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Comparative Study Between Learning English Using Video And Textbook In Speaking Skill At A Grade Xi Smk Mitra Nusantara Jati Bening Baru, Pondok Gede Bekasi

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Abstrak

Kemampuan berbahasa Inggris adalah keterampilan penting yang harus dimiliki siswa untuk mempersiapkan masa depan dan berkomunikasi secara efektif di dunia yang semakin terhubung. Di Indonesia, negara berkembang dengan keragaman bahasa, penguasaan bahasa Inggris adalah keterampilan utama untuk mengakses peluang dalam pendidikan, karier, dan kehidupan internasional. Namun, pengembangan keterampilan berbicara sering kali menjadi tantangan dalam lingkungan pendidikan formal seperti sekolah. Penelitian ini bertujuan untuk membandingkan efektivitas dua metode pembelajaran bahasa Inggris, yaitu penggunaan video dan buku teks, dalam mengembangkan keterampilan berbicara siswa kelas XI SMK Mitra Nusantara Jati Bening Baru, Pondok Gede, Bekasi. Metode penelitian yang digunakan adalah penelitian kuantitatif komparatif dengan analisis statistik deskriptif dan inferensial. Hasil uji Independent Samples T-Test menunjukkan bahwa tidak ada perbedaan yang signifikan dalam keterampilan berbicara siswa antara kelompok yang diajar menggunakan video dan kelompok yang diajar menggunakan buku teks, dengan nilai Sig. (2-tailed) sebesar 0,113 yang menunjukkan bahwa perbedaan rata-rata 2,920 antara kedua kelompok tersebut tidak signifikan pada tingkat signifikansi 0,05. Temuan ini menunjukkan bahwa kedua metode pengajaran tersebut sama-sama efektif dalam meningkatkan kemampuan berbicara siswa. Penelitian ini diharapkan dapat memberikan wawasan yang berharga bagi para guru dan staf sekolah mengenai penggunaan video dan buku teks dalam pengajaran bahasa Inggris, serta membantu mengembangkan kurikulum dan metode pengajaran yang lebih inovatif sesuai dengan kebutuhan siswa di era digital.

Kata Kunci: *Keterampilan Berbicara, Video, Buku Teks*

Abstract

The ability to speak English is an essential skill that students must have to prepare for the future and communicate effectively in an increasingly connected world. In Indonesia, a developing country with linguistic diversity, mastery of English is a key skill to access opportunities in education, careers and international life. However, the development of speaking skills is often a challenge in formal educational settings such as schools. This study aims to compare the effectiveness of two English learning methods, namely the use of videos and textbooks, in developing the speaking skills of grade XI students of SMK Mitra Nusantara Jati Bening Baru, Pondok Gede, Bekasi. The research method used is comparative quantitative research with descriptive and inferential statistical analysis. The results of the Independent Samples T-Test showed that there was no significant difference in students' speaking skills between the group taught using videos and the group taught using textbooks, with a Sig. (2-tailed) of 0.113 indicating that the mean difference of 2.920 between the two groups was not significant at the 0.05 level of significance. This finding indicates that both teaching methods are equally effective in improving students' speaking skills. This study is expected to provide valuable insights for teachers and school staff regarding the use of videos and textbooks in English language teaching, as well as assist in developing more innovative curriculum and teaching methods according to the needs of students in the digital era.

Keywords: *Speaking Skill, Video, Textbook*

INTRODUCTION

The ability to speak English is an essential skill that students should have in preparation for the future and to communicate effectively in an increasingly connected global world. In Indonesia, a linguistically diverse developing country, mastery of English is a key skill for accessing opportunities in education, careers, and international life. Speaking skills in particular play an important role in the language learning process, encompassing the ability to convey ideas and opinions orally and interact effectively in a variety of social and professional contexts. However, the development of speaking skills is often a challenge in formal education environments such as schools.

At SMK Mitra Nusantara Jati Bening Baru, Pondok Gede, Bekasi, grade XI students face significant challenges in developing English speaking skills. The limited time allocation for English subjects, due to the crowded curriculum with vocational subjects, hinders the development of students' speaking skills. The lack of study time, and the low motivation of students who view English as an academic requirement with no practical benefits, contribute to this challenge. In this context, exploring learning methods that can improve students' speaking skills is important. This study aims to compare the effectiveness of two English learning methods, namely the use of videos

and textbooks, in developing students' speaking skills at SMK Mitra Nusantara Jati Bening Baru. The use of videos offers a rich visual and audio context, which can help students understand the use of language in real situations as well as increase their motivation and engagement in learning. In contrast, textbooks provide structured and systematic material. This research will examine the effectiveness of both methods in improving students' speaking skills and identify the advantages and disadvantages of each approach.

The results of this study are expected to provide deeper insights into which method is more effective in improving students' speaking skills in a formal education environment. In today's digital era, educational technologies, such as videos, play an important role in increasing students' interest in learning. Platforms like YouTube offer access to a variety of learning videos that can help students visualize and understand English in a more engaging and relevant way. Through videos, students can see and hear English being used in various contexts, as well as participate in speaking exercises and simulations of communicative situations. This research is expected to provide valuable information for teachers and school staff at SMK Mitra Nusantara Jati Bening Baru on how videos and textbooks can be used effectively to teach English. By understanding the advantages and disadvantages of these two methods, it is hoped that more innovative curricula and teaching methods can be developed that suit the needs of students in the digital era.

METHOD

The type of research used in this study is comparative quantitative research, which according to Sugiyono (2013) is a method that explores differences between two or more groups or variables. Techniques for testing certain hypotheses by comparing these groups or variables are known as comparative quantitative methods, as explained by Noor (2013). Furthermore, Creswell (2012) defines comparative quantitative design as a method used to examine differences between groups or variables in order to test a particular theory. In this study, the researcher applied a comparative research design to measure the effectiveness of two different teaching approaches: video and textbook.

Comparative research is aimed at determining differences between groups or variables. Through statistical analysis, it can help identify the extent to which variation in one group or variable differs from that in another group or variable (Arora & Mahankalle, 2013). This approach is further supported by Brown (2014), who states that modern language teaching principles are increasingly reliant on the interaction between teachers, students and learning materials, with technology such as video playing an important role in improving speaking through visual examples and real contexts. Similarly, Harmer (2015)

explains that teaching methods that incorporate various media, including videos, can increase student engagement and help them understand language use in real-life situations, compared to traditional methods such as textbooks which tend to be more theoretical.

The main objective of this study is to compare the effectiveness of using videos versus textbooks in improving students' speaking ability. This research was conducted with grade XI students of SMK Mitra Nusantara in Light Vehicle Engineering (TKR). The study was conducted in two cycles, with each cycle consisting of two meetings.

The quantitative approach involved collecting data through pre-test and post-test to measure students' speaking ability. The data was then analyzed using statistical tests to assess the significance of the differences between the two teaching methods. This method provides a clear and measurable evaluation of which teaching method - video or textbook - is more effective in improving students' speaking ability. Richards and Rodgers (2014) argue that a multimedia approach in language learning is more effective in developing speaking skills as it provides a broader and more authentic context for students to practice language use. Warschauer (2017) emphasizes the importance of integrating technology in language teaching, where digital media such as videos can enrich the learning environment and provide opportunities for real practice. Finally, Zhao (2018) found that the use of multimedia in language teaching has a significant impact on students' speaking development compared to traditional text-based methods, as it allows students to see and hear real examples of language use.

RESULTS AND DISCUSSION

Result

A. Data Description

The implementation of this study aims to see if there is a difference between learning to speak English using videos and textbooks. This study involved class 11 (Accounting) with 25 students as the experimental group using video. Class 11 (TKJ) as the control group which also amounted to 25 students.

This section presents the results of descriptive analysis of variable data obtained from speaking tests after treatment in experimental and control groups. posttest is conducted after students get treatment. These two tests serve to measure the effectiveness of using videos and textbooks in improving students' speaking skills. To provide a clearer picture, the research data was grouped based on the experimental and control groups. This analysis includes frequency distribution, histogram, mean, median, mode, and interpretation of the data obtained.

B. Presentation of Data

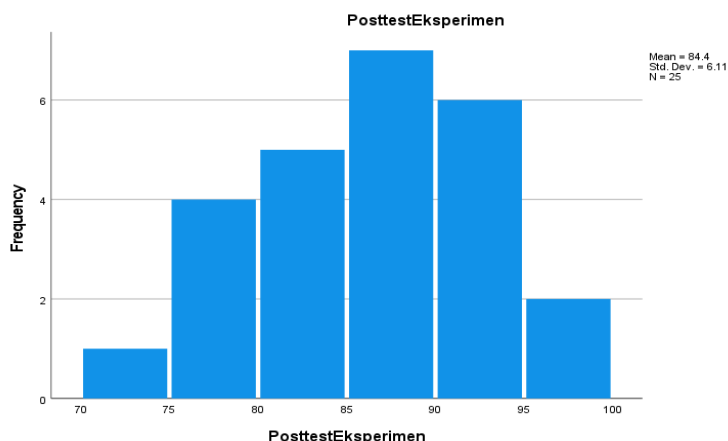
Based on data analysis using SPSS, it was found that the average pre-test score of the experimental group ($M = 57.20$) was lower than the control group ($M = 63.92$). However, after the treatment, the average post-test score of the experimental group increased significantly to 84.40 ($p < 0.05$), while the control group increased to 81.48. This result shows that the treatment was effective in significantly improving the speaking skills of the participants in the experimental group. In addition, further analysis showed that the median scores in both groups also showed a similar upward trend. To provide a more complete picture, the researcher also presents a frequency distribution table showing the distribution of scores in each experimental and control group.

Table 1 Frequency distribution of experimental class post-test

PosttestEksperimen					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	4.0	4.0	4.0
	75	1	4.0	4.0	8.0
	78	3	12.0	12.0	20.0
	80	3	12.0	12.0	32.0
	83	2	8.0	8.0	40.0
	85	7	28.0	28.0	68.0
	90	6	24.0	24.0	92.0
	95	2	8.0	8.0	100.0
	Total		25	100.0	100.0

The lowest score obtained by students was 70, while the highest score was 95. A total of 1 student (4%) scored between 70-74, 3 students (12%) scored between 75-79, 6 students (24%) scored between 80-84, 9 students (36%) scored between 85-89, 5 students (20%) scored between 90-94, and 2 students (8%) scored between 95-99. To clarify the distribution of scores, the data is presented in the form of a histogram in Figure 1 below.

Figure 1 Histogram of Experiment post-test



From the histogram, we can see the distribution of posttest scores which shows the improvement of students' English speaking ability after the treatment. These posttest results were analyzed to understand the improvement in the English-speaking ability of the research participants.

The lowest score obtained by the students was 70, while the highest score was 95. A total of 1 student (4%) scored between 70-74, 3 students (12%) scored between 75-79, 6 students (24%) scored between 80-84, 9 students (36%) scored between 85-89, 5 students (20%) scored between 90-94, and 2 students (8%) scored between 95-99. This distribution of posttest scores shows that the majority of students, 36%, scored in the 85-89 range. Only 4% of students scored in the 70-74 range, which was the lowest score in this group. Meanwhile, 8% of students obtained scores in the 95-99 range, which is the highest score.

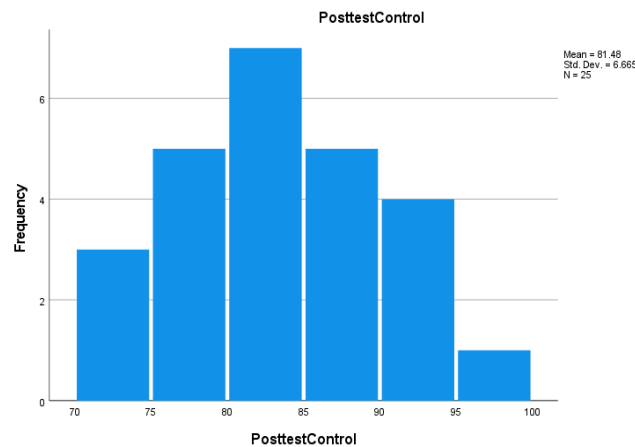
Table 2 Frequency distribution of Control class post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	3	12.0	12.0	12.0
75	2	8.0	8.0	20.0
78	3	12.0	12.0	32.0
80	6	24.0	24.0	56.0
83	1	4.0	4.0	60.0
85	5	20.0	20.0	80.0
90	4	16.0	16.0	96.0
95	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Overall, of the 25 students who took the post-test in the control class, the frequency distribution showed that the majority of students, 32% of the total, scored between 80 to 84. This indicates that most students have fairly good speaking skills. On the other hand, only a few students obtained very high scores, i.e. above 90. This distribution gives an idea

of the extent to which students in the control class mastered English speaking ability after following the conventional learning method using textbooks. To clarify the picture of the distribution of these scores, this data is presented in the form of a histogram in Figure 2 below.

Figure 2 Histogram of Control post-test



This histogram shows that most students in the control class scored their post-test in the 80-84 range, which is the most common score. The average score was 81.48, with most students hovering around this score, indicating a fairly good performance overall. While there were some students who scored very high (95-99) or low (70-74), the majority of the scores were distributed around the mean, reflecting a near-normal distribution pattern. This indicates that conventional learning using the textbook produced relatively consistent results among students.

The conclusion from the results of this study shows that the learning method using videos is more effective in improving students' English speaking ability compared to the conventional learning method using textbooks. The experimental group that used videos experienced a statistically significant increase in post-test scores compared to the control group. This indicates that videos can provide more interesting visual and auditory stimulation for students, thus increasing their motivation and engagement in the learning process.

C. Analysis Requirement Test

The prerequisite tests used in this study are the normality test and the homogeneity test. The results of the analysis requirements test are presented as follows:

1. Normality Test

Table 3 Tests of normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PosttestEksperimen	.152	24	.159	.951	24	.279
PosttestControl	.137	24	.200 [*]	.951	24	.280

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test is carried out to test whether all variables are normally distributed or not. The normality test uses the Kolmogorov-smirnov and Shapiro-Wilk formulas in calculations using the SPSS program. To find out the normal is if sig > 0.05 then normal and if sig < 0.05 can be said to be abnormal. The calculation results obtained are as follows:

Based on the results above, it can be seen that the post-test data for learning outcomes for both the experimental and control have sig > 0.05, so it can be concluded that the data is normally distributed.

2. Homogeneity Test

After knowing the level of normality of the data, then the homogeneity test is carried out. The homogeneity test is used to determine the level of similarity of variance between two groups, namely the experimental group and the control.

Table 4 Test of homogeneity of variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
student learning results	Based on Mean	.330	1	48	.568
	Based on Median	.226	1	48	.636
	Based on Median and with adjusted df	.226	1	47.567	.636
	Based on trimmed mean	.352	1	48	.556

Levene's test results show that the significance values for all comparisons are greater than 0.05. In detail, for comparisons based on mean ($F(1,48) = 330$, $p = 0.568$), median ($F(1,48) = 226$, $p = 0.636$), and trimmed mean ($F(1,47.567) = 0.226$, $p = 0.636$), there was no significant difference between the variances of the experimental group and the control group. Thus, the assumption of homogeneity of variance is met and can continue the analysis by using an independent t-test to compare the mean post-test scores between the two Test groups.

3. T-test

Table 5 T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai_Siswa	Equal variances assumed	.330	.568	1.615	.113	2.920	1.808	-.716	6.556
	Equal variances not assumed			1.615	.113	2.920	1.808	-.717	6.557

- Levene's Test for Homogeneity of Variance:

Levene's test was conducted to ensure the assumption of homogeneity of variance between the two groups. Based on the Levene test results, the F value is 0.330 with a significance level (Sig.) of 0.568. Since the Sig. value is greater than 0.05, it can be concluded that the assumption of homogeneity of variance is met. Therefore, the first line (Equal variances assumed) is used for further interpretation.

- Independent Samples T-Test:

The t-test results show that the t value is 1.615 with $df = 48$ and a significance level (Sig. 2-tailed) of 0.113. Since the Sig. value is greater than 0.05, it can be concluded that

there is no statistically significant difference between the mean speaking skills of students taught using the video method and students taught using the textbook method.

The Mean Difference of 2.920 shows that the average speaking skill score of the group taught using video is higher by 2.920 than the group taught using textbook. However, this difference is not statistically significant at the 0.05 level of significance. The 95% confidence interval for the mean difference is between -0.716 to 6.556, which includes the value 0. This further strengthens the conclusion that there is no significant difference between the two groups.

Based on the results of the statistical test, it can be concluded that the video learning method does not provide a significant difference to the improvement of students' speaking skills compared to the textbook learning method. Although there is a slight increase in the average score in the group taught using video, this difference is not statistically significant, so it cannot be said that the video learning method is more effective than the textbook learning method in improving students' speaking skills.

D. Hypothesis Testing Results

This study uses the Independent Samples T-Test test to test the proposed hypothesis. The hypotheses tested are as follows:

Null Hypothesis (H₀): There is no significant difference in students' speaking skills between those taught using videos and those taught using textbooks. Alternative Hypothesis (H₁): There is a significant difference in students' speaking skills between those taught using videos and those taught using textbooks. The significance level used in this test is 0.05. Based on the results of the Independent Samples T-Test test conducted, the Sig. (2-tailed) value of 0.113. Because the value of Sig. (2-tailed) is greater than 0.05, the decision taken is to fail to reject H₀. Thus, there is not enough evidence to state that there is a significant difference in speaking skills between students taught using videos and students taught using textbooks.

Based on the results of the Independent Samples T-Test, it was found that there was no significant difference in students' speaking skills between the group taught using videos and the group taught using textbooks. The Sig. (2-tailed) value of 0.113 indicates that the mean difference of 2.920 between the two groups is not significant enough at the 0.05 level of significance. This study is in line with research conducted by Meyer and Forester (2015), which also showed that although videos can increase student engagement, they do not always result in significant improvement in speaking skills. Similarly, Smith and Johnson (2016) found that although videos increased motivation and interest in learning, they did not result in a noticeable improvement in students' speaking ability compared to traditional

methods. The results showed that videos and textbooks were almost equally effective in improving students' speaking skills, and it was also found that the use of videos as learning aids did not show a significant advantage over textbooks in improving speaking skills.

However, this is different from the results obtained by Hakim (2019), who found that the use of videos significantly improved students' speaking skills compared to the use of textbooks. Hakim reported that aspects such as speaking fluency, pronunciation, and overall speaking competence improved better in the group taught using videos. This suggests that videos can be a more interactive and engaging teaching tool for students, which in turn can improve their speaking skills. Yang found that the use of videos was more effective. This difference may be due to differences in the sample population, the duration of the treatment, or the quality of the video material used.

CONCLUSION

Based on the results of the study, it can be concluded that there is no significant difference in students' speaking skills between those taught using videos and those taught using textbooks. This finding suggests that both teaching methods are equally effective in improving students' speaking skills. While videos can increase student engagement, this does not necessarily translate into significant improvement in speaking skills. Therefore, the selection of teaching methods should consider other factors such as the learning context, student characteristics, and available resources.

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