



THE USE OF VIDEO TO IMPROVE STUDENTS' ACHIEVEMENT IN SPEAKING SKILLS

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Abstract

Speaking is considered a difficult skill to practice in the teaching and learning process, particularly in Arabic at the Madrasah Aliyah level. This difficulty is caused by several factors. First, some Arabic teachers conduct lessons in a serious atmosphere and prefer to spend classroom time reading books and completing written assignments. They rarely allocate time for students to speak to one another in Arabic. Consequently, students have limited opportunities to practice speaking in the classroom. This study aimed to use video as a learning medium to improve students' achievement in Arabic speaking skills. A quantitative research method was employed, using numerical data-collection techniques. The data were obtained through a questionnaire administered using Google Forms and distributed to respondents who served as the research subjects. The findings showed an improvement in students' ability to speak Arabic through the use of video-based learning media. The study concluded that using video in Arabic learning could improve students' speaking skills and achievement. This study was limited to examining the use of video to improve students' achievement in speaking skills. Future researchers are therefore expected to develop more attractive Arabic-language video learning media and to make their use a productive challenge in the Arabic learning process.

Keywords: Learning Videos, Learning Media, Speaking Skills



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INTRODUCTION

Rapid technological progress is unavoidable in contemporary life (Raj et al., 1995). As time passes, societal advancement is reflected in increasingly sophisticated technology and progress in science (Sarkodie & Strezov, 2019). The rapid development of technology encompasses many areas of human life (Scherer et al., 2019). It is now extremely difficult to separate human life from technology (Kruk et al., 2018), as technology has become an inseparable human need. Every innovation can have a positive effect on life. Technology also provides convenience and new ways of carrying out human activities. During the past decade, people have benefited from many technological innovations. In the current era of globalization, technological capability has become a mark of prestige and an indicator of a country's progress. A country is considered advanced when it has a high level of technological mastery (high technology) (Martzoukou et al., 2020), whereas countries that cannot adapt to existing technological developments are described as failed countries.

The presence of technology as an effort to improve effectiveness cannot be separated from the problems it is intended to address (Flavián et al., 2019), because technology is developed to overcome difficulties in human life (Scherer et al., 2019). At the same time, remarkable advances in science and technology provide extraordinary benefits for the progress of human civilization (Moltmann et al., 2019). Technological advancement influences many aspects of life, including education (Conti-Ramsden et al., 2018). Education needs comprehensive modification, meaning that every component of the education system plays an important role and contributes to its success (Pokhrel & Chhetri, 2021). These components can be integrated into a system known as educational technology (Mayer, 2019). Educational technology can transform conventional learning into nonconventional learning (Belpaeme et al., 2018). By using technology as an educational resource, students should be able to expand the knowledge and skills they need (Kurdi et al., 2020; Morawska et al., 2018). An effective way to address problems in educational strategy is therefore to optimize learning resources (Cheng & Tsai, 2019). This development is also reflected in the shift from the term educational technology to learning technology.

The increasingly rapid development of technology and information in the current era of globalization has an unavoidable influence on education systems (Lim et al., 2020; Turkanovic et al., 2018). Global demands require education to continuously adjust to technological progress and development (Jamesh & Prakash, 2018). Efforts to improve educational quality must particularly adapt information and communication technology to education, especially to the learning process (Estrada et al., 2018). Technology is currently considered essential to human life because it supports the completion of work and the resolution of educational problems (Lu et al., 2021). Educators must be able to use technology as a learning medium, or as a mediator for conveying knowledge to students through a range of applications (De Mauro et al., 2018). Learning in Indonesia has, in fact, been technology-based for several years (Suharini et al., 2020). One role of technology in education is to facilitate effective learning and improve educational quality (Jensen & Konradsen, 2018). Educational technology also plays an important role in the educational revolution of the twenty-first century.

Learning is fundamentally used by students to develop their potential (Merchant et al., 2018). The learning process involves students as recipients of education and teachers as facilitators (Feldmann et al., 2019). Learning activities generally use media, and teachers play an important role in selecting and using those media to achieve instructional objectives (Paul & Jefferson, 2019). In general, learning media are channels for delivering messages and serve as means of communication in teaching and learning (Popovski et al., 2018). Media function as learning aids, communication tools, and instruments for developing new creations. Tools or media are therefore essential in learning because they have an important influence on the achievement of educational goals (Hilpert & Marchand, 2018). Learning outcomes can improve when learning media make instruction easier and more attractive, enabling students to

understand lessons more readily. Learning media are learning resources that help educators broaden students' knowledge (Kruk et al., 2018). Their use can stimulate students' interest in learning new material presented by the teacher. Teachers must therefore be able to select appropriate learning media so that the instructional objectives established by the school can be achieved.

Teachers should be more proficient in using learning media. In the transition from the Industrial Revolution 4.0 toward Society 5.0, teachers are required to use digital learning media so that they do not fall behind increasingly advanced technology (Dragicevic et al., 2020). One example of digital media that can support internet-based learning by presenting techniques and learning materials visually is YouTube (Leurs & Smets, 2018). YouTube is a video-based social medium that can remove barriers by distributing videos that are accessible online or offline (Berryman & Kavka, 2018). Its systematic interface enables users to upload, distribute, and watch videos. The use of YouTube as a learning medium therefore helps teachers and students develop language and speaking skills (D'Aquila et al., 2019). Speaking skills can be practiced by frequently watching videos uploaded by YouTube channels that focus on speaking in the language being learned. Using YouTube as a learning medium can help students practice speaking skills and develop creativity in ways that support achievement. Teachers can therefore use YouTube as an innovative digital resource for developing creativity and spoken-language skills.

YouTube has several advantages in education, including ease of use for both students and teachers (Drozd et al., 2018). It can distribute information concerning developments across various fields of knowledge (Mungas et al., 2018). Another advantage of YouTube is that it supports economical learning. It can serve as an effective learning medium because access is easy and free, and it provides audiovisual learning videos that can increase students' motivation and enthusiasm. YouTube is also a video-based digital platform that is commonly available on mobile phones and does not always require an additional download, making it easier for students to access learning videos (Bora et al., 2018). Using YouTube as a learning medium can provide students with a space for expression in which they practice speaking skills either in groups or independently, thereby supporting their achievement.

A similar study by Mukti (2021), entitled 'The Use of YouTube as a Learning Medium to Improve Speaking Skills in the Digital Era,' stated that YouTube is easily accessible to many people and can develop language, listening, and writing skills. Kusumaningrum (2021), in a study entitled 'The Effectiveness of Using YouTube as a Learning Medium,' argued that YouTube provides extensive educational information because its audiovisual materials allow students to observe technical information directly. Aisyah (2021), in a study entitled 'YouTube as an Effective Islamic Education Learning Medium at SMK Nurul Yaqin Sampang,' reported that the application of YouTube had an effective impact on learning. The present study differs from earlier research by focusing on the way YouTube, as a learning medium, can facilitate spoken-language practice and thereby support students' achievement.

This study examined the influence of video use on students' achievement in speaking skills. It aimed to use video as a medium that facilitates the learning process for teachers and students. Digital media such as YouTube can serve as a means of practicing and developing speaking skills. The use of video-based learning media can make learning easier for students and encourage the development of their potential and spoken-language skills by allowing them to watch the many videos available on YouTube. The authors expect that, alongside continuing technological advancement, educators will be able to use YouTube as a learning medium. With YouTube-based learning media, students are expected to find it easier and become more diligent in developing their speaking skills and achievement.

RESEARCH METHOD

Research Design

This study employed a quantitative research method (Kickingereeder et al., 2019). Quantitative research is a method that uses numbers from the stage of data collection through interpretation. The video-based learning medium developed to improve students' achievement was examined using a quantitative method. Quantitative research is also described as a scientific method (Munn et al., 2019) because it fulfills scientific principles by being concrete, rational, and systematic. It can be understood as a systematic investigation of phenomena in which data are collected and then measured using statistical techniques (Zhang & Scaramuzza, 2018). Most quantitative studies use statistical methods and obtain numerical data through research activities. Quantitative research generally uses surveys to obtain data from a large population. In this study, the survey was conducted by distributing a list of questions in questionnaire form to the respondents.

Research Target/Subject

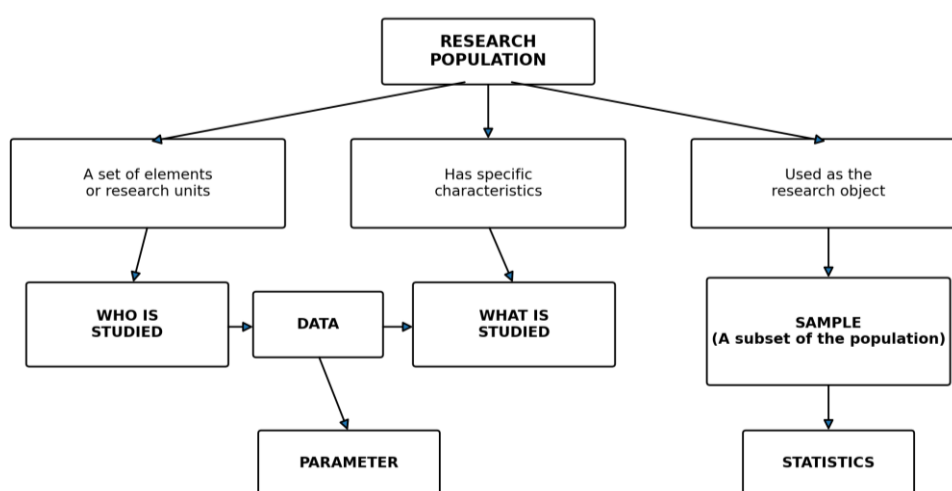


Figure 1. Population and Sample Quantitative Research

Research Procedure

The object of this study was the feasibility of video-based learning media for improving students' achievement in speaking skills. The research site and data-collection period were located at a Madrasah Aliyah, and the study used a quantitative method. Educational institutions, particularly schools, commonly serve as the research setting. Data were collected through interviews and questionnaires. The questionnaire was distributed to respondents to determine the percentage level of the medium's feasibility for students. Observation was conducted after the researchers had first understood the relevant field of knowledge, determined the object to be observed, identified the research problem and objective, prepared the observation, determined the required secondary data, and recorded the observation results.

Instruments, and Data Collection Techniques

The researchers collected data and information that could be measured, calculated, and compared on a numerical scale. Quantitative data-analysis techniques were used to process information obtained from different respondents during field observation. The process included organizing data according to respondent characteristics, calculating hypothesis tests, and preparing tabulations. Quantitative research may use inferential statistical tests when data are

obtained through random sampling and the required sample is clearly defined. Descriptive statistics were also used to analyze the data by describing and presenting the collected information without changing its source. Inferential statistics include parametric statistics, which provide strong analytical power when their assumptions are fulfilled, and nonparametric statistics, which are commonly used for nominal and ordinal data.

RESULTS AND DISCUSSION

The study of video-based learning media used a quantitative research method. A quantitative method is a careful and systematic way of acquiring knowledge or solving problems by collecting data in the form of numbers. Quantitative data can be collected through questionnaires, interviews, or data analysis. Research involving numerical information that can be calculated is classified as quantitative research. In this study, the questionnaire served as the data-collection instrument. Quantitative research methods may involve inferential and descriptive approaches. One example of quantitative research is the investigation of video use to improve students' achievement in speaking skills.

Table 1. Questionnaire Responses

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The use of video-based learning media in Arabic learning can encourage students' curiosity	41.9%	32.3%	16.1%	9.7%
2	YouTube is a practical online application	38.7%	48.4%	6.5%	6.5%
3	The material presented on YouTube is highly attractive and easy for students to understand	34.5%	41.4%	17.2%	6.9%
4	The material available on YouTube can encourage students to think critically	35.5%	38.7%	16.1%	9.7%
5	The material available on YouTube is suitable for all students' learning styles	32.3%	45.2%	16.1%	6.5%
6	The use of YouTube makes students more creative and innovative	38.7%	35.5%	22.6%	3.2%
7	YouTube learning media provide an enjoyable learning experience for students	32.3%	45.2%	9.7%	12.6%
8	The use of YouTube can increase curiosity and encourage respect for other people's opinions	32.3%	45.2%	12.6%	9.7%
9	YouTube can train students to think critically and explain their answers	38.7%	41.9%	12.6%	6.5%
10	The research examples presented through the YouTube learning application are very clear	32.3%	48.4%	12.9%	6.5%
11	The material explained on YouTube is highly accurate and reliable	35.5%	38.7%	16.1%	9.7%
12	The material used on YouTube is consistent with the material being taught	40.0%	46.7%	10.0%	3.3%
13	YouTube is a means of facilitating learning for students	38.7%	41.9%	12.9%	6.5%
14	YouTube is highly practical and is therefore a technological tool favored by students	41.9%	38.7%	12.9%	6.5%
15	YouTube is highly necessary for students, particularly in Arabic learning	32.3%	48.4%	12.9%	6.5%

The table presents several statements concerning the YouTube learning medium examined at a Madrasah Aliyah. The statements relating to the use of YouTube as video-based learning media helped the researchers investigate its application in the school. The study used 15 questions concerning the benefits, functions, and objectives of YouTube learning media for

students. The statement concerning the use of video-based learning media obtained 37.9% in the strongly agree category. The statement that YouTube is a practical application obtained 48.3% in the agree category. The statement that the material presented on YouTube is attractive and easy to understand obtained 41.4% in the agree category. The statement concerning material contained on YouTube obtained 48.3% in the agree category, while the statement that YouTube material is suitable for all learning styles also obtained 48.3% in the agree category.

The statement that YouTube made students more creative and innovative obtained 48.3% in the agree category. The statement that YouTube was enjoyable for students obtained 37.9% in the strongly agree category. The statement that YouTube increased curiosity and respect for other people's opinions obtained the highest percentage of 48.3% in the agree category. Several other statements also fell within the agree category. Overall, the use of video-based learning media to improve students' achievement in speaking skills received a highest response of 48.3% in the agree category and a lowest response of 3.4% in the strongly disagree category. The findings indicate that video-based learning media can make it easier for students to learn at home and at school.

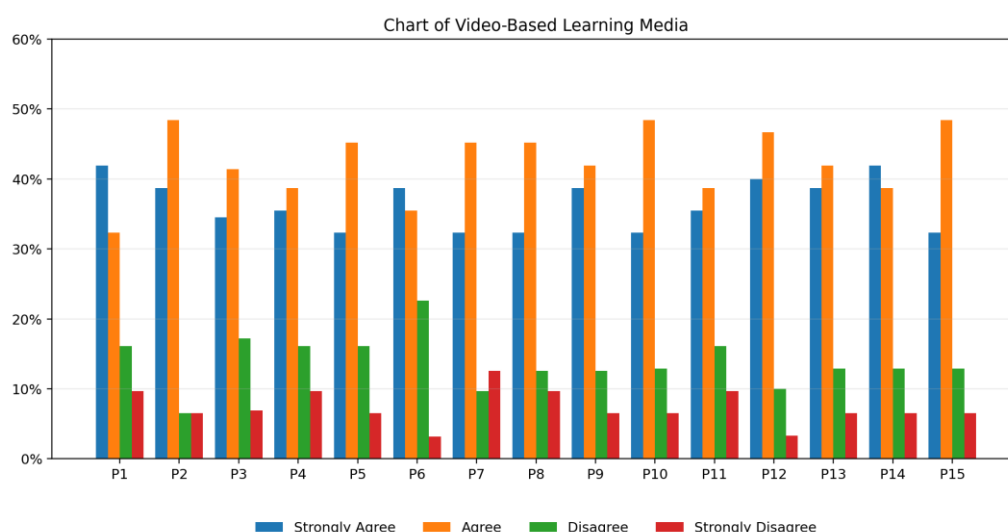


Figure 2. Responses to Video-Based Learning Media

The table also contains statements concerning the use of video-based learning media to improve students' achievement in speaking skills at a Madrasah Aliyah. The researchers used 15 questions to examine students' responses to video-based learning media. The highest result was 48.4% in the agree category. The second-highest result was 46.7%, also in the agree category, while the third-highest result was 45.2% in the same category. The lowest result was 3.3% in the strongly disagree category, followed by 6.5% in the strongly disagree category. These results show that agree was the dominant response category.

The research results concerning video-based learning media can be described as follows. In the strongly agree category, the highest percentage was 42%, while the lowest was 32.3%. In the agree category, the highest percentage was 48.4%, while the lowest was 32.3%. In the disagree category, the highest percentage was 22.6%, while the lowest was 6.5%. In the strongly disagree category, the highest percentage was 9.7%, while the lowest was 3.3%. Based on the overall findings, students who agreed with statements concerning the use of video to improve achievement and speaking skills reached a highest percentage of 48.4%. Students who did not favor video-based learning media accounted for 6.5%.

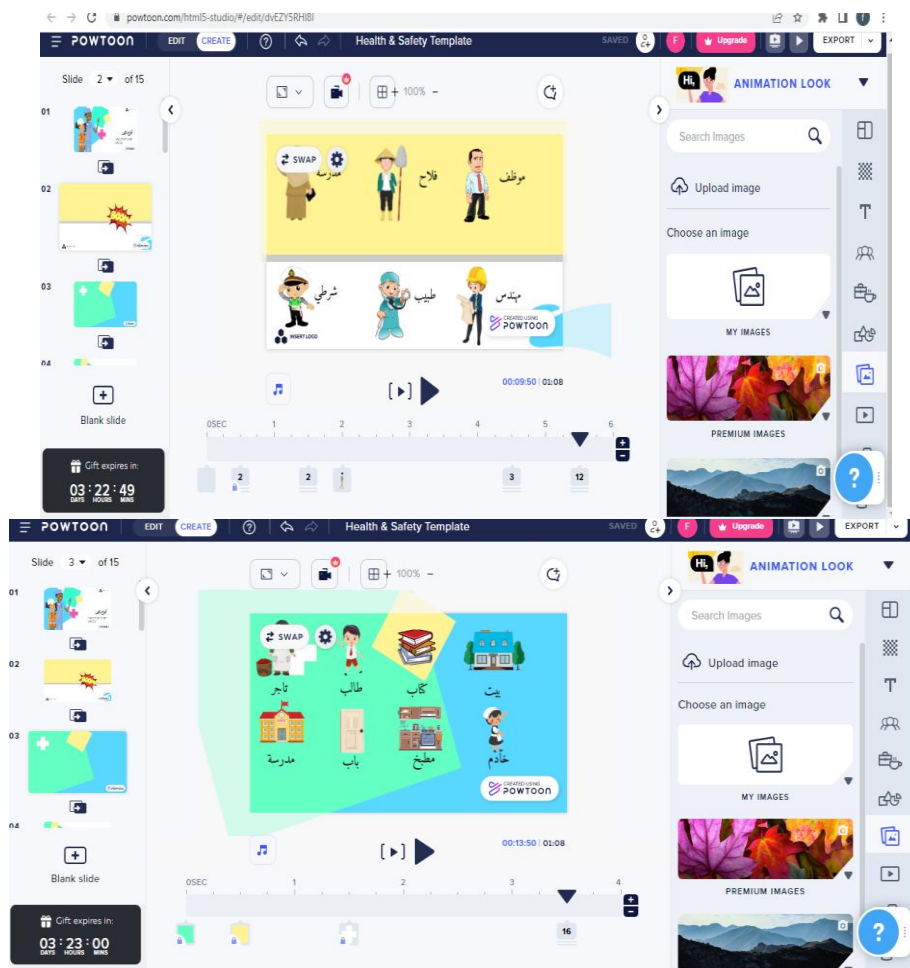


Figure 3. Examples of the Powtoon Application

The figures show one example of Arabic audiovisual learning media created with the Powtoon application, which represents a form of technological development with a major impact on learning and education. YouTube is another learning application that is easy to access because it is commonly available on Android devices. Video-based learning media have an important effect on students, particularly in improving achievement and speaking skills. These media support learning by enabling students to access the many videos uploaded to YouTube. Students can replay and listen again to parts of material previously presented at school so that they can understand it more thoroughly. Teachers also benefit from YouTube-based learning media.

The use of video in learning during the digital era is believed to help students master speaking skills. Learning media that use video are therefore needed because they can influence students' speaking ability. Media are channels that convey messages and stimulate thought, thereby encouraging students' learning processes. YouTube can support learning because audiovisual media are particularly suitable for contemporary Arabic instruction. As an audiovisual medium, YouTube presents learning materials through hearing and sight, creating an atmosphere in which students can acquire new knowledge and develop creativity. One advantage of YouTube is that it provides effective instructional resources capable of involving students whose learning styles are suited to modern media.

The findings revealed that most students responded positively to the use of YouTube as a medium for teaching speaking. Audiovisual media can strongly influence students' motivation and learning outcomes when teachers optimize them through suitable techniques, activities, video content, and learning objectives. Video can improve students' language ability and strengthen their confidence in speaking. Based on the students' responses, audiovisual

instruction for practicing speaking skills was considered effective. YouTube videos influenced speaking skills by motivating students to learn and making learning more effective and enjoyable.

The study of YouTube-based video learning media found that many students liked and supported its use in education. The study employed a quantitative method involving numerical data. The researchers collected data by visiting the research site directly in order to obtain valid information from the original source. A quantitative approach made it easier to prepare the scientific report through tables, pie charts, bar charts, and line graphs based on data with clear sources and conditions at the research site.

This study aimed to facilitate learning for teachers and students. Most schools have used audiovisual learning media such as YouTube. It also aimed to determine the influence of video on students' speaking skills and to help students practice those skills. A small number of schools, however, do not use online learning media, including boarding schools that prohibit mobile phones and schools located in remote areas. The researchers therefore expect future studies to assist schools that have not yet used video-based learning media so that they can adopt these resources easily in accordance with contemporary technological development.

CONCLUSION

Based on the findings, it can be concluded that audiovisual learning media provided through YouTube can help teachers present material, help students understand lessons, and develop their speaking ability and skills by watching videos uploaded to YouTube. The study involved 30 students and produced a chart showing the percentages of students who agreed, strongly agreed, disagreed, and strongly disagreed with the use of audiovisual learning media. The table also presents the statements tested with the students. The results indicate that YouTube-based learning media were categorized as highly feasible and could help students improve their achievement in speaking skills.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used ChatGPT only to assist with grammatical review. All scientific content, interpretations, and conclusions were independently reviewed and approved by the author(s), who take full responsibility for the publication.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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