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## The Influence Of English Phrase Videos On Improving Speaking Skills Of Course Participants At LKP Incredible

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### Abstract

The study's purpose is to see how English Phrase Videos affect the speaking skills of LKP Incredible course participants. A pre-experimental design including a pre-test and a post-test was employed by the researcher. The population for this study was drawn via purposive sampling from the intermediate grade of LKP Incredible, Bulukumba in the academic year 2021/2022. There are 12 students in this sample. The data analysis demonstrated a significant difference in students' speaking competence between pre-test and post-test, notably in students' pronunciation and vocabulary following therapy. The pupils' pre-test mean score was 41.66, while their post-test mean score was 60. It was revealed that the pupils' post-test scores were greater than their pre-test scores. The t-test value was 8.85, which was greater than the t-table 1.795 at the level of significance ( $\alpha = 0,05$  and degree of freedom (df) = 12 - 1 = 11. The t-test value ( $8.85 > 1.795$ ) was determined to be greater than the t-table value. It denotes that hypothesis H<sub>0</sub> was rejected and hypothesis H<sub>1</sub> was accepted. The use of video of English sentences increases learners' pronunciation and vocabulary, according to this study. According to the study, teachers would use video of English phrases as one of the media in the teaching and learning process, particularly in teaching speaking.

*Keywords: Video, English Phrase; Speaking skill; English Course*

## Abstrak

Tujuan penelitian ini adalah untuk melihat bagaimana English Phrase Videos mempengaruhi keterampilan berbicara peserta kursus LKP Incredible. Sebuah desain pra-eksperimen termasuk pre-test dan post-test digunakan oleh peneliti. Populasi untuk penelitian ini diambil melalui purposive sampling dari kelas menengah LKP Incredible, Bulukumba tahun pelajaran 2021/2022. Ada 12 siswa dalam sampel ini. Analisis data menunjukkan perbedaan yang signifikan dalam kompetensi berbicara siswa antara pre-test dan post-test, terutama dalam pengucapan dan kosa kata siswa setelah terapi. Nilai rata-rata pre-test murid adalah 41,66, sedangkan nilai rata-rata post-test mereka adalah 60. Terungkap bahwa nilai post-test murid lebih besar dari nilai pre-test mereka. Nilai t-hitung 8,85 lebih besar dari t-tabel 1,795 pada taraf signifikansi  $\alpha = 0,05$  dan derajat kebebasan (df) = 12 - 1 = 11. Nilai uji-t ( $8,85 > 1,795$ ) ditentukan lebih besar dari nilai t-tabel. Hal ini menunjukkan bahwa hipotesis H0 ditolak dan hipotesis H1 diterima. Penggunaan video kalimat bahasa Inggris meningkatkan pelafalan dan kosa kata pembelajar, menurut penelitian ini. Menurut penelitian, guru akan menggunakan video frase bahasa Inggris sebagai salah satu media dalam proses belajar mengajar, khususnya dalam pengajaran berbicara.

Kata Kunci: *Video, Frasa Bahasa Inggris; Keterampilan berbicara; Kursus bahasa Inggris*

## INTRODUCTION

According to Richard (2007: 2), English is the language of globalization, international communication, commerce and trade media, pop culture, and varied motivations for learning. Although learning English might be difficult and time-consuming, we can see that it is also incredibly beneficial and can open up numerous doors. Nowday, we can easily find out the place to train our English skill, not only in classroom but also in course or training institute. Some people choose English courses over going to school to improve their English skills for a variety of reasons. For starters, they recognize that study in school is limited, whereas in course institutes we can have a tutor available 24 hours a day, including online courses. Another reason is that the learning methods used in course institutes are more interesting. We all know that students who want to improve their speaking skill sometimes have a problem in raising their confidence, in front of the conventional class commonly the teacher didn't care the importance of teaching and learning method. It can influence the student's interest in study. Besides that, no less important is the learning media, it is also can trigger the students' interest to improve their speaking skill.

There are certain ways that teachers can employ to teach English speaking, according to Kayi (3-4). Discussion, narrative telling, simulation, tale completion, and reporting are all

part of the process. According to Harmer (2001), a video is not only a fantastic aid to seeing language-in-use, such as comprehension, because students can observe broad meanings and emotions that are given through expression, gestures, and other visual clues, but it also bridges cross-cultural understanding.

The use of video in teaching speaking ability can be considered beneficial because there is a difference between pre-test and post-test results. Furthermore, it can be argued that the use of an appropriate approach, technique, and strategy in teaching can achieve the goal of effective teaching, and video also helps pupils strengthen their cultural knowledge of English.

In relation to this, the researcher decides to use video to see if it can fix the problem. Speaking is more about the process than it is about the product. The use of media in the teaching of speaking will aid in determining the product of speaking. Students should be inspired and motivated during the speaking process by using relevant media. The use of video in students' speaking activities encourages and motivates them to talk. It is expected that the inclusion of video activity in the students' speaking lesson will improve their speaking skills.

## RESEARCH METHOD

The researcher employed a pre-experimental design with pre- and post-testing. The researcher performed a pre-test, exposed the participants to treatment, and then performed a post-test. It attempted to assess students' speaking abilities by using videos of English phrases. The population of this research was from students at Intermediate Level of LKP Incredible, Bulukumba which consist of 30 students. The sample was taken by using purposive sampling and took 12 students. To obtain the data, the researcher used a test of speaking, namely pre-test and post-test. the test used to find out the students' skill to speak in terms of pronunciation and vocabulary. In analyzing the students' speaking test, the researcher used some classifications namely pronunciation and vocabulary. the speaking test administered in the pre-test and post-test. the pre-test intended to see the students' skill in speaking before applying a treatment by recording their voice. while the post-test conducted after applying treatment to know the result of the application of the video by recording their voice by using laptop. In collecting the data, the researcher applied speaking test namely oral test. The test was given twice: pre-test and post-test. The pre-test was utilized as a starting point for the research and to assess the students' ability to communicate before administering the treatment. The post-test was administered to find out the significant improvement after giving the treatment. In analyzing the students' English-speaking test, the researcher used some classifications.

1. *The classification of students' speaking skill by using speaking rubric that proposed by Brown (2004) as follows:*

a. *Vocabulary*

<i>NO</i>	<i>CLASSIFICATION</i>	<i>SCORE</i>	<i>CRITERIA</i>
<i>1</i>	<i>Very good</i>	<i>5</i>	<i>speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.</i>
<i>2</i>	<i>Good</i>	<i>4</i>	<i>can understand and participate in any conversation within the range of his experience with a high degree of precision of Vocabulary</i>
<i>3</i>	<i>Fair</i>	<i>3</i>	<i>able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.</i>
<i>4</i>	<i>Poor</i>	<i>2</i>	<i>has speaking vocabulary sufficient to express himself simply with some circumlocutions.</i>
<i>5</i>	<i>Very poor</i>	<i>1</i>	<i>speaking vocabulary inadequate to express anything but the most elementary needs.</i>

b. *Pronunciation*

<i>NO</i>	<i>CLASSIFICATION</i>	<i>SCORE</i>	<i>CRITERIA</i>
<i>1</i>	<i>Very good</i>	<i>5</i>	<i>equivalent to and fully accepted by educated native speaker</i>
<i>2</i>	<i>Good</i>	<i>4</i>	<i>errors in pronunciation are quite rare</i>
<i>3</i>	<i>Fair</i>	<i>3</i>	<i>errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign</i>
<i>4</i>	<i>Poor</i>	<i>2</i>	<i>accent is intelligible though often quite faulty.</i>
<i>5</i>	<i>Very poor</i>	<i>1</i>	<i>errors in pronunciation are frequent but can be</i>

Note: Maximum score: 10

Score :  $\frac{\text{The result of score}}{\text{Maximum score}} \times 100$

(Adapted from language testing as second language, Haris in Sasmedi,2006:13).

2.The research is based on the following scoring system by using ratescale as follows:

<i>No</i>	<i>CLASSIFICATION</i>	<i>SCORE</i>
<i>1</i>	<i>very good</i>	<i>85 – 100</i>
<i>2</i>	<i>Good</i>	<i>65 – 84</i>

3	Faií	55 – 64
4	Pooí	35 – 54
5	veíy pooí	0 – 34

(H. Douglas Brown, 2004: 148)

3. To find out mean scores of student's pre-test and post-test, the researcher used the formula as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Where

$\bar{x}$  = Mean Score

$\sum x$  = The sum of all scores

N = the total number of students

(

Gay, 1987)

4. To find out rate percentage of the students' score.

$$P = \frac{F}{N} \times 100\%$$

Where : P : Percentage

F : Frequency

N : The total number of students

(Sudjana, 1995:5)

$$\bar{D} = \frac{\sum D}{N}$$

5. To find out mean score of gain (D)

Where:

$\bar{D}$   
=The mean of the differences

$\Sigma D$  = The sum of the  
differences score

N = The Total Number of students

(Gay, 1987)

6. To find out standard deviation of students' score in pre-test and post-test by applying formula below:

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N - 1}$$

Where: SD : Standard deviation

$\sum X$  : The sum of all score

$\sum X^2$  : The sum square of all score

N : Total number of the students

(Gay,1987)

### 7. Test of significance

Finding out difference between pre-test and post-test mean score by calculating the value of the t-test using the formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

t:

Notation :

T : The test of significant

D : The mean of different score  $\sum D$  : The sum of total score different

$\sum D^2$  : The total number of students

N : The Total Number of students

(Gay, 1981: 331)

## RESULTS AND DISCUSSION

The data was collected from LKP Incredible in Bulukumba and administered to students enrolled in the Intermediate Level English Course at LKP Incredible as part of a pre-experimental study. The speaking portion of the exam addressed both pronunciation and vocabulary. Furthermore, the speech test was administered before and after the treatment.

Table. 4.6. The Students' Mean Score

<i>Component</i>	<i>Mean Score</i>
<i>Pre-Test</i>	<i>41.66</i>
<i>Post-Test</i>	<i>60</i>

According to table 4.6, the mean score of students in the pre-test differed from the mean score in the post-test. The post-test score (60 > 41.66) is higher than the pre-test score. It indicates that the students have improved.

Hypothesis Validation  
The researcher used the following formula to calculate the degree of freedom (df):  
$$df = N - 1 = 12 - 1 = 11$$
  
For the level of significance ( $\alpha$ ) 0,005 and  $df = 11$ , the t table value is 1.795, while the t test value is higher (t test (8.85) > t table (1.795)).

It indicates that the alternative hypothesis (H1) has been accepted. The researcher finds from the above study that there is a significant difference between the pre-test and post-test of the students' speaking skill after treatment with videos of English phrases as a medium to improve the students' speaking skill.

From the data analysis results, it described how a video of English phrases could help students at the Intermediate Level of LKP Incredible, Bulukumba, enhance their speaking skills.

At the Intermediate Level of English Course LKP Incredible, Bulukumba was able to help the students utilize communicative and efficient language by using videos of

English phrases as media. The learners were engaged by using this media such as asking questions, offering answers, and making comments on the resources.

## CONCLUSION

Based on the findings of this study, it is possible to conclude that using videos of English phrases in teaching speaking can improve students' speaking skills, particularly in vocabulary and pronunciation. This improvement is demonstrated by the pupils' speaking ability and score. The result of the speaking test met the success requirements.

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