Video Project and Social Media: A Collaboration for Shaping Learner’s Speaking Ability

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Abstract

Over the past two decades, technology has been widely harnessed in English language teaching for the sake of learners’ quality. This research aimed to reveal if there was significant difference in the speaking achievement between students who posted their video projects online and those who did not. This study was an experimental study utilizing video project combined with social media, Instagram, as the treatment. Two groups of mining students consisting 52 participants were selected randomly and categorized into experimental and control group. Mining students were selected in this study as the college, Akamigas Polytechnic of Palembang, where this study conducted demands the learners to speak English in the campus. The results from Wilcoxon test revealed that posting video online showed a statistically significant change in the speaking performance of the experimental group (Z = -4.207, p = 0.000). Finally, significant difference in the speaking skill was also found between the two groups indicated by the result of Mann Whitney Test as the sig. value was 0.029 lower than 0.05. This study revealed that video project was absolutely effective to boost learners’ speaking skill. However, posting them on Instagram is more effective and meaningful.

Keywords: speaking skill, video project, social media.

INTRODUCTION

English teachers are demanded to provide their students various learning strategies and methods while English learners are expected to be able to listen, read for gist and details, speak and write in English. Indonesian EFL students learn English grammar very well because in most primary schools’ English textbook grammar are taught are often prioritized by their English teachers in such way so that students’ understanding of English grammatical structures. Unfortunately, they are reluctant use their grammar knowledge to communicate especially speak fluently as many of them are afraid of making grammar mistakes. This is because Indonesian EFL learners study English through grammar translation method (Kuswardani & Wahyuni 2013) which cause them reluctant to speak confidently.

In ELT, communicative method is proven as an effective approach in teaching English. Communicative methods include debate, discussion, speech, presentation and other public speaking forms. This study aimed to explore learners’ public speaking skill potential through video assignment. Using video for English class, learners become highly confident, and can shape their
speaking skills (Kuswardani & Wahyuni 2013; Saleng, Manurung & Darmawan 2014, Safitri, 2022). When learners record themselves speaking about some topics they are assigned to, they become more confident and more autonomous in learning. Furthermore, learners try hard to do their best in making very good video. Therefore, they likely check their videos making sure they make some improvement before they submit them to their teachers. Through this process, other skills such as problem solving, teamwork and time management are also shape at the same time.

The objective of this study was to determine if there was significant difference in the speaking achievement between students who posted their videos online and those who did not. This study was expected to provide more choices on how to boost learners speaking ability for teachers, the methods used in this study hopefully varied learners’ English classes and would be an alternative way to improve the quality of the students in the college. For other researchers, this study was expected to be a reference for further potential research.

From the results of some previous studies, using video can benefit learners most as it enables learners to record, evaluate themselves and give feedback to each other (Kuswardani & Wahyuni 2013; Saleng, et al., 2014). Through this activity, English learning is more interactive as students and teachers communicate actively meaning that they are more productive in learning (McGovern 1983). However, the gaps were that those researchers did not involve a social media as a tool to post the videos. Meanwhile, According RVC (2017), a Russian government foundation, one third of Indonesians are internet users which means there were around 88 million Indonesians are connected to each other. Then, 90% of them are below 34 years old and 54% of them are around 16 until 24. It is not a small number users, so it is worth trying to be taken advantages from.

In addition, social networking can also take learning outside the classroom (Samano 2014). Furthermore, the study figure that all participants had the same agreement that teacher can provide a good learning environment, promote learners’ interest and have the students review their topic outside the class.

Speaking is not only about pronunciation, stress and grammar use. It is more about communicative competence. It is all about how good learners able to speak their mind and comprehend what other people say. It is a drop in English language teaching when teachers or lecturers are concerned more about their learners’ grammatical knowledge rather than their communicative competence. The first thing in communicative competence is speaking as it is one of human needs. Unfortunately, this tragedy happens in Indonesia which resulted on Indonesia’s low rank in English Proficiency Index survey issued by Education First (Education First, 2017).

How good learners speak English is determined by communicative competence, grammar and vocabulary. In the communicative competence, students should be able to speak English fluently without or less hesitation (Cambridge ESOL, 2011). Prior to that, building learners’ confidence should be prioritized in teaching English. Then, vocabulary, grammar and pronunciation will automatically follow once confidence is built up. The main goal of teaching speaking is to have learners able to communicate orally with high fluency and no hesitation. Making learners’ confidence is a lot more important than judging them by seeing their grammatical use of language. There have been a number of strategies in teaching speaking such as role play, discussion, interview, storytelling, etc. With the vast of technology development, those methods are often combined with technology features such as videotaping, social media, etc.

One of favorite speaking activity is videotaping. Video is moving pictures recorded using devices such as camera recorder, mobile phone, etc. Video refers to “a digital recording of an image or set of images” (Merriam-Webster, 2016). Video is used to capture moments in forms of moving pictures so that they can play it over and over. Nowadays, videos can also be shared
through many social media such as Youtube, Facebook, Instagram, etc. There are loads of learning channels or account on internet which can be used as learning media. Even students are very familiar with this type of technology. One benefit from technology for English language teaching is that using video which can be either saved or shared through online media. The effectiveness of using video for teaching English has been proven through some studies previously. Video is a great tool to build self-confidence. This is even more effective to those who are very reluctant to speak in front of people or other learners (McGovern, 1983).

Learners are more creative using videos as they are encouraged to produce fine, eye-catching video to attract people’s attention. This benefits the English learners as nowadays the use of video on social media is increasing greatly. Using video can also encourage teachers to use the record to review students’ performance after teaching so that they can give better comprehensive feedback (McGovern, 1983). Videotaping is very positive for English language teaching as learners can shape their confidence and creativity. Furthermore, it benefits teachers in terms of giving feedback and deep analysis.

Over the past two decades, social networking sites have been developed to spread information all over the world. There are some considerations of why social media can be very beneficial for language learning. First, most youth, children, teenager and adults, are already familiarized with the social media. According RVC (2017), a Russian government foundation, one third of Indonesians are internet users which means there were around 88 million Indonesians are connected to each other. Then, 90% of them are below 34 years old and 54% of them are around 16 until 24. It is not a small number of users, so it is worth trying to be taken advantages from.

In addition, social networking can also take learning outside the classroom (Samano, 2014). Furthermore, the study figure that all participants had the same agreement that teacher can provide a good learning environment, promote learners’ interest and have the students review their topic outside the class.

The involvement of social media in learning can provide authentic (Chartrand, 2012; Selwyn, 2012), autonomous and independent learning as learners can very easily access information from anywhere else in the world as soon as they need it (Selwyn, 2012). With the numerous advantages of the social media for education, educationalist must be wise enough to involve them in learning. Otherwise, the method can be boomerang for their students.

Some studies had been conducted to examine how effective video is for English learners. A study conducted by Saleng, et al. (2014) and Marleni (2018) used video as the learning source. The participants were shown a video which was elected by the teacher according to the content appropriateness. The study found that video can help learners to boost their speaking performance. Unfortunately, the participants were not assigned to make their own video. Thus, the method was more likely to afield from the goal of the learning in the research. In other words, the method and the objective of the learning were not really appropriate.

Kuswardani & Wahyuni (2013) also studied the advantages of videotaping activity in a tourism class The participants showed a great awareness of their attitude and communication skill. Also, this activity could boost self-learning ability. They could even review their expressions, teamwork and the ability to respond to their peers spontaneously. The activity was very effective and fun for them to learn English. Moreover, being asked to record themselves while speaking encouraged the students to speak more often despite being nervous.

Linardopoulos (2010) conducted research on the effectiveness of online public speaking. The study indicated satisfactory result which revealed that the participants of the study experience a
very good, valuable learning time. Surprisingly, the majority of participants agreed that video-recording activity helps them to improve their public speaking competence.

From the previous studies, using video in EFL can benefit learners because it can enable them to record, assess and give feedback to each other. Learning becomes more interactive as students interact intensely so that they are more productive in learning. However, the gap was that those researches which involved video did not also include a social media as a tool to post the videos. It was, therefore in this study videotaping was assigned to the one group of students and they must post it on their Instagram account while the other group did not need to do so.

The concept of this research was that both participant groups use video in their speaking class but only one group, the experimental, who posted their videos in social media. Video project and social media have been harnessed as treatments in some studies for increasing learners’ communicative skill and proven effective and showed some interesting results. However, an inquiry that combines these two technology tools has not been found yet. For those reasons, this research was conducted to explore the great potential of technology, video and social media, for increasing EFL learners’ speaking ability. The research problem of this study was if there was a significant difference in the speaking achievement between students who posted their videos online and those who did not. This research filled the gap among those studies mentioned above as this study combined the advantages of video and social media to increase learners’ English-speaking performance.

METHOD

Method section consists the type of research, data, technique of collecting data, instrument, procedure, and analysis method of data.

This experimental research explored the video project and social media, Instagram, as its treatment for increasing learners’ speaking ability. The materials which were evaluated were the participants’ videos both offline and online ones. The participants were assigned to make a video of themselves talking about their daily activities. There were 52 participants in the research which means there were 104 videos submitted and assessed by a rater. The rater in this study was given a speaking rubric as the guideline while evaluating the participants’ work. The speaking rubric used from the independent speaking of the TOEFL IBT speaking rubric.

The method of this research was true experimental design where samples were selected randomly and categorized into experimental and control group. Then, at the beginning, all participants must submit a video of themselves talking about their daily activity. At this stage, the experimental group participants did not upload their video on their Instagram account. All videos then were evaluated by the rater. One month after submitting the first video, the participants then were instructed to create the second videos over the topic, safety induction. At this stage, the experimental group participants submitting their videos online by posting them on their Instagram account while the control group just submitted the videos to their lecturers. In each task, the participants were given one week long to finish each project. After that, the same rater evaluated their posttest videos and delivered the score. Then, the score of the participants were analyzed and some findings were found and interpreted. Finally, conclusions were presented and further research was decided.

The participants’ videos were evaluated by raters then the data which was the participants’ score were analyzed using T-Test and the data from both groups were compared.

FINDINGS AND DISCUSSIONS
The section consists of argumentation of the article regarding to answer the research problems. Bagian. Subheadings consists of detail analysis to object of research with consideration of approach, theory used in analyzing.

This study revealed several findings after having two groups of participants conducted the pretest and posttest. Overall, both groups performed quite well by having almost same average that were 57.45 from experimental group and 67.10 from the control group in the pre-test. The experimental group performed lower grades than the control group. In the experimental group, the highest score in the pre-test was 75 and the lowest was 50. Then, in the post-test, the highest score was 78.33 and the lowest was 58.33. This post-test had higher score, 68.85, than the pre-test, 57.45, in the average, so there was increasing trend in this group. According to the data analysis, there were 88% of the participants performed much better in the post-test than in the pre-test while the other did not. Meanwhile, the control group participants also performed by giving 61.1 (pre-test) and 71.9 (post-test). The highest pre-test score was 75.0 and the lowest was 58.3. Then, in the post-test, the highest was 81.25 and the lowest was 56.25.

To conduct an independent t-test, a normality and homogeneity test must first be conducted. After having all participants completed their work, the data were analyzed through some data analyses using SPSS software. The result of normality test revealed that the data of this study was not normally distributed. The result was seen in Table 1.

**Table 1. Tests of Normality**

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnova</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic df Sig.</td>
<td>Check</td>
</tr>
<tr>
<td>Score</td>
<td>Exp.</td>
<td>.227 26 .001</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>.243 27 .000</td>
</tr>
<tr>
<td>a. Lilliefors Significance Correction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

However, the homogeneity test showed that the data had the same variance. The result can be seen in Table 2.

**Table 2. Test of Homogeneity of Variance**

<table>
<thead>
<tr>
<th>Group</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Based on Mean</td>
<td>3.563</td>
<td>1</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Based on Median</td>
<td>1.412</td>
<td>1</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Based on Median and with adjusted df</td>
<td>1.412</td>
<td>1</td>
<td>42.824</td>
</tr>
<tr>
<td></td>
<td>Based on trimmed mean</td>
<td>3.765</td>
<td>1</td>
<td>51</td>
</tr>
</tbody>
</table>

The result of data analysis revealed some results. Firstly, even though the data distribution was not normal, the data still had the same variances. Due to the abnormal data, Wilcoxon Signed and Mann Whitney, the non-parametric test, were conducted instead of the parametric one.
1.1 The Difference of Speaking Achievement between the Pre-Test and Post-Test

This test was conducted to find out if there was a significant difference between the pre-test and post-test results. As the data of the experimental group was not normal, the Wilcoxon Signed Test was used in this study. The result of this test can be seen in Table 3 and 4.

Table 3. Ranks

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest Negative</td>
<td>3</td>
<td>3.33</td>
</tr>
<tr>
<td>Ranks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Ranks</td>
<td>23</td>
<td>14.83</td>
</tr>
<tr>
<td>Ties</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

1a. Posttest < Pretest  
1b. Posttest > Pretest  
1c. Posttest = Pretest

Based on the table, it was revealed that there were only three participants had lower post-test than the pre-test. It can be seen from the number of negative ranks which was 3. Surprisingly, there were approximately 88% of the total participants achieved higher post-test than pre-test and there was no participants who performed the same both in the pre-test and post-test. This result showed very positive attitude of the participants.

Table 4. Test Statistics of Paired T-Test

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest -</td>
<td>Z</td>
<td>-4.207a</td>
</tr>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>(2-tailed)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2a. Based on negative ranks.  
b. Wilcoxon Signed Ranks Test

The Wilcoxon signed-rank test revealed that video project gave a statistically significant change in the speaking performance of the participants (Z = -4.207, p = 0.000). Moreover, the median score rating were 56.25 and 70.0 in the pre- and post-test.

The paired t-test result in the experimental group indicated that there was a significant difference in the participants’ speaking outcomes. The participants speaking performance in the post-test were mostly better than the pre-test. As a result, the treatment of this study could be categorized as an effective way of increasing learners’ speaking ability. This is in line with the the statement that involving video in English class does improve learners’ communication skill, awareness of using the correct target language and self-evaluation (Akdeniz 2017; Wang 2014).

Through a video project assignment learners have more confidence in communicating using English orally. Furthermore, it also enhances their skill in using technology (Huang 2015). The study recommended the use of video project for the learners with low English Proficiency.
When learners produce their own video speaking English, they find themselves have better understanding of the concept, and the class becomes more fun, educational and relevant to their study (Greene & Crespi, 2012). Teachers also saw that students’ video project give space for learning engagement, experience, autonomy, personal involvement, and also deeper and more active learning (Kearney and Shuck 2004). Students video are also fresh, unique and inspiring. On the other side, having a video project encourage students to be aware of their audience understanding and tried to use appropriate language (Kearney and Shuck 2004).

In conclusion, based on the paired sample test result, video project was effective to increase the participants’ speaking achievement. In the other words, posting as the treatment was proven effective in the study.

1.2. The Difference of Speaking Achievement between the Students Who Posted their Videos on Instagram and Those Who Did Not

It was quite well-known that the requirement to run independent sample test is the normality of the data or simply the data must be normally distributed. However, independent sample test can be conducted using non-parametric test which is Mann-Whitney test with some conditions (Laerd Statistics, n.d.). It was, therefore, this data analysis could still be running even though the data was not normally distributed. The result of this test was described in the following table:

<table>
<thead>
<tr>
<th>Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>230.000</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>581.000</td>
</tr>
<tr>
<td>Z</td>
<td>-2.186</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.029</td>
</tr>
</tbody>
</table>

It is clearly stated that the sig. value of the data was 0.029 which was lower than 0.05. The result showed by the data analysis was that the null hypothesis was rejected. Therefore, it had revealed that there was statistically significant difference of the speaking achievement between students who uploaded their videos online and those who did not. This led to a conclusion that the treatment of the study was effective. The effect size of this treatment was 0.47 in the moderate level of effect size.

The last analysis, independent sample test, discovered that there was statistically significant difference of the speaking achievement between two groups of students who uploaded their video online and who did not. Compared to the group which was not on social media, those who posted their work on social media showed positive attitude towards the involvement of social media in the English class (Chotipaktananasoo 2016; Thorne 2009). Paulsen and Tække (2013) agree that social media can help learners to reduce or even remove obstacles in their learning process. Students also find social media as a helpful tool in higher education (Dunn 2013).

Some studies agree that involving social media or network in learning is more effective (Alfaki & Alharthy, 2014), encouraging and engaging students (Abdelraheem & Ahmed 2015) and it can increase learning experience, motivation and teacher-student interaction (Afiah P., 2022; Dunn 2013). Moreover, social networking also give chance for students to socialize, communicate interactively for learning and achieve real situation in their learning (Yeo 2014). Speaking of how students view the involvement of social media, students agree that it can improve and practice their...
English (Al Arif, 2019; Safitri, et al., 2022). Similar to the advantage of using video project, using social media also encourage learners’ awareness of their friends and teachers understanding of what they are trying to deliver (Chotipakhtanasook 2016; Dunn 2013; Wu & Wu 2011). This kind of awareness leads most learners to correct and evaluate their work before posting them on their social media account.

Collaborating video and social media brings more real learning experience for students. This collaboration does not only shape their speaking ability but also their confidence in performing good communication skill. When assigned the task of posting their videos online, students try harder than those who did not in avoiding mistakes in their speech and increase their self-confidence (Mahmud, et al., 2023). It also makes English learning become more fun, innovative and challenging (Mahmud, et al. 2023; Natasa & Solusia, 2022). Also, using social media in learning can also push learners’ autonomy as students can easily access abundant sources in English, learn them with or without their conscious as well as enrich their vocabulary (Wannas & Hassan, 2023).

In conclusion, this study revealed that video project can absolutely makes change in learners’ ability to deliver their ideas verbally. Learners feel engaged and encouraged by having video project as their assignment. Furthermore, posting the result of their project on social network even increase their ability to speak. This study, however, still had to carry on with this topic. The further research needs to be conducted aiming to explore the creativity of learners using video project and on what aspects social network can expand its influence in ELT.

CONCLUSION
After having data compiled and analyzed, this study produced some conclusions. First, speaking activity does not only occur in classroom. Outside their classroom, learners can have video project as their fun and creative assignment. This video project had been proven effective in many previous studies. However, this study made different in terms of the treatment modification. The research found that students who created video and posted them online had better achievement in speaking compared to those who did not upload their work online. Therefore, it was reasonable to claim that video project was a good way to have learners boosts their speaking ability. However, they can even achieve better by involving social network as the media for them to share their work. This study can be a reference for English teachers to on how to help learners sharpen their speaking through the help of social media.

Acknowledgments
This research was fully funded by Akamigas Polytechnic of Palembang.

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