



## Using Teacher – Made Videos in Learning Speaking

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### Abstract

Speaking is one of the important skills in learning English. Teacher - made videos are the right method for learning in this digital age, with teachers being able to make videos according to the abilities of their students. The purpose of this study was to investigate what the sixth-grade SMP Muhammadiyah students in Padang thought about using videos made by teachers to teach speaking. SMP Muhammadiyah 6 Padang students contributed to the study's population. The population consisted of 128 students, class VIII 1 was selected to be the sample in this study through the cluster random sampling method. Two sessions were held for conducting this research, and two videos were made accessible. Researchers used a questionnaire with two indicators—perceived effectiveness and perceived interest—to collect data. Students at SMP Muhammadiyah 6 Padang feel that using teacher-produced videos helps them recognize the lessons and increases their interest in learning to speak English, which means the result in this study is very positive perspective

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## INTRODUCTION

Speaking is a skill that can be practiced and understood (Darmadi, 2015). One of the most crucial skills is the ability to speak English well. Harmer (2007) lists three key arguments for requiring students to speak in class. First, speaking classes allow students the chance to receive instruction as well as practice speaking in front of an audience in an appropriate environment. Second, exercises that require students to communicate in one or more of the languages give feedback to teachers and students. Everyone is able to see their progress, including their success and any difficulties with language. Lastly, students will use the different language aspects they are keeping in their brains more naturally the more opportunities they have to use them. Since speaking is one of the most important aspects of learning English, many teachers use techniques achieving that their students fully understand what they are learning. One method is the use of video-based learning.

The idea of using videos to teach new skills or technology is known as video-based learning. The video-based learning approach is a fantastic way to learn in the modern age of technology. Through their research, Masats and Dooly (2011) explain how using videos in the classroom results in imaginative and new teaching methods. Furthermore, according to (Gusseva and Kauppinen, 2018), educational videos might

help change traditional teacher-centered environments toward learner-centered ones. A lot of teachers, however, use existing videos in the classroom, such as ones they have uploaded to YouTube, Instagram, or other social media. This can make the video ineffective at imparting knowledge when it is not in line with students' ability. Asmara, and Rohmawati (2022) state that the teacher-made videos make learning more fun, make learning English easier, know English vocabulary better, and encourage the students to learn English even aside from class. Because teachers can create videos and modify them depending on the needs of their students, this study use their own work. In other word, the successfulness of video learning in helping students to improve their speaking skills could be understood because this medium helps the students to have much exposure to the target language (Darmawan, 2014). These videos have the ability to increase students' vocabulary, broaden their understanding of and proficiency with the English language, and give clear and in-depth explanations of the subject matter, these videos created by teachers have additional advantages in that they are simple to use, open to the public, and available at all times (Atmojo, 2022). This study aims to know the students' perception on the use of Teacher - Made Video for learning speaking in SMP Muhammadiyah 6 Padang.

## **METHOD**

This study used descriptive quantitative research as its methodology. It is based on the research goal of examining how the students in SMP Muhammadiyah 6 Padang perceive their use of teacher-produced videos for learning to speak. In order to identify both general and specific factors that affect educational outcomes, which may vary depending on the specific educational context being studied, researchers use quantitative methods, which are regarded as a significant advancement in research methodology (Scheerens, J, and Bosker, 1997).

The population consisted of 128 students, class VIII 1 was selected to be the sample in this study through the cluster random sampling method. Two sessions were held for conducting this research, and two videos were made accessible. Researchers used a questionnaire with two indicators—perceived effectiveness and perceived interest—to collect data. This questionnaire used Likert scaling. Likert scale is a question that is a five-point or seven-point scale. The choices range from Strongly Agree to Strongly Disagree so the survey maker can get a holistic view of people's opinions. So the options of this questionnaire consisted of five options. There are; 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Neutral (N), 2 for Disagree (D), and 1 for Strongly Disagree (DS). The questionnaire is a checklist questionnaire. Students just check their choice in the column that is already provided.

## **RESULTS AND DISCUSSION**

### **Research Findings**

The average of the results of this study is 3.36 which means very positive. This shows how learning to use Teacher - made videos in learning English speaking is the right method. The highest results in this data are numbers 9 and 10. This shows that SMP Muhammadiyah 6 Padang students feel that learning English speaking using Teacher - made videos provides benefits and has a positive impact on learning. This shows that the effectiveness in learning has increased, and students' interest in learning English speaking has also increased. On the other hand, we can see that the

lowest results with positive results are in numbers 7 and 8. Statements numbers 7 and 8 concern the increasing ability to speak English and increasing activeness in class. It turned out that in this study the students of SMP Muhammadiyah 6 Padang felt their effectiveness and interest when using this method but to improve their abilities or make them more active only had positive results.

### 1. Students' Perception of The Perceived Effectiveness on The Use of Teacher – Made Video in Learning Speaking.

NO	Statements	SA	A	D	SD	Mean	Catagory
1.	It's easier to learn English speaking by using the video.	16	14	2	0	3.44	Very Positive
2.	Using teacher - made videos makes it easier for me to understand the vocabulary in the video.	12	17	3	0	3.28	Very Positive
3.	Using teacher-made videos makes it easier for me to understand the pronunciation in the videos	10	21	1	0	3.28	Very Positive
4.	After watching the video made by the teacher, it helps me to improve my english speaking skills.	10	20	2	0	3.25	Positive
5.	Learning by using Teacher - made videos makes me understand more than watching ready – made videos.	13	19	0	0	3.41	Very Positive
6.	Learning english speaking using videos that the teacher has made helps me improve my pronunciation	12	20	0	0	3.38	Very Positive
7.	Learning speaking English by using teacher - made videos made good understanding for me	14	18	0	0	3.44	Very Positive
	Mean					3.35	Very Positive

We can see the top 3 from the results of this indicator, there are questions number 1, 5, 7 these 3 questions are closely related to their ease in learning to speak English using videos made by the teacher. While the lowest is the question that Teacher - made videos improve their ability to speak English only get an average result of 3.25 which means positive.

**2. Students' Perception of The Perceived Interest on The Use of Teacher – Made Video in Learning Speaking.**

NO	Statements	SA	A	D	SD	Mean	Category
1.	I think learning by using the video in teaching speaking 660nglish makes me more interested.	13	18	1	0	3.38	Very Positive
2.	I really enjoy learning english speaking using videos made by the teacher.	9	23	0	0	3.28	Very Positive
3.	Learning english speaking by using videos that have been made by the teacher provides a comfortable and fun atmosphere.	13	18	1	0	3.38	Very Positive
4.	Learning using videos that have been made by the teacher make me more active in the classroom	10	19	2	1	3.19	Positive
5.	Learning English speaking using Teacher – Made Videos have a positive impact on learning.	16	16	0	0	3.50	Very Positive
6.	Teacher – Made Videos are very useful in learning speaking.	16	16	0	0	3.50	Very Positive
	Mean					3.37	Very Positive

We can see that the 4 questions that have the highest results are question number 1,3,5,6 which means that students of SMP Muhammadiyah 6 Padang feel that learning to speak English using Teacher - made videos makes them more interested. While the lowest is question number 4 namely Teacher - made videos this makes them more active in learning speaking. For the findings in this study, based on the data it shows that students have very positive perceptions about the effectiveness of using Teacher-Made Videos in Learning Speaking. In addition, this research also shows that students also have very positive perceptions of student interest in using Teacher - Made Videos in Learning Speaking.

**Discussion**

There are several findings resulting from this research. The first is learning to use video in learning speaking which has a very big impact. This finding is consistent with the findings of Sugianto ( 2022 ), who found that learning to use videos improves students' speaking skills and has a major impact on learning. Nadeak and

Naibaho (2020) stated that the video learning method is effective in enhancing the students' learning.

For the second and third findings the students felt very interested, and felt a comfortable class atmosphere when using Teacher - made videos in learning speaking. This finding is consistent with the findings of Kamelia (2019), who found that learning English using videos which have pictures and of course audio makes students more interested so as to make the class atmosphere comfortable. The activeness and comfort of student learning is one of the basic elements that are important for the success of the learning process (Wibowo, 2016).

Overall the data analysis shows that Teacher - Made Videos is a method that can be used in learning speaking which has a very positive impact such as being easier to understand, making it easier for children to accept the vocabulary contained in the video, increase interest, and also feel comfortable in the classroom. Atmojo (2022) through his study entitled "Teacher - Made YouTube Videos in Online EFL Classes: Non English Department Students' Perceptions and Practices" found that using the video method with Teacher - made videos used in teaching speaking gets a very positive perception, learning more fun, makes students interested, videos made by teachers are also easier to understand, more effective, and make the class atmosphere more comfortable. Students also strongly agree and have very positive perceptions about using video, especially Teacher - Made Videos, which is a good method, especially in teaching speaking. This is in accordance with experimental research conducted by Darmawan (2014) who found that using video in teaching speaking was very influential.

## **CONCLUSION**

The researcher discovers that using teacher-made videos to teach speaking is often well received. According to the research, students believe that using teacher-made videos is highly helpful in learning, particularly speaking. Using teacher - made videos, where the content may be altered by the teacher so that students can sense understanding, convenience, and effectiveness in learning, can help students who have very little interest in English courses, especially when speaking English. Additionally, students believe that using teacher-made videos boosts their enthusiasm in learning English, particularly speaking, and creates a relaxed and enjoyable classroom environment.

Therefore, it can be concluded that Teacher - Made Video is a learning method in learning, which is used in this study to learn to speak English in an interesting and easily accepted by students. Students can use it to help them understand vocabulary more quickly, and of course understand what material is taught, as well as increase interest in learning. So this method is very effective for increasing students' interest in learning.

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