over a horizontal line.

Ahmad Fawaid



## CHAPTER 1

### INTRODUCTION

In this chapter the researcher presents the background of the study, formulation of the research problem, objective of the study, significance of the study, scope and limitation of the study, and definition of the key term.

#### 1.1 Background of the Study

One of the most important aspects of communication is language. Everyone can communicate with others by using language, the ability to convey their thoughts, opinions, and anything else that comes to mind. There are many languages in the world, in addition to national languages. English language, as an international language, is one of them. Listening, speaking, reading, and writing are the four skills that make up the English language. However, in this case, the researcher is primarily concerned with speaking skills.

Speaking is the means where a language is communicated. According to Muna (2011), speaking is a two-way process of oral communication between the speaker and the listener that requires both the producing skill of speaking and the receptive skill of understanding (listening with understanding). Speaking is the hardest aspect of learning English for most people. Some factors contributed to problems in speaking English, such as boredom with the media used in the teaching and learning process; students require a media that can capture their attention and provide comfort while learning to speak English.

But apart from the reasons stated above, students' attention, confidence, and vocabulary knowledge are generally lacking in the teaching and learning process. This has been commonly happened in any schools that some students are confirmed having troubles in expressing orally and are still hesitant to speak English. Based on the review of Alnakhalah (2016) about speaking complexities, the students have various problems such as: lack of fluency proven by incomplete discourse, limited vocabulary mastery, structure errors, and pronunciation errors. In case of the classroom condition, it also has certain issues, such as: 1) when students were required to present in front of the class, they grumbled. They requested their other friends to switch them out, which caused the class to become extremely loud. 2) During the teaching-learning process, the students were also not focused and active. 3) During the teaching-learning process, the students did not pay attention to the teacher's explanations. 4) They lacked the bravery to express themselves freely when the teacher gave them the opportunity. 5) The learning method was tedious because the teacher simply instructed the students to practice from the book.

Evaluating from speaking teaching and learning cases above, it is required motivational and non-boring learning media in the teaching and learning process. According to Guan, Song, and Li (2018), employing multimedia technology can boost students' interest in learning, and by employing useful and auxiliary teaching tools, teachers' teaching chores become much easier, and teachers' enthusiasm for teaching is recalled. Additionally, YouTube video is one of the media used in the teaching and learning process, particularly in speaking. It is supported by Riswandi (2016) that YouTube-based videos in the classroom to teach speaking can increase students' speaking abilities and motivation. Videos on YouTube can be used as a teaching resource when teaching students how to speak. Because there are many educational objectives that are difficult to simply convey by the teacher without the help of media or learning

sources, developing speaking skills through YouTube videos is more effective, innovative and simple.

Related to the previous explanations, the researcher intended to prove the alternative and null hypothesis by conducting quantitative research entitled “The Effect of Using English Procedure YouTube Video on Students’ Speaking Skill at SMK Hidayatul Mubtadiin Singosari Malang”.

### 1.2 Research Problem

Based on the research background, the researchers formulated a research problem; *Does Using English Videos affect Students’ Speaking Ability at SMK Hidayatul Mubtadiin Singosari Malang?*

### 1.3 The Objective of the Study

According to the research problem above the aim of this research is *to know whether using English videos affects Students’ Speaking Ability at SMK Hidayatul Mubtadiin Singosari Malang.*

### 1.4 Hypotheses

#### 1. Alternative Hypothesis (H1)

There is effect of using English procedure YouTube video on students’ speaking ability at SMK Hidayatul Mubtadiin Singosari Malang.

#### 2. Null Hypothesis (H0)

There is no effect of using English procedure YouTube video on students’ speaking ability at SMK Hidayatul Mubtadiin Singosari Malang.



### **1.5 The Significance of the Study**

This study has two significances of theoretical and practical. For the theoretical significance, this research provides useful information how to train students' speaking ability to be more effective and easier using a media; while video is one of effective media with audio and visual treatment. And for practical aspect using videos as a media of learning speaking will increase their ability in speaking English confidently as native speaker as they learn from the Video

### **1.6 Scope and Limitation of the Study**

There are two focused variables in this study; those are video and speaking ability. A lot of videos are provided on YouTube; otherwise, this study just focuses on speaking ability and selected procedure text as the teaching material, the researcher selected a video about procedure text which also teaches how to pronounce some English words.

There is a limitation of the study related to time constraint that the researcher just could implement video treatment once in the classroom control and experimental groups. there are weekneses in this process of research which make future researcher solve these weekneses First, the researcher didn't use scoring rubic in his research that made this researcher didn't have any comparison from the teacher. Second, the treatment of research conducted once. Third, the pre test didn't valid because the speaking test use writing test and just one connoisseur so it didn't include in the assessment for subjective test.

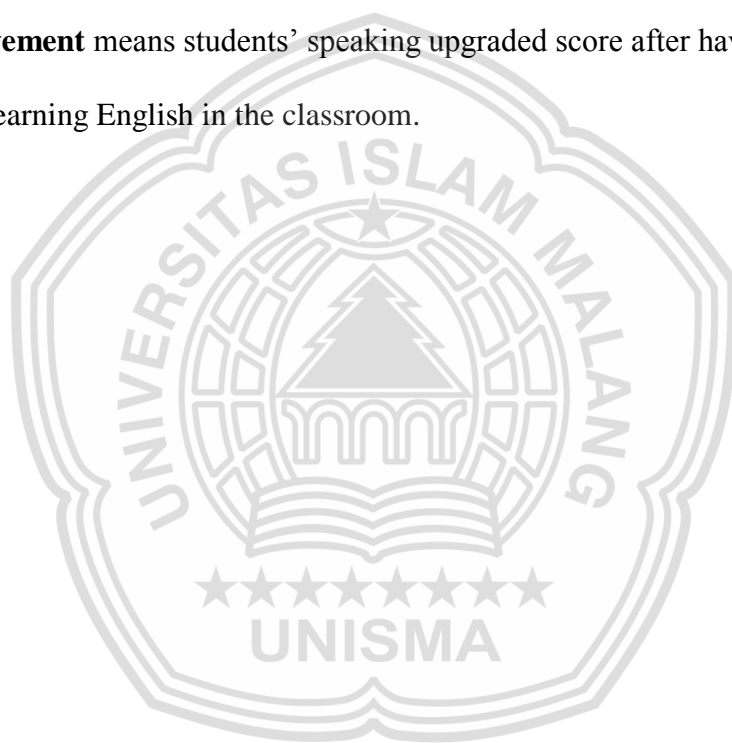
### **1.7 Definition of Key Terms**

To avoid misunderstanding, this study provides the readers definition of each variable which become the focus of the study, those are; students' perception, watching videos, fun games, and vocabulary mastery.

**Effect** means final results shown whether variable 1(using video) works well on variable 2 (speaking achievement) after getting treatment in the classroom.

**Video** means those float on the internet and accessible to watch. These research videos are animation videos adopted from YouTube source containing the detail explanations about “Procedure Text” and its examples. This also consists the general structure of procedure text in order the students know the speaking structure and of how to pronounce every single word of procedure text examples.

**Speaking Achievement** means students’ speaking upgraded score after having treatment of using video during learning English in the classroom.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher sum up all the results of the study from chapter I to IV in two points, conclusions and suggestions. The suggestions are forwarded to the teachers and further researcher.

#### 5.1 Conclusions

This research aims to investigate how effective video utilization in teaching speaking skill in term of procedure text with two interpretations or hypotheses;  $H_1$  (There is effect of using English procedure YouTube video on students' speaking skill at SMK Hidayatul Mubtadiin Singosari Malang) and  $H_0$  (There is no effect of using English procedure YouTube video on students' speaking skill at SMK Hidayatul Mubtadiin Singosari Malang).

The findings of this study show that the sig-value of equal variances assumed is  $0.00 < 0.05$  which means that  $H_0$  is rejected while  $H_1$  is accepted. It can be inferred that teaching speaking (procedure text) using video as the teaching media is affective for students' speaking improvement. It is supported by the outputs of experimental group posttest that 67% of experimental group students got grade A (Excellent) and 33% got grade B (Good) for their speaking score after being taught using video treatment. The mean of experimental group posttest also shows higher than the control group posttest that  $85.57 > 77.05$ . All those findings are also supported by their

positive responses of perceptions toward video utilization in learning speaking skill.

## 5.2 Suggestions

Based on the process of doing research, there might be several suggestions addressed to English teachers and further researchers.

### 5.2.1. English Teachers

This study can be a reference for teachers to teach procedure text in different way by focusing on the students' speaking skill in order to ease them remember and understand the materials. One of the verified ways to improve students' speaking skill is by using videos during the teaching and learning.

### 5.2.2 Future Researchers

While this research focuses on the students' speaking skill as the variable and video utilization as the teaching media and, future researchers might develop this study by selecting other skills as the variable of the study. While this study has limited time to observe, future researcher is suggested to use Classroom Action Research as the method to know the students' speaking improvement in every meeting.

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