

**THE EFFECT OF USING VIDEO MEDIA ON SPEAKING ABILITY OF THE
FIFTH GRADE STUDENTS AT MIS MAMBAUL ULUM DAHU**

SKRIPSI

Presented as a Partial Fulfilment of the Requirement to Obtain the Sarjana Degree
of English Language Educational Departement Faculty of Teacher Training and
Educational University of Nusantara PGRI Kediri



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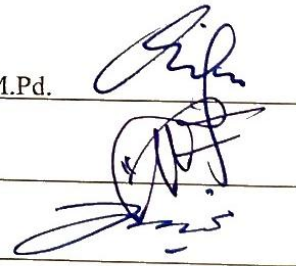
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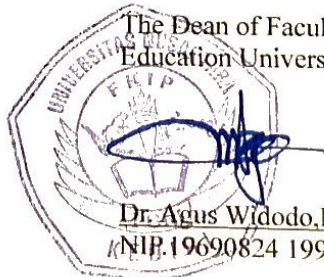
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The skripsi was never collected to any institute of higher education for any academic degree.

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MOTTO AND DEDICATION

MOTTO:

"Reality is not always as we want it to be." ~ *Obito*

"Kenyataan tidak selalu seperti yang kita inginkan."

"Making peace with what happened is the key to all these problems." ~ *Mangu Cover Azizah*

"Berdamai dengan apa yang terjadi, kunci dari semua masalah ini"

DEDICATION:

With deep gratitude and humility, I dedicate this work to:

Allah Subhanahu wa Ta'ala, the Most Gracious and Most Merciful. Through His blessings, strength, and guidance, I was able to complete this thesis. Every achievement is only possible by His will.

To my beloved mother, the late Dwi, who has returned to His side—thank you for your unconditional love and irreplaceable sacrifices. Though you are no longer physically here, your spirit lives on in every step I take. My prayers will always be with you.

To my father, Suyono, and my mother, Arin—thank you for your endless support, prayers, and love. You are the pillars of my strength and the reason I can keep moving forward.

To those closest to me—friends, companions, and fellow fighters—thank you for being a part of my journey. You were there not only in times of joy but also during moments of hardship and tears.

And to every meaningful experience I've been through—the ups and downs, failures, successes, losses, and hopes—thank you for shaping me into who I am today: stronger, wiser, and more resilient. Every lesson life has offered has played an essential role in my growth.

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Praise and gratitude be to Allah Subhanahu wa Ta'ala, the Almighty and Most Merciful, for His endless blessings and guidance, so that the researcher was able to complete this thesis entitled **“The Effectiveness of Using Video Media in Teaching Speaking to Fifth Grade Students at MIS Mambaul Ulum Dahu in the Academic Year 2023/2024”** as a partial fulfillment of the requirements to obtain a Bachelor's Degree in English Language Education.

The researcher is fully aware that this thesis is far from perfect. Therefore, constructive criticism and valuable suggestions from readers are sincerely welcomed for the improvement of this work.

On this occasion, the researcher would like to express her deepest gratitude and appreciation to:

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Finally, sincere gratitude is also addressed to the researcher's beloved family, friends, and everyone who has supported and motivated her along the way. Their prayers, love, and encouragement mean everything.

ABSTRACT

Lucky Dino Febriansyah The Effect of Using Video Media on Speaking Ability of the Fifth Grade Students at Mis Mambaul Ulum Dahu, Skripsi, PBING, FKIP UN PGRI Kediri, 2024.

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

This study aims to explore the effectiveness of video media in enhancing the English-speaking skills of the fifth-grade students at MIS Mambaul Ulum Dahu. The research was conducted using a pre-experimental quantitative design, specifically the one-group pretest-posttest design, which involved a single group of 24 students who were assessed before and after receiving instruction through video media. The instructional treatment involved three sessions of learning that incorporated educational YouTube videos demonstrating self-introduction in English. These videos served as authentic models for pronunciation, sentence structure, and conversational expression.

Data were collected through oral speaking assessments conducted in both the pre-test and post-test phases, with student performance measured across five key speaking components: pronunciation, fluency, vocabulary, grammar, and confidence. The test results were analyzed using descriptive statistics and inferential analysis with the help of SPSS version 30. The findings revealed a notable improvement in students' speaking performance after the treatment. The average pre-test score was 73.75, while the average post-test score increased to 81.67. The results of the paired sample t-test showed a statistically significant difference, with a t-value of -4.855 and a p-value of 0.000 ($p < 0.05$), thereby rejecting the null hypothesis and confirming the effectiveness of the video media.

The results are theoretically supported by Krashen's Input Hypothesis (1985), which argues that language acquisition occurs when learners receive input slightly above their current proficiency level ($i+1$), and by Vygotsky's Sociocultural Theory (1978), which emphasizes the importance of scaffolding and mediated learning within the Zone of Proximal Development (ZPD). The study concludes that video media not only enhances linguistic competencies but also positively influences affective domains such as learner motivation and engagement. This research contributes to the growing evidence supporting the integration of multimedia resources in language instruction, especially for young learners at the elementary school level.

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CHAPTER 1

INTRODUCTION

This chapter presents background of the research, identification of the problem, limitation of the research, problem formulation, objective of the research, significance of the research, and the definition of the key terms.

A. Background of the Problem

In today's era, technological advances are a factor that plays a very important role in facilitating various daily activities. Technological innovation brings many benefits and positive impacts to society at large. Legally and institutionally, the Indonesian Ministry of Education and Culture encourages the use of digital media in education. Furthermore, the 2022 *Merdeka Belajar* Curriculum encourages instructors to use flexible, creative teaching tools, such as digital media, to help students develop competences and learn independently. The availability of abundant learning information through technology makes the learning process more accessible to students. In addition, technology also offers a more interesting and enjoyable learning experience through various interactive media.

Currently, information and communication technology is experiencing rapid development throughout the world. This technology has become an important part of human life and has been used for various needs over the past few years. For example, many people use smartphones or computers to access various information through the global internet network. The advancement of information technology also provides great opportunities in the field of education. Through technology, students can access learning materials online, including various educational sites that can be used by teachers in classroom learning activities, such as the YouTube platform (Kusumawardhani & Lestari, 2021)

YouTube it self has become one of the most popular sites globally (Alexa, 2011 in Almurashi, 2016). This platform provides fast and interesting access to various learning materials, including videos containing cultural and linguistic elements from various countries (Terantino, 2011 in Almurashi, 2016). , the use of YouTube

both in the classroom and as a source of independent learning can help improve students' speaking and pronunciation skills. In addition, YouTube also supports natural and contextual vocabulary development. Various studies have also shown that the use of videos from YouTube contributes to improving students' speaking skills, including in terms of pronunciation, sentence structure, vocabulary, and fluency. Therefore, YouTube as a technology-based learning media is highly recommended for use in improving students' speaking skills.

Speaking ability is an important component in language acquisition, especially in the context of worldwide communication. Speaking, as one of the four main language skills (listening, speaking, reading, and writing), is essential for the development of students' communicative competence. Speaking learning in elementary school is a learning process aimed at developing students' ability to use spoken language effectively and appropriately according to their age and development level. This learning not only emphasizes the ability to pronounce words but also includes the ability to convey ideas, communicate with others, and understand and respond to spoken conversations. According to the learning flow and objectives defined by (Kusumawardhani & Lestari, 2021). By the end of Phase C, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities such as asking simple questions, requesting clarification and seeking permission. They use some strategies to identify key information in most contexts such as asking a speaker to repeat or to speak slowly, or asking what a word means. They follow a series of simple instructions related to classroom procedures and learning activities

Based on the observation results by the researcher at MIS MAMBAUL ULUM DAHU in the 5th grade, there were some problems occurred. Many students still had difficulty in conveying their thoughts and ideas verbally due to limited vocabulary and lack of exposure in the context of using English. The main issue was the academic problem currently faced by many students who struggle to speak English fluently. One of the main challenges in teaching speaking to elementary school students is the lack of self-confidence, which is often caused by the fear of

making mistakes or being laughed at by classmates. Additionally, limited vocabulary also poses a significant barrier, the students struggle to express their ideas or opinions in English. The lack of exposure to English in both school and home environments causes students to be unaccustomed to hearing or using the language in their daily lives. Teaching methods by teacher that still focus on theory and provide limited opportunities for speaking practice exacerbate the situation, especially with a learning environment that lacks support, both in terms of facilities and classroom atmosphere. Psychological disturbances such as language anxiety also play a significant role in hindering speaking fluency, making students feel pressured when they have to speak in public. The last equally important factor is the lack of consistent speaking practice, whereas speaking skills will only develop through continuous practice.

Therefore, the teachers must be more innovative to engage students in practicing their speaking skills. An example of using video as a medium for learning speaking is an effective strategy because it can provide authentic and engaging English language models. One of the main strategies is the use of educational videos that feature everyday conversations, songs, short stories, or English-language animations appropriate for the students' age and ability levels.

According to the article (Hurley, 2025), the shadowing approach, which involves explicitly repeating what a native speaker says, helps learners focus on the sounds of the target language and build pronunciation that mirrors the native speaker. This strategy also helps to improve natural intonation and sentence structure. Teachers can choose videos with subtitles to help students understand the meaning and pronunciation of words, then encourage students to imitate the sentences spoken in the video, a technique known as shadowing. This strategy helps improve pronunciation, intonation, and speaking fluency. Additionally, students can be invited to create oral summaries or reenact (role play) dialogues from the video, so they are not just passively watching but also actively speaking and interacting. This activity can be combined with group tasks to create a collaborative and enjoyable learning atmosphere. Based on research conducted by (Riswandi, 2016), YouTube has been proven to be able to support students in developing their

speaking skills, especially in expanding their knowledge of vocabulary, grammatical structures, and English pronunciation through videos available on the platform. Therefore, YouTube as a learning medium can be an effective tool for practicing speaking skills in an enjoyable and meaningful way.

To be able to improve English speaking skills, students can use learning by using English speaking learning videos. The traditional teaching method that often occurs today is teaching that relies heavily on textbooks with limited media and interaction. This can result in low student motivation and participation. In overcoming these problems, the use of YouTube media as an alternative learning strategy and is able to attract students in improving their speaking competence.

Research conducted by (Ulin & Saputri, 2021) The research concludes that the use of YouTube videos is an effective medium for improving students' English speaking skills. Based on a systematic review of 10 sources (4 undergraduate theses and 6 journal articles), it was found that students' post-test scores significantly increased compared to their pre-test scores after being taught using YouTube videos. Improvements were observed in aspects such as fluency, vocabulary, pronunciation, and student confidence. This medium proves to be relevant and engaging for students, creating a more active and communicative learning environment. Based on the above school conditions and problems, the researcher is interested in conducting an action research study titled "*THE EFFECT OF USING VIDEO MEDIA ON SPEAKING ABILITY OF THE FIFTH GRADE STUDENTS AT MIS MAMBAUL ULUM DAHU*".

B. Limitation of the Problem

This research aims to investigate the effectiveness of educational video media taken from YouTube as an alternative teaching media for teachers in teaching students' speaking skills and engaging students in learning, as well as for listening to English pronunciation directly from native speakers. The focus of the research is on training students' speaking skill to introduce themselves using English. Pre and post-tests in this study used questions that can enhance students' speaking skills. In

this study, the researcher selected 24 fifth-grade students from a total of 100 students at MIS MAMBAUL ULUM DAHU school.

C. Problem Formulation

According to the research background and research identification, the problem is formulated as follows:

1. How is the students' speaking ability before being taught using video media at MIS Mambaul Ulum Dahu?
2. How is the students' speaking ability after being taught using video media at MIS Mambaul Ulum Dahu?
3. How is the effect of teaching speaking using video media on the speaking skills of the fifth grade students at MIS Mambaul Ulum Dahu?

D. Purpose of the Research

In line with the problem formulation statement mentioned above, the general objective of this research is to evaluate the English teaching and learning process, particularly in teaching English using video media. The objectives of this research are:

1. To find out the effect before using video media in improving speaking ability in students of MIS Mambaul Ulum Dahu.
2. To find out the effect after using video media in improving speaking ability in students of MIS Mambaul Ulum Dahu.
3. To determine the significant influence in the use of video media before and after using English learning videos from YouTube in class V MIS Mambaul Ulum Dahu.

E. Significance of the Research

The results of this research are expected to be useful for the following individuals.

1. Teachers

English teachers will find new ways to teach, especially by using digital media as a learning tool, which will be beneficial for teaching effectiveness.

2. Students of English Department Student

English departement students can use the results of this research as a reference for teaching in the future.

3. Other researchers

By conducting this research, the results lead other researchers who need to conduct research and also have a positive effect on the quality of research by improving the effectiveness of learning using video learning media.

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