THE EFFECTS OF USING VIDEOS IN ENGLISH SPEAKING LESSONS ON HIGH SCHOOL STUDENTS' SPEAKING PERFORMANCE, KIEN GIANG PROVINCE, VIETNAM

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Abstract:
Students' speaking abilities are widely thought to play an important role in speaking classes and high school English teachers endeavor to improve their students' speaking performance. The purpose of the current study was to examine whether incorporating videos before and after speaking sessions had a substantial impact on students' speaking development. The participants were 78 high school students in Kien Giang province. The study used a quasi-experimental mixed-methods design. The participants were organized into two groups: the control group and the experimental group. Both groups underwent a pre-test to check group homogeneity and for later comparison. The students in the experimental group participated in the speaking class where video integration was introduced at the beginning and end of each lesson whereas the students in the control group attended regular speaking classes. The intervention lasted for twelve weeks. A posttest was then given to students of the two groups to check progress in speaking performance. Furthermore, the attitudes of the students in the experimental group were measured using Likert-style questionnaires and semi-structured interviews. Data collected from the pre-test, post-test, and questionnaire were subjected to analysis via SPSS. The findings of the study indicate that the application of videos in speaking classes significantly influenced students' speaking performance. Additionally, students show positive attitudes towards using videos in their speaking classes.

Keywords: speaking performance, videos, attitudes

1. Introduction

Speaking is a linguistic skill that holds universal importance (e.g., Bygate, 1987). Speaking serves as a tool for conveying ideas to others effectively (Kaniadewi, Sundayana & Purnawarman, 2017). Although speaking skill has become one of the compulsory

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learning skills at all levels of student learning English, students' speaking skills still remain ineffective. Based on interactions with high school students, the researchers have observed that many students in English classes are still shy, and some struggle to express basic English sentences. This lack of speaking abilities can be attributed partly to ineffective instructional strategies that motivate students to actively engage in their speaking activities. Thus, of the roles of a speaking teacher, creating conditions for students to develop speaking skills is of paramount importance. Importantly, the teachers need to involve their students in communicating with other peers in English and build students' confidence in using English in speaking classes.

However, Vietnam encounters several challenges in this area. Large class sizes, traditional teaching, and student passivity in learning dominate speaking. As technology develops, students spend more time on their phones for entertainment purposes, this is how we make it possible for them to play and learn at the same time more effectively and efficiently. Derry, Hmelo-Silver, Nagarajan, Chernobilsky, and Beitzel (2006) pointed out that cognitive tools provide numerous opportunities for fostering collaborative learning, which allows students to transfer knowledge. Using sample videos helps students recognize the difference between nonverbal communication through context, and that makes it easier to self-construct the content in response to teachers' requests. These videos act as a springboard for more effective classroom activities; therefore, using videos in teaching speaking could promote student learning of English effectively. These challenges necessitate the study of the effects of using videos in English-speaking lessons on high school students' speaking performance. The purposes of this study are two-fold. Firstly, it is aimed at investigating the effects of using videos on EFL students' speaking performance. Secondly, it explored students' attitudes towards the use of videos to boost their speaking performance. The study was conducted with 10th grade students enrolled in the general education program offered by the publisher. Data collection includes pre-test, post-test, questionnaires, and interviews. The findings report insights into the influence of using videos to teach speaking performance.

2. Literature review

2.1 Speaking performance

Speaking performance is the process of interpreting and conveying information to others in the most accurate and effective way. According to Brown and Yule (1983), speaking is the individual's ability of a speaker to convey information in an effective way. Bachman and Palmer (1996) contend that speaking performances are a combination of the relationship between linguistic competence and the context of language use. Chapelle (1999) stresses that speaking performances involve the ability to interact with listeners accurately and fluency in communication context.

Proficiency in English speaking is extremely important; therefore, this enables individual learners to convey intended messages, and mastering speaking abilities

contributes to these learners' success in making meaningful conversations in the language (Nunan, 1995).

Context has a strong impact on the development of English-speaking skills through actions and gestures. On the other hand, Abdul (2016) shows that speaking is a process of creating and transferring meaning in various contexts through the use of verbal and nonverbal symbolism.

2.2. Videos

Video is a powerful learning tool widely used in teaching and learning settings (Greg & Kearsley, 1994). Besides, videos help students promote their cognitive abilities for communication through images and sounds from video contents.

Berk (2009) claims that videos effectively exploit the intelligence and learning style of students through the audio image of video clips, thereby promoting the active and dynamic participation of students in the classroom. Therefore, video is defined as a selection and arrangement or a sequence of messages in an audiovisual setting (Canning-Wilson & Wallace, 2000). The use of video techniques allows students to obtain information generated in a real-life context, and as a result of this impact, it increases student learning.

Haq and Agustina (2022) contend that video technology acts out its role as an instructional medium. Videos are tools for facilitating language teaching and assisting students in mastering speaking. Cakir (2006) states that videos serve as the most promising media that allow students to practice the materials they have learned through different methods.

2.2.1. Types of videos

There are several types of videos used in teaching speaking skills. Long, Logan and Waugh (2016) classify video types as follows: (a) the Instructor-Developed Video (IDV), (b) the Alternative Source Video (ASV), and (c) the Guest Speaker's Lecture (GSL).

Instructor-Developed Video is defined as videos produced directly by the instructor for his/her lectures. These videos are developed in collaboration with a campus studio or generated using Blackboard Collaborate. These feature the teacher on video recording of information points. The slides' content altered to match the teacher's lessons. Alternative Source Video is defined as videos not produced by the teacher but selected from existing online video resources. Alternative Source videos were from well-known YouTube channels such as National Geographic and the natural world.

Guest Speaker's Lecture consists of an audio-recorded lecture delivered by the teacher through text, images, and charts.

Checking the quality, contexts, and language use is considered a problem of videos in teaching. As a result, in this study, the videos from other sources were chosen from internet resources, and then adapted to suit the topic and content set by the school curriculum or learning programs.

2.2.2. Using videos in language learning

Using videos to help teachers check students' understanding of the lesson, fluency when practicing speaking performances. According to Jones and Bignall (1992), video in the classroom has mostly been used as a source of information for teachers and students. Shrosbree (2008) reveals that video approaches aid learners in understanding knowledge by placing it in a real-life setting. It makes studying close to actual situations conversation. Nguyen and Le (2012) relates that there were two reasons, First, these techniques are thought to aid students in negotiating conversational meanings and preventing communication breakdown. Second, for the methods to be properly taught and performed, the selection of these strategies was also influenced by the video selection and the chapter content of the course material. Videos can be used to educate students about the different types of English spoken around the world and provide true resources for learning to speak.

2.2.3 Benefits of videos in speaking

Video can be used as a method to encourage creativity, meaning-making, and fostering dialogue among students (Goldfarb, 2002). Thus, the purpose of using videos to help promote the subject's role, positivity, initiative, and creative thinking ability of students is highly effective. Video could help enhance learning objectives in a limited amount of time and pique students' desire to become more independent (Wagener, 2006).

Students feel more excited, bold, and confident in communicating because they are already the subject of the communication situation. Shrosbree (2008) pointed that video allows students to observe the context of the conversation, the speaker's body language, and other visual aids to comprehension.

Bickmore, Kimani, Shamekhi, Murali, Parmar, and Trinh (2021) found the significance of non-verbal activities that influence speaking performance. It can be said that videos can successfully influence student behavior by motivating them to be proactive and responsive, increase their capital, and speak fluently. Students cannot only hear how native speakers speak, but also observe and learn how they behave when speaking through video. According to Jensen, Mattheis and Johnson (2011), as a method of incorporating videos into the language learning process, video projects present various chances for learners by generating more dynamic and engaged classrooms, as well as boosting positive confidence and individual dependency.

Students' speaking skills are influenced by their pronunciation, grammar, vocabulary, fluency, and comprehensibility. Videos in EFL classrooms can benefit students' speaking skills in terms of their pronunciation, intonation, grammar, vocabulary, fluency, and comprehension

Video facilitates participants to improve the meaning and lexical complexity of previous input media (Butarbutar & Sauhenda, 2022). Another great advantage to teaching speaking is the ability of video to cover the nonverbal aspects of communication very effectively. Videos allow access to things, places, people's behavior, and events (Jalaluddin, 2016).

2.2.4. Principles of using videos on language learning

To use videos effectively, teachers need to ensure the principles of video selection such as selecting - focusing on the important information, organizing – mentally building a coherent structure, and integrating - using relevant prior knowledge. Brame (2016) pointed out that when making the best use of video in classroom, instructors should pay attention to the following three factors: mental effort participation in the class active learning, choosing videos that are neither too long nor too short but must be suitable for the time of the activities the teacher assigns to the students, the content must be clear, the pronunciation is correct, the images are honest and the content must be relevant to the content before and during the lesson. The learning topic should be covered in videos and presented in an easy-to-understand way. Furthermore, the videos should be at a suitable speed, neither too fast or too sluggish (Long et al., 2016).

2.2.5. Relationship between videos and speaking performances

A typical issue that most students face is passive learning and a lack of confidence when speaking English. By encouraging students to speak professionally and effectively, video can successfully influence their behavior (Butarbutar & Sauhenda, 2022). According to Dahlstrom-Hakki, Alstad and Banerjee (2020), the usage of video encourages students to participate in discussions more, which makes it simpler to access their cognitive capacities, such as awareness, attention, noticing, and comprehending, which in turn promote speaking skills. In class, students confidently practice speaking by imitating native speakers after watching the video. Chien, Hwang and Jong (2020) pointed that video can be used to enhance students' English speaking skills during class activities. Participants can use video to clarify the meaning and lexical complexity of earlier input media. Accordingly, the more opportunities they have, the more they create or speak by recreating the video's topic in order to match the outcomes (Richards, 2008). According to the studies cited above, there is a strong connection between speaking performance and video content.

2.3 Related studies

The literature on the relationships between video and student speaking performances has been thoroughly analyzed. On the one hand, it appears that not much research has been done in this field. On the other hand, numerous research has been done to look at how video affect how well students learn languages. In this section of the thesis, studies that are tangentially connected to using video to learn speaking are thoroughly analyzed to offer a useful evidence base for conducting this research. Besides using video to teach speaking, we can also use video to teach other skills such as reading, writing that also bring very positive effects to students.

Tarnopolsky and Degtiariova (2003) pointed out that one of the main technology instruments utilized to achieve this strategy at the pre-reading stage is video. It acts as a reading encouragement tool as well as an introduction to the ideas and substance of the reading material. Video in writing skills help teachers save time so they can give feedback

to more students without being limited in-class time. The participants are first- and second-year students at the university, they have English classes twice a week, two hours (90 minutes) for each class. The article explores methods for building a more successful procedure for teaching reading in English to Business and Economics students, specifically those students who are primarily interested in improving speaking and listening skills.

Özkul and Ortaçtepe (2017) said that through recorded videos of their instructors commenting on and making corrections to their written assignments. This experimental study looked into the use of video feedback as an alternative to feedback with correction codes in an institution where the latter was regularly employed for teaching process-approach English as a foreign language (EFL) writing. This study has provided empirical evidence for the advantages of video feedback over written feedback. Video feedback seems to be an eligible practice in process writing. This research was carried out at an English preparatory school affiliated with a private university in Istanbul, Turkey. The data was gathered in two B1 level classrooms (i.e., intermediate, according to the Common European Framework of Reference).

Shabiralyani and colleagues (2015) contend that the usage of visual aids in schooling is crucial. Visual aids are tools that teachers employ in the classroom to facilitate and make learning more engaging for students. The best method for effective teaching and knowledge transfer is using visual aids. This study investigates teachers' perspectives on the use of visual aids as a motivational technique in improving students' attention when reading literary texts. To achieve the research's goal, a closed-ended questionnaire was employed to collect the necessary data. Primary data was employed to collect information in this study. Another study "Using Authentic Videos to Improve EFL Students' Listening Comprehension" made by Kim (2015). Or The impact of immersive strategy with English video clips on EFL students' speaking performance: an empirical study at senior high school written by Muslem, Zulfikar, Ibrahim, Syamaun, Saiful, & Usman (2019). However, these studies have not explored the use of video for students' performance. In addition, the video has also contributed to influencing listeners' enjoyment of music and other fields such as "The effects of race, gender, and fandom on audience interpretations of Madonna's music videos", "A Subjective Study to Evaluate Video Quality Assessment Algorithms", so on.

As presented earlier, the use of videos in language education has not been a new topic of research. Various studies have been conducted to examine the effects of using videos on student performance using different research methods. However, while some studies used only either questionnaires or interviews as the main research instruments, some other relied mainly on pre-test and post-test design to explore the effects of videos. Also, researchers have only investigated the issue from university students, so the results could not relevantly be applied to other groups of students such as high school students.

Therefore, a research gap remains due to the absence of a mixed-methods approach in examining the effects of videos on students' speaking performances. This study was conducted to fill that gap. Besides, it is believed that the findings contribute to

more comprehensive evaluation of the use of audio-visual materials in language education.

3. Research methodology

The research design used in this study is a combined method approach to ensure that the data collected to answer the two research questions are complete and reliable. Tashakori and Teddlie (1998) define mixed model studies as those that "*combine qualitative and quantitative approaches in several different stages of the research process*". The researcher chose this method because using both methods give a more complete understanding of the research problem than using either method alone. The experimental groups and control group in this research will teach the same activities but the experimental groups which will teach by using the combination of video with speaking class.

The intervention implemented in twelve weeks was designed to test the effects of video on EFL students' speaking performance. During the intervention, both groups received face-to-face instructions in English from topic 6 to topic 10. The control group was taught to speak in traditional ways. Meanwhile, for the experimental group, certain videos were implemented and students' speaking performance was measured.

To collect quantitative data for the study, the pre-test and post-test which were designed in the form of VSTEP (Vietnamese Standardized Test of English Proficiency) speaking format were administered. In order to collect the qualitative data for the study, the semi-structured interview was conducted to document in-depth information about the attitudes of the participants in the experimental group towards using video in speaking performances.

There were 78 students in two classes 10A1 and 10A2 at a high school in Kien Giang Province. They took part in this study and were divided into 2 groups the experimental group and the control group. Each group included 39 students at EFL pre-intermediate level. All the student participants from the two groups were at the same age from15 to 16 and they all had learned English from grade 3 to the time of data collection. The material that was used in the study for the two groups was the textbook "English 10 global success" published by MoET. To explore the two research questions, this design integrated both quantitative and qualitative approaches, including the use of questionnaires and interviews based on the evaluation criteria of teaching hours issued by the MoET.

The pre-test was used to measure the students' speaking performance before the intervention. The post-test was conducted to measure the speaking performance of the students after they had experienced the twelve-week intervention. The purpose of the pre-test is to know students' prior knowledge. It gives to both groups experimental and control groups. It is expected the level of proficiency between the two groups to be equal. After taking the pre-test, the students in the experimental groups receive the treatment (by watching videos) while the control group will receive the whole class teaching

method. Post-test is the same as the pre-test in terms of form and content. The purpose of the post-test is measurable the effect of the videos on students' speaking performance.

The MoET English curriculum was used to create the pretest and posttest questions, according to the Vietnamese Ministry of Education and Training (MoET, 2014). The students from experimental group and control group were required to take a speaking test on the topic of environment by two independent judges who marked based on the analytic marking scale. The format of the speaking pre-test is similar to the VSTEP speaking test consisting of 3 parts, including social interaction, discussion and development (Truong et al., 2021). Students were required to speak for about 10 minutes during the test. The topic of the test was about environment which was taught during the intervention. The scoring rubrics for speaking rubric by MoET (2012), which is often used to measure the English language proficiency of Vietnamese students, was adopted in this study to assess student speaking performances. There are five components of the assessment criteria including pronunciation, grammar, vocabulary, fluency, and comprehensibility (see Appendix 3). A point system with five levels is used for each criterion: very good (5 points), good (4 points), fair (3 points), poor (2 points), and very poor (1 point). For the purpose of data analysis, all raw scores were converted to a 10-point scoring scale.

In addition to the tests, questionnaires were employed in this study. According to Bell (1993), questionnaires can be a great tool to swiftly and inexpensively gather many types of information. In addition, Selinger and Shohamy (1989) noted that questionnaires were mostly employed to gather information on phenomena that were difficult to perceive, such as attitudes, motivation, or conceptions. Additionally, questionnaires could make it easier to swiftly gather a lot of data. In this study, the questionnaire aimed to find out students' attitudes towards using videos in learning to speak lessons. All of the participants from the experimental group were asked to respond to the questionnaire. To respond to the questions, the researcher uses a scale of degree of agreement that ranged from Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), and strongly agree (5) The questionnaire, comprising 29 five-point Likert Scale items aranging from "strongly disagree" to "strongly agree", was divided into three main sections, regardless of the first section of the participants' personal information. The second section included items of three clusters that investigated EFL students' understanding of the use and effects videos in speaking lessons. The third section was to explore students' attitude towards learning speaking by watching videos. It was constructed based on the speaking rubrics and definitions from the literature review. The questionnaires were originally designed in English and then translated into Vietnamese to ensure that no language barriers could prevent participants from expressing their opinions. In other words, the researcher wanted to help students understand the Items easily so that they could give correct information.

Interviews were conducted with students from the experimental group to explore the effects of videos on students' speaking. According to Punch (2013), the interview is an excellent method for learning about people's perspectives. In this study, six students

from the experimental group were invited to take part in the interview process (from three different levels of performances in the tests: two students with the highest scores, two with average, and two with the lowest scores). Each interview lasted approximately five minutes. The students were asked to answer five questions in Vietnamese instead of English because it is believed that the participants could express their views without experience any language barriers. Student responses were then transcribed, translated and analyzed.

4. Findings

4.1 The effects of videos on students' speaking performances
4.1.1 Normality test

Table 4.1: Tests of Normality of pre-test and post-test

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Examiner 1	Experimental group	.198	39	.001	.909	39	.004
	Control group	.166	39	.008	.937	39	.033
Pretest Examiner 2	Experimental group	.202	39	.000	.910	39	.004
	Control group	.170	39	.006	.926	39	.013
Posttest Examiner 1	Experimental group	.179	39	.003	.935	39	.026
	Control group	.154	39	.020	.929	39	.024
Posttest Examiner 2	Experimental group	.130	39	.094	.943	39	.181
	Control group	.157	39	.016	.938	39	.032
a. Lilliefors Significance Correction							

Das and Imon (2016) believe that the value of the Shapiro-Wilk Test (with sample size N < 50) p <= 1 indicates that the hypothetical test of normality is good. Table 4.1 shows Shapiro-Wilk test all significantly are less than 1, so it can be concluded that this test is normally distributed as the following the Normal Q-Q plot of pre-test and post-test (Figures 4.1 and 4.2). Most of the data points were close to the diagonal line on the chart so we concluded that data are normally distributed.
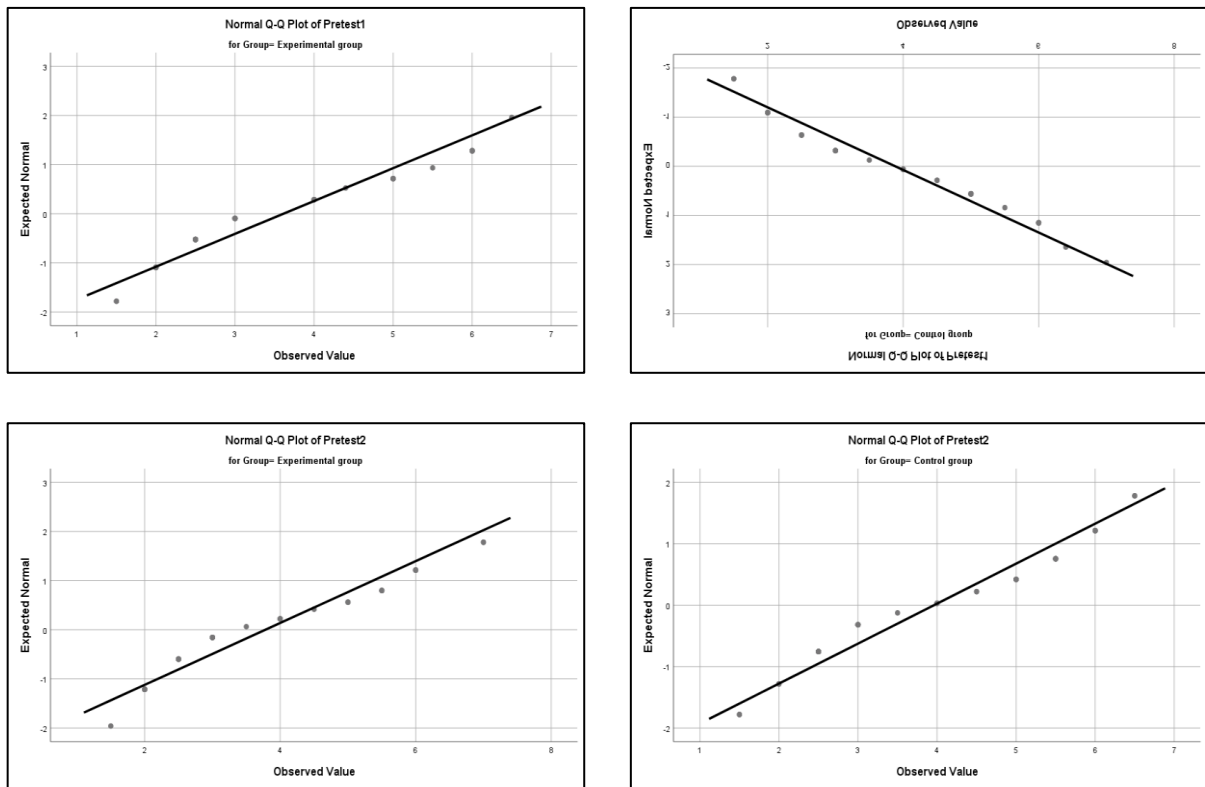
Figure 4.1: Normal Q-Q plots results for Pretests of the control group and experimental group
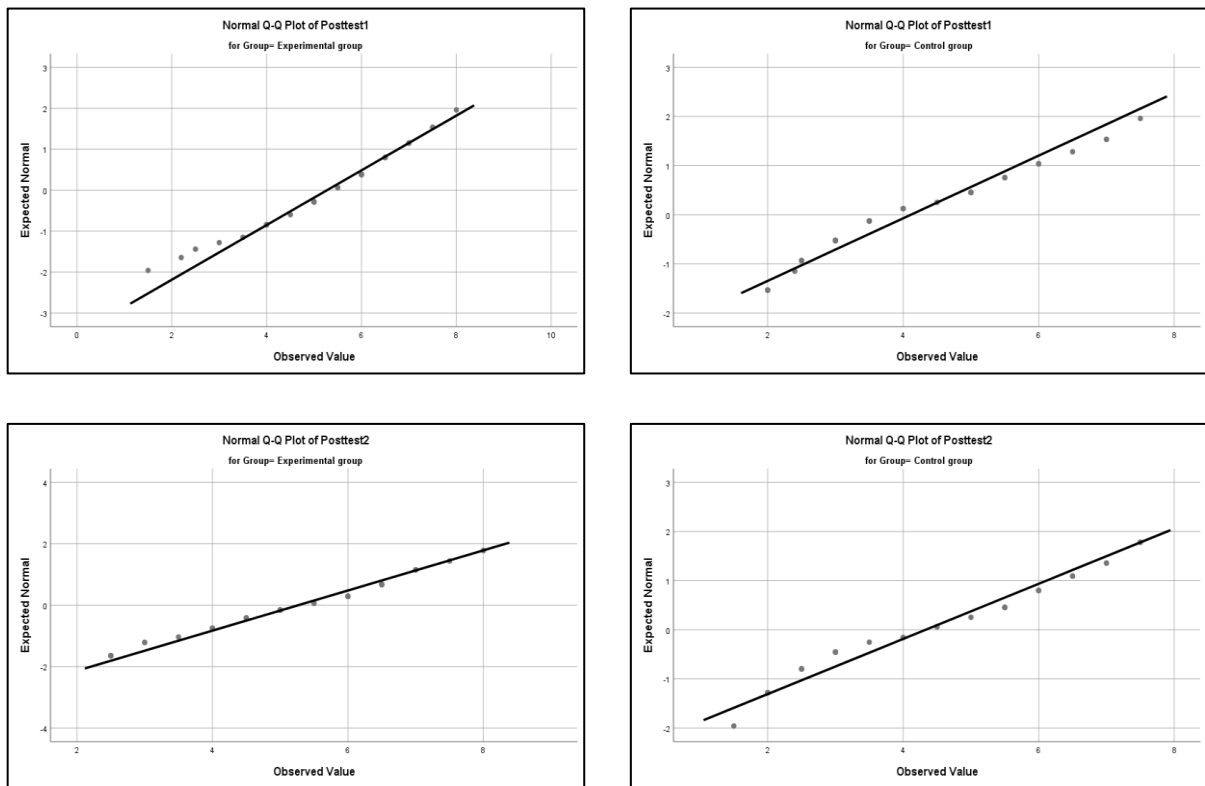

Figure 4.2: Normal Q-Q plots results for Post-tests of the control and experimental group

Based on the Q-Q plots of the pre-test and post-test results of both groups, it was clearly claimed that the underlined points are all above the trend line, as can be observed. This demonstrates that the distribution is a normal distribution.

4.1.2 Reliability of tests and examiners

The purpose of the pre-test was to check the students' speaking ability of the two groups before treatment. After collecting data from the speaking pre-test, the researcher initially ran the scores to check the reliability of the test to ensure that the score was reliable. The results are presented in Table 4.2.

Table 4.2: Reliability Statistics of speaking pre-test of the control and experimental group

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
EG	937	.937
CG	.937	.974

The results of the test show that the reliability coefficient of the Cronbach's Alpha scale for pre-test of the experimental group was .974 > .7 and control group was .937, > .7 (see Table 4.2). Therefore, both tests were reliable.

Table 4.3: Reliability Statistics of speaking post-test of the control and experimental group

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
EG	.912	.916
CG	.883	.884

Table 4.3 shows that the reliability coefficient (Cronbach's Alpha) of the post-test of EG was .912 (α >.7) and CG .883, it indicated that these tests had a high degree of reliability for use in this study.

Similarly, to determine if the two examiners agreed with each other in scoring student papers, correlation of inter-examiners was run on test scores of both groups. The results are presented in Table 4.4 and Table 4.5.

Table 4.4: Correlation of inter-examiners for the pre-test of control and experimental group

EG	Pearson Correlation	.950**
	Sig. (2-tailed)	.000
	N	78
CG	Pearson Correlation	.915**
	Sig. (2-tailed)	.000
	N	78

**. Correlation is significant at the 0.01 level (2-tailed).

As can be seen in Table 4.4, the connection the speaking scores of the pre-test of two groups students as determined by two examiners using the Person correlation coefficient. The symbol ** indicates that this pair of variables has a linear correlation at the 99% confidence level (corresponding to significance level 1% = .01). the *r* value for the two sets

of scores given by the two examiners was a strong at .950** and .915** with the level of significance of .000, which indicates that the two raters agreed with each other in scoring student performances in the pre-test.

Table 4.5: Correlation of inter- examiners for post-test in control and experimental group

EG	Pearson Correlation	.845**
	Sig. (2-tailed)	.000
	N	39
CG	Pearson Correlation	.791**
	Sig. (2-tailed)	.000
	N	39

Table 4.5 shows that there was a correlation between the scores of the two examiners of those mentioned tests (*N=39, r=001*). The r value of .845** and .791** for the two sets of scores assigned by the two examiners were strong and the level of significance was .000, smaller than .01, which indicates that the two raters agreed with each other in scoring student performances in the post-test.

4.1.3 Difference between two group in pre-test

Independent Sample-t-Test is used to compare the mean of two groups in pre-test of control and experimental group to see the speaking ability of the two groups before the intervention. The results are presented in Table 4.6.

Table 4.6: Independent Sample-t-Test on pre-test of both groups

Group Statistics					
	Group	**N**	**Mean**	**Std. Deviation**	**Sig. (2-tailed)**
Mean Pre-test	**EG**	39	3.69	1.52	.555
	CG	39	3.90	1.53	

Table 4.6 shows that that there was no statistically significant difference in pretest score between the EG and the CG before treatment since the Sig (2-tailed) value of .555 was greater than alpha value .05 *(p =.555, p >.05)*. In other words, the variability of mean scores in both groups was not significantly different. It means that the students of both the CG and EG had the same knowledge level before the intervention. Hence, it can be concluded that the students in both groups had the same speaking ability before the intervention.

4.1.4 Difference between two groups in post-test

The post-test was delivered to the participants to check whether their speaking performance in the two groups was the same or different after treatment. The scores of each post-test of the two groups were analyzed with a Group Statistics, Independent Samples T-test was run to compare the mean scores of both groups after the intervention.

Table 4.7: Independent Sample-t-Test of two groups' post-test

Group Statistics					
	Group	**N**	**Mean**	**Std. Deviation**	**Sig. (2-tailed)**
Mean	**EG**	39	4.51	1.71	.495
Post-test	**CG**	39	4.24	1.75	

The mean scores of 39 students in the control group and the mean scores of 39 students in the experimental group were compared using Independent Samples T-test. As shown in Table 4.7, the control group's mean score was statistically lower than the experimental group's (M$_{CG}$= 4.24 vs. M$_{EG}$= 4.51). However, *the Independent Sample-t-Test* reveals a significant difference in mean scores between the two groups. The results with sig (2-tailed) =.495 greater than .05 (greater than the alpha value .05) suggest that there was no significant difference between the two groups in the post-test, meaning that the experimental group did not outperform the control group.

4.1.5 Difference between the pre-test and post-test of the control group

To examine the difference between pre-test and post-test, *Paired Samples-t- Test* were run for the control group. The results are presented in Table 4.8.

Table 4.8: Paired Samples t-Test of pre- and post-test of the control group

Paired Samples Statistics						
		Mean	**N**	**Std. Deviation**	**Sig. (2-tailed)**	**t**
Control group	**Pre-test**	3.92	39	1.506	.012	- 2.62
	Post-test	4.22	39	1.609		

When comparing the mean scores between pre and post-test, students in the control group experienced a modest increase in speaking ability, as shown in Table 4.8. The mean score on the pre-test of the exam was 3.92, while the mean score post-test was 4.22, with Sig. (2 tails) of .012 < .05, (*p =.012, p < .05*) in CG. This shows that the CG group's mean score differs from the pre-test and post-test.

4.1.6 Difference between the pre-and post-test of the experimental group

To compare the difference between the pre-test and post-test, *Paired Samples t-Test* was run for experimental group. The results are presented in Table 4.9.

Table 4.9: Paired- Samples t-Test at the pretest and posttest of the experimental group

Paired Samples Statistics						
		Mean	**N**	**Std. Deviation**	**Sig. (2-tailed)**	**t**
Experimental group	**Pre-test**	3.73	39	1.53	.000	- 6.73
	Post-test	4.26	39	1.72		

Table 4.9 shows that the students in the experimental group improved their speaking performance when comparing the mean scores between the pretest and posttest. In particular, the pretest mean scores were 3.73, while the posttest mean scores were 4.26.

With the standard deviation of 1.53 and 1.72 respectively, it means that there was more variability in the post-test scores of the EG. Also, Sig. (2-tailed) was .00, which was smaller than the alpha value .05. It meant that there was a difference between the pretest mean scores and the posttest mean scores in the EG. In other words, the students of the EG improved their speaking performance after the intervention of using videos.

The findings demonstrate that throughout the initial phases of retention, students in the experimental group learned speaking more effectively than those in the control group.

4.1.7 Comparison of component scores between the control group and experimental group

According to the grading scale of students' speaking performance, the quality of the student's speaking through 5 criteria including Pronunciation, Vocabulary, Grammar, Comprehension and Fluency is measured. The results of the pre-tests of the two groups were compared *using Independent Sample-t-Test* software, as shown in Table 4.10.

Table 4.10: Independent Sample t-Test of pre-test of the two groups (five components)

Independent Sample-t-Test						
	Group	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Pronunciation	EG	39	.714	.292	-1.26	.210
	CG	39	.799	.298		
Vocabulary	EG	39	.582	.251	-.105	.917
	CG	39	.588	.221		
Grammar	EG	39	.979	.384	-.371	.712
	CG	39	1.009	.346		
Comprehensibility	EG	39	.680	.324	-1.09	.276
	CG	39	.762	.334		
Fluency	EG	39	.740	.454	-.160	.873
	CG	39	.755	.393		

The average scores for pronunciation, vocabulary, grammar, comprehensibility, and fluency in the students' speaking test are shown in Table 4.10. The experimental group's mean pronunciation score was .714 compared to the control group's mean score of .799. According to the data, the experimental group's results appeared smaller than the control group. However, the Independent Samples t-Test value of .210 (*p>.05*) revealed insignificant difference in speaking ability between the two groups.

Similarly, the vocabulary mean score of the experimental group was .582 while the score of the lower than control group was .588. However, a p-value of .917 (*p>.05*) shows no significant difference between the scores of the two groups. The Grammar section, the score of the control group was 1.019 greater than the experimental group .979 and the p value of .712 (*p >.05*) further proved that there was no significant difference between the scores of the two groups. Comprehensibility section result of the control group was .762 and .680 of the experimental group. The p value of .276 (*p>.05*) indicates that there was no significant difference between the scores of the two groups. Fluency was the final

component score from the previous tests compared between the two groups. Fluency result of the control group was .755 greater than that of the experimental group, which was .740. The p value of .873 (*p>.05*) proves that there was no significant difference in the fluency results of the two groups.

To compare the differences of the two pre-test and post-test of two groups in terms of five components, *Independent Sample t-Test* was performed, as noted in Table 4.11.

Table 4.11: Independent Sample t-Test of post-test of two groups in terms of five components

Independent Sample-t-Test						
	Group	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Pronunciation	EG	39	1.095	.303	4.564	.000
	CG	39	.791	.285		
Vocabulary	EG	39	.855	.291	4.564	.105
	CG	39	.744	.303		
Grammar	EG	39	1.175	.277	1.642	.051
	CG	39	1.031	.358		
Comprehensibility	EG	39	.978	.280	1.642	.020
	CG	39	.807	.349		
Fluency	EG	39	1.077	.368	1.984	.013
	CG	39	.846	.435		

Table 4.11 reveals that the mean post-test scores of the two groups differ statistically significantly after invention. Specifically, the Sig (2-tailed) of pronunciation, fluency, and coherence were all substantially lower than the alpha value .05 (*p*=.00, .02, .01 < *p.05*), that was corroborated between the control and experimental group, there were substantial variations in the achievement of the given requirements. The use of videos in speaking influenced students compared to no videos were used in teaching speaking.

To compare the differences of the two pre-test two groups in terms of five components, a *Paired Samples-t-Test* was performed to the control group.

Table 4.12: Difference between pre-, post-test of the control group in speaking components

Paired Samples t-Test							
		Mean	SD	Correlation	t	df	Sig. (2-tailed)
Control group	Pronunciation - Pre	.799	.298	.736	.211	38	.834
	Pronunciation - Post	.791	.285				
	Vocabulary - Pre	.588	.221	.715	-4.602	38	.000
	Vocabulary - Post	.744	.303				
	Grammar - Pre	1.009	.346	.762	-.552	38	.584
	Grammar - Post	1.031	.358				
	Comprehensibility - Pre	.762	.334	.823	-1.383	38	.175
	Comprehensibility - Post	.807	.349				
	Fluency - Pre	.755	.393	.876	-2.683	38	.011
	Fluency - Post	.846	.435				

Table 4.12 shows that students in the control group exhibited a moderate increase in speaking ability when comparing mean scores pre and post-test smaller than .05 (*p*-Vocabulary =.00, *p*-Fluency =.011< p .05.) in CG. This demonstrates that the mean score of the CG group differs. However, regarding pronunciation, grammar and comprehensibility, the results of the test show that there was no difference in the mean score of the CG group.

Table 4.13: *Paired Samples t-Test* of pre-and post-test of the experimental group

Paired Samples-t-Test							
		Mean	SD	Correlation	t	df	Sig. (2-tailed)
Experimental group	Pronunciation - Pre	.714	.292	.608	-9.032	38	.000
	Pronunciation - Post	1.095	.303				
	Vocabulary - Pre	.582	.251	-.008	-4.405	38	.000
	Vocabulary - Post	.855	.291				
	Grammar - Pre	.979	.384	.695	-4.432	38	.000
	Grammar - Post	1.175	.277				
	Comprehensibility - Pre	.680	.326	.623	-6.982	38	.000
	Comprehensibility - Post	.978	.280				
	Fluency - Pre	.740	.454	.503	-5.049	38	.000
	Fluency – Post	1.077	.368				

Table 4.13 shows that the average results of the post-test scores for each of the sub-scores for the experimental group differed compared to those of the pre-test (pronunciation, fluency, and cohesiveness). In addition, the sig-2-tailed value of all 5 sub-scores was *p*=.000, indicating a statistically significant difference between the mean scores of the tests before and after the intervention. With a value sig .05, it is possible to conclude that the difference in mean value as well as student skills after doing the experiment is significant.

Statistics shows that experimental group students improved their pronunciation, vocabulary, grammar, comprehensibility and fluency more than those in the control group after 12 weeks of using videos.

4.2 Students' attitudes towards video usage to learn speaking

The questionnaires used to investigate students' attitudes toward using videos in speaking performances were delivered to participants in the EG at the end of the experiment. This section presents the study results based on an analysis of the questionnaire data done by 39 students in the experimental group after the treatment. The following sections presented the reliability of the questionnaire and reported and analyzed the results of the three clusters in detail.

4.2.1 Questionnaires reliability

To reflect the reliability of all of the questionnaire items, Cronbach's alpha was run. Table 4.14 shows the results.

Table 4.14: Reliability statistics of each cluster of questionnaire items

Reliability Statistics	N of Items	Cronbach's Alpha
All of questionnaire items	29	.868
Cluster 1 (Learning speaking performances by watching videos)	14	.755
Cluster 2 (Effects of watching videos on speaking performances)	8	.624
Cluster 3 (Students' attitudes towards learning speaking by watching videos)	7	.798

As shown in Table 4.14, the questionnaire was reliable for the study because the Cronbach's alpha coefficient of the population for the collection of 29 questionnaires was .868. In particular, the Cronbach's alpha result for the cluster of the first fourteen entries was .755, indicating that the fourteen elements in the first cluster were reliable enough for the study. Likewise, the findings demonstrate that the reliability of 8 items in the second cluster and 7 items in the third cluster was relatively high at .624 and .798, respectively. The questionnaire was deemed reliable enough for the study based on the analyses. Individual items from each cluster were tested using a descriptive statistical test as follows to identify respondents for each item.

4.2.2 Students' cognitive attitudes towards speaking learning with videos
A *Descriptive Statistics Test* was run to analyze the individual item from the first cluster to find out the students' cognitive attitudes about learning speaking with videos. The descriptive data of these items, involving frequency, percentage were presented and analyzed in Table 4.15.

Table 4.15: Students' cognitive attitudes towards speaking learning with video

Item	Statement	SD (1) N %	D (2) N %	N (3) N %	A (4) N %	SA (5) N %
1	Watching videos helps me understand the task more easily.	0 0.0	0 0.0	5 12.8	16 41.0	18 46.2
2	Watching videos helps me use meaningful and useful language in a real-life context.	0 0.0	0 0.0	5 12.8	15 38.5	19 48,7
3	Watching videos helps me understand how to use the language instead of learning about it.	0 0.0	0 0.0	8 20.5	14 35.9	17 43.6
4	Watching videos increases my anxiety in speaking activities.	23 59	12 30.8	3 10.3	0 0.0	0 0.0
5	Watching videos helps shy learners to be more comfortable participating in the communication.	0 0.0	0 0.0	4 10.2	15 38.5	20 51.3
6	Watching videos enable me to acquire new experiences.	0 0.0	0 0.0	11 28.2	25 64.1	20 7.7
7	Watching videos is added diversion from classroom activities.	0 0.0	0 0.0	9 23.1	25 64.1	5 12.8
8	Watching videos helps me be happier in learning English.	0 0.0	0 0.0	9 23.1	23 59.0	7 17.9

9	Watching videos helps me remember things better and faster.	0 0.0	0 0.0	9 23.1	22 56.4	8 20.5
10	Watching videos provides models of what I will use in real-life contexts.	0 0.0	0 0.0	11 28.2	21 53.8	7 17.9
11	Watching videos provides intensive and meaningful language to practice speaking.	0 0.0	0 0.0	10 25.6	15 38.5	14 35.9
12	Watching videos helps students learn the target language the same way they learn their mother tongue.	0 0.0	0 0.0	6 15.4	21 53.8	12 30.8
13	Watching videos promote whole-class participation	0 0.0	0 0.0	4 10.3	22 56.4	13 33.3
14	Watching videos should be used timely and sufficiently.	0 0.0	0 0.0	5 12.8	22 56.4	12 30.8

Note: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly disagree

A *Descriptive Statistics Test* was run to analyze the individual items from the first cluster to determine students' attitudes towards learning speaking by watching videos. The findings reveal that the majority of students thought that watching videos had positive effects on their speaking ability.

Specifically, 87.2% students said that watching videos helped them easily to understand the task, while 12.8% of students said that they had neutral or disagreeable opinions. None of them, they should be noted, disagreed strongly in Item1.

Similar to Item 1, most of the students agreed that watching videos improved how to use meaningful and useful language in a real-life context. Expressly, students agreed to account for 87. 2 % with activities, 48.7% of students strongly agreeing and 38.5% of students agreeing. There were only a small number of students who expressed a neutral opinion with 12.8%. No one expressed either strong disagreement or disagreement.

In addition, Item 3, 79.5% students said that watching videos understood how to use the language instead of learning about it. The lowest percentage of students who expressed neutral opinions rated 20.5 %. There was no expressed strong disagreement. It could be inferred that most of the participants agreed with the role of watching videos in speaking performance.

Item 5 was used to measure students' attitudes 89.8% of students agreed that watching videos helped shy students to be more comfortable participating in communication in English. Besides, the students who expressed neutral opinions rated 10.2 % with eight students. No one expressed strong disagreement.

As you seen from Table 4.21, in responding to the Item 5 to Item 14, almost all of the students 87.2% agreed that watching videos should be used when necessary (n=34). On average, 81.5% of students agreed that watching videos helped them developing better speaking and deepen their knowledge and helped them communicate more confidently which made up 84.6%. In addition, 89.7% of students (n=39) agreed that watching videos promoted whole-class participation. Lastly, 89.9% of the students showed that they were disagreeable Item 4 "Watching videos increases my anxiety in speaking activities". It means that they might not experience anxiety in speaking

activities and 10.3% of respondents were neutral in their responses; They were unsure about their answers.

4.2.3 Students' behavior attitudes towards speaking learning with videos

A breakdown of EG students' responses to behavioral attitudes as described in Table 4.16. The majority of EG students agreed that watching videos promoted better speaking skills, encouraged students to be more confident in communicating with friends or foreigners in English. Besides that, it also helped students who developing ideas in speaking performances. The descriptive statistics were computed and presented in terms of Frequency (N), Percentage (%).

Table 4.16: Students' behavior attitudes towards speaking learning with videos

Item	Statement	SD (1) N %	D (2) N %	N (3) N %	A (4) N %	SA (5) N %
15	Watching videos helps me improve my pronunciation.	0 0.0	2 5.1	4 10.3	18 46.1	15 38.5
16	Watching videos helps me improve my grammar use.	1 2.5	0 0.0	4 10.2	16 41.0	18 46.2
17	Watching videos helps me widen my vocabulary.	0 0.0	0 0.0	2 5.1	24 61.5	13 33.3
18	Watching videos promotes my speaking skill more fluently.	0 0.0	0 0.0	3 7.7	22 56.4	14 35.9
19	The situations in the videos help me to be closer to real-life ones.	0 0.0	1 2.5	5 12.8	22 56.4	11 28.2
20	Watching videos encourages me to be more confident to communicate with friends or foreigners in English.	0 0.0	1 2.5	5 12.8	18 46.2	16 41.0
21	Watching videos helps me develop ideas in speaking performances.	0 0.0	0 0.0	10 25.6	17 43.6	12 30.8
22	Watching videos makes the class noisier.	20 51.3	19 48.7	0 0.0	0 0.0	0 0.0

Note: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly disagree

As can be seen in the table, the degree of setting up watching videos helped students widen their vocabulary and promoted speaking skill more fluently was moderate (94.8% and 92.3%, n=39), which was also the highest degree in cluster the students' behavior attitudes towards speaking learning with watching video 86.2% and 84.6% of students (n=39) agreed that students improved pronunciation and grammar by watching videos in speaking skill. Four respondents were neutral, making up for 10.3% who were unsure about their answer. Also, two respondents disagreed with statement Item15 and Item 16, one respondent strongly disagreed. The situations in the videos helped students to be closer to real-life ones were set up based on their current situations (85.9%, n=39) rather than developed ideas in speaking performances. (74.4%). 87.2% (n=39) agreed that

watching videos encouraged them to be more confident to communicate with friends or foreigners in English. 2.5% disagreed with Item 19 and 20. In addition, up to 100% (n=39) students stated that watching videos made the class noisier.

4.2.4 Students' affective attitudes towards speaking learning with videos

Descriptive Statistics Test was collected and tabulated for Frequency, Percentage, as shown in Table 4.17. These descriptive data were similar to the other two types of attitudes indicated before, namely cognitive and behavioral attitudes towards speaking learning with videos.

Table 4.17: Students' affective attitudes towards speaking learning with videos

Item	Statement	SD (1) N %	D (2) N %	N (3) N %	A (4) N %	SA (5) N %
23	Watching videos increases my motivation.	0 0.0	0 0.0	5 12.8	15 38.5	19 48.7
24	Watching videos help me more confident.	0 0.0	0 0.0	8 20.5	14 35.9	17 43.6
25	After learning to speak by watching videos, I feel more cheerful with speaking activities in class.	0 0.0	0 0.0	5 12.8	18 46.2	16 41.0
26	I'm interested in speaking English thanks to learning through watching videos.	0 0.0	0 0.0	4 10.3	15 38.5	20 51.3
27	I think watching videos should be included in speaking activities in the classroom.	0 0.0	0 0.0	11 28.2	25 64.1	3 7.7
28	I intend to continue watching videos to improve my speaking and listening skill.	0 0.0	0 0.0	9 23.1	25 64.1	5 12.8
29	Practicing speaking by watching videos is more effective than speaking based on textbooks.	0 0.0	0 0.0	9 23.1	23 59.0	7 17.9

Note: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly disagree

Table 4.17 shows that 89.8% of the students contended that they were interested in speaking English thanks to watching videos. 87.2% (n= 39) of students said that watching videos increased their motivation. The lowest percentage of agreement in cluster twenty-seven (71.8%) was that watching videos should be included in speaking activities in the classroom. 28.2% were neutral 76.9% said that watching videos improved my speaking and listening skills and that practicing speaking by watching videos was more effective than speaking based on textbooks.

4.3. Findings from the interviews

The aim of the interview was to identify students' attitudes towards video usage in speaking classes. The interview findings presented here answer the second research question. Two themes are (1) students' attitudes towards videos during the speaking session; and (2) the effects of videos on students' speaking performance.

4.3.1 Students' attitudes towards video usage in speaking lessons

Students' attitudes are their proclivity to react in a particular way to watching videos. Students' reactions can typically range from positive to negative or from good to bad.

When asked if they liked watching videos during sepaking lessons and if they felt motivated to learn to speak when watching videos, all of the students showed their positive attitudes.

"….videos make me pleased, happy, relaxed when starting the period….I am easier to focus on the lesson.." (Student 1)

"Watching videos make me easy to understand, remember the lesson and interested, see an image and sound, not boring and the class is not noise." (Student 2)

"…Especially, hearing the native speaker's voice up and down is particularly wonderful and natural." (Student 3)

"…see the real context and hear the native voice. …. happy. …….. review. It can arouse me interest in speaking." (Student 4)

"It makes me fun, not nervous, when I watch the video, I can hear the native speaker's voice. I feel motivated in their learning time." (Student 5)

"…will give me more motivation and can develop new ideas", *"…usually feel very happy."* (Student 6)

As can be seen from the above quotes, all of the students confirmed that watching videos helped them in many ways.

4.3.2 The effect of videos on speaking performance

Most students claimed that the video usage was beneficial, such as enhancing speaking skills, comprehending pronunciation in contexts, and developing good ideas when speaking.

In particular, four out of six participants stated that watching the video could help them improve speaking skills, such as developing their vocabulary related to the video's context through images, sound, content, and grammar structure and enhancing their pronunciation due to hearing the voice-native speaker. These extracts below illustrate their views:

"...I learn new words from the context of the video and understand how to pronouns easily." (Student 1)

"...Watching videos make me expand the words in your speaking performance. Recall words and pick up new words from the lesson's material." (Student 2)

"...improve pronunciation and communicate more confidently." (Student 3)

"…hear, see and write which make me remember the old world and new words easily." (Student 5)

Two participants believed that watching a video could be a brainstorming activity that made students think of ways to connect what they had learned with the video they were watching, thanks to the visual and audio context in the videos. Examples of these views are presented below.

"…I think when I watched videos in speaking period, I obtain main content or just some idea through watching videos before practicing. I can guess what the content I will learn." (Student 4)

"…I think. When I watch videos with the context and know what to speak, I will understand and comprehend that topic better." (Student 6)

When asked what question aspects of watching videos students like best. Five individuals had similar opinions when it came to their favorite aspect of learning to speak with watching videos in the pre and post speaking sections. All of them chose to expand their vocabulary, brainstorm the topic, comprehend the content better and improve pronunciation. They knew how to raise and lower their voices. The images and sound of the video would assist students understand the content of the lesson, especially the way the characters in the video communicate themselves through their movements. These ideas are illustrated by students as follows:

"…For example, I understand the content, and then become more confident and fluent." (Student 1)

…from that I will develop ideas, support more ideas to be more detailed or give new points of views. (Student 2)

"...When I understand more about that topic, I will use more vocabulary and grammar, pronunciation will also be clearer." (Student 4)

"….About pronunciation, I hear native speakers' pronunciation is easy to hear, so let me understand what they say." (Student 6)

"…impressed and interested in watching videos that are easy to understand the content of the lesson…, the context of the videos makes it easier for me to understand the content of the lesson." (Student 3)

One opinion said that the aspect they like the most when learning to speak by watching videos in pre-speaking and post-speaking sections was the real context and situations presented in the videos. It was close-to-real-life context; life situations make it easier for them to connect ideas when speaking.

"I think the aspect I like is the close-to-real-life context, the very close-to-life situation makes it easier for me to remember the lesson and explore and expand the content." (Student 5)

All participants agreed that watching videos has positive effects to help learners expand vocabulary and grammatical structures, improve pronunciation, as well as improve coherence in the speaking performances.

To end the semi-structured interview, participants were asked to give some benefits students get from watching videos for speaking performance. All participants agreed that benefit of watching videos in speaking performance: improve vocabulary, pronunciation, grammar and the atmosphere also becomes more relaxing and happier to absorb new knowledge when learning through watching videos. These ideas are illustrated by students as follows:

"…It is very beneficial in my study. In terms of vocabulary, pronunciation and grammar, I can learn a lot and I can also apply those in my speech, and it will become richer and clearer." (Student 1)

"…For the classroom, the atmosphere also becomes more relaxing and happier to absorb new knowledge when the teacher uses videos." (Student 2)

"…the sound of the videos evokes the content……. curious to find ideas to open up speaking more widely, not just stick to textbooks." (Student 3)

…Some new words can also be presented through gestures in videos.… feels more interested because the examples are often in real life." (Student 4)

One participant remarked that learning through watching video helped her strengthen her listening skills because they could clearly hear their official friend's voice and therefore understood the material.

"…listening skills improved gradually getting used to native speakers." (Student 4)

Another student stated that the most significant benefit that he noticed was increased confidence when presenting and speaking in class.

"…confidently communicate in English with English teachers and friends." (Student 2)

In sum up, all participants agreed that watching videos has positive effects to help learners expand vocabulary and grammatical structures, improve pronunciation, as well as improve coherence in the talk.

According to student interview responded, the majority of students in the experimental group believed that watching videos were necessary and effective for encouraging them to communicate with friends by English. As a result, it can be shown that watching videos pre-speaking and post-speaking provides a significant part in developing speaking skills.

5. Discussion

Research question 1: What are the effects of using videos on students' speaking performance?

The findings reveal that students of the experimental group outperformed students in the control group during the immediate retention period. This is demonstrated by the mean scores of the two groups on the pre- and post-tests.

As shown in Table 4.14, the difference between the two groups in the pretest was not statistically significant before the intervention since the Sig (2-tailed) of .551 was substantially larger than the alpha value of .05 (*p*=.551, p >.05). It means that before the treatment, the two groups were at the same level. The difference after the intervention was found from the results of the posttest; in other words, the experimental group performed better. In particular, Table 4.14 shows that the students in the EG performed significantly better than the ones in the CG relevant to scores attained on the posttest (M_{EG}=4.22 and M_{CG}=3.92 respectively). Besides, Sig (2-tailed) of .003 was much smaller than the alpha value .05 (*p*= .003, *p<.05*). It meant that after the treatment (using videos), the students in the EG improved their speaking performance.

This finding is in line with the findings in previous studies (Bavi, 2018). The mean scores of the students in the experimental group were significantly higher than those in the control group, demonstrating the positive influence of watching videos on learning speaking performance. Furthermore, Fotovatnia and Namjoo (2013) found that students in the two experimental groups outperformed those in the control group. Furthermore, Bilen and Tavil (2015) discovered that the experimental group outperformed the control group on the post-test. Finally, the findings show that the experimental group's mean scores outperformed the control group.

To sum up, the results of the pre-test and post-test mentioned above show that the group watching video (experimental group) outperformed compared to those in the

control group. However, watching videos only helped students improve specific aspects of their performance, not all components.

Research question 2: What are students' attitudes towards using videos in learning to speak?

The majority of the students expressed their positive attitudes (cognitive, emotional and behavioral) towards speaking performance while watching videos. In terms of cognitive attitude, most students believe that watching videos in pre and post speaking steps helps them enjoy learning to speak English more and remember new words faster and longer, improving pronunciation and expressing ideas closely. It is possible because knowledge and sharing can be properly maintained through enjoyable learning (Haq & Agustina, 2022). Using of video as a teaching medium becomes more effective: how to control the cognitive load of the video; how to increase student engagement with the video; and how to encourage active learning from the video (Brame, 2016). To prevent boredom, teachers should substitute another teaching method for the usage of videos in their lessons. (Kaniadewi et al., 2017).

Watching videos helps students speak fluently so most of them feel confident when speaking English in class. Besides, this method enables students to increase their creativity and motivation because Ulker (2017) said that another popular criterion for evaluating students' oral performance is fluency, which is frequently stated in contrast to accuracy. Students' pronunciation is also better thanks to their ability to imitate native speakers from watching videos. Watching videos motivated students speaking performance. Marleni (2018) claims that students are motivated to talk while using video as a medium. The success of learning is greatly influenced by the psychological factors that motivate student learning (Riyanto, 2020).

Overall, learning to speak using a combination of watching videos and using textbooks is more effective than learning through textbooks. Furthermore, most students believed watching videos could help them learn new terminology more effectively, recall for longer periods of time, and speak more fluently. They felt secure when communicating in English in class and with friends, and they are excited and happy when learning to speak and watching videos without any pressure.

6. Conclusions

Integrating video viewing into the speaking classes has provided considerable benefits to the students. The findings show that students believe that watching videos has helped them improve their pronunciation, grammar, and fluency in speaking performances. Most of the students in the experimental group expressed their positive cognitive, emotional, and behavioral attitudes towards learning EFL speaking performance through video contents.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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