



# The Impact of Videos Based Discovery Learning Towards Young Learners' Speaking Skill During Pandemic Covid-19

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## ABSTRAK

Kemampuan berbicara merupakan salah satu kemampuan bahasa yang diperlukan dalam berkomunikasi. Namun, guru bahasa Inggris merasa sulit dalam mengajar kemampuan berbicara selama pembelajaran online pada situasi pandemic saat ini. Guru bahasa Inggris perlu menggunakan media pembelajaran yang inovatif untuk menarik perhatian siswa dan mengembangkan kemampuan berbicara siswa. Tujuan penelitian ini adalah untuk menyelidiki dampak pada video berbasis pembelajaran penemuan terhadap kemampuan berbicara pelajar muda di masa pandemic Covid-19. Sampel penelitian ini melibatkan satu kelas intak yang terdiri atas 30 siswa kelas 4 SD. Instrumen penelitian ini yaitu tes kemampuan berbicara dan instrumen pemberian perlakuan. Penelitian ini memanfaatkan studi quantitative dengan desain one group pretest-posttest. Data yang dikumpulkan dianalisis secara deskriptif dan inferensial berbantuan IBM SPSS Statistics 24. Besarnya efek pada perlakuan dihitung melalui Effect Size Calculator. Hasil-hasil penelitian menunjukkan bahwa nilai mean dari kelompok posttest lebih besar dibandingkan nilai mean kelompok pretest sedangkan nilai Signifikansi dari Sig. (2-tailed) yaitu .000, dimana lebih kecil dari Signifikan level .05. Hasil effect size adalah (1.94) dengan kategori besar. Maka dapat disimpulkan, terdapat sebuah dampak positif yang signifikan pada video berbasis pembelajaran penemuan terhadap kemampuan berbicara pelajar muda selama situasi pandemic Covid-19.

## ABSTRACT

Speaking skill is one of the crucial language skill needed in communication. However English teachers feel difficult in teaching speaking skill through online learning during this pandemic situation. English teachers need to use innovative teaching media to attract students' attention and develop students' speaking skill. The study purposed to investigate the impact of videos-based discovery learning towards young learners' speaking skill in pandemic Covid-19. The study included a single intact class which divided into 30 students of fourth graders. The instrument was speaking test and the treatments instrument. The study employed quantitative study with one group pretest-posttest design. The data collection was analyzed descriptively and inferentially which aided by IBM SPSS Statistics 24. The effect size was measured by Effect Size Calculator. The findings show that the group posttest mean was higher than the pretest mean while the significant value of Sig. (2-tailed) was .000 which was lower than Sig. value of .05. The effect size was (1.94) which can be stated as large effect. Conclusively, there is a positive significant impact of videos-based discovery learning towards young learners' speaking skill in pandemic Covid-19.

## 1. INTRODUCTION

Speaking skill becomes an important skill for students to be learnt. Speaking is part of four skills which emphasizes students to focus on producing utterance in spoken forms (Fitriyani et al., 2018)(Hartatik, 2018). English speaking is crucial for wider communication since English becomes an international medium to share ideas and opinion with foreigners (Tseng & Yeh, 2019; Zhang et al., 2020). It means that English speaking take an important role in our life. Speaking is an oral communication which involves speakers and listeners (Sari & Margana., 2019). In addition, speaking involves several skills such as pronunciation, intonation; stress patterns and vocabulary (Masuram & Sripada, 2020; Zuhriyah, 2017). Thus, it can be simply stated that speaking is a form of oral communication which involves two or more persons by using the combination of several sub skills namely pronunciation, intonation, word stress and vocabularies. Even though speaking is the important skill in language learning, yet, speaking skill was known as difficult to be taught specifically in the context of EFL and young learners (Hengki et al., 2017; Muslem et al., 2017). Teaching speaking is not an easy thing for English teachers since it needs rigorous practice and strong determination to achieve high proficiency. In teaching speaking, teachers may use several methods, strategies, techniques or media (Fitriyani et al., 2018; Syafiq

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et al., 2021). There are several methods to teach speaking for instance, planning, rehearsal, repetition. Besides, teachers can use alternative media to ease students' in developing their speaking proficiency. The development of students' speaking skill is influenced by several factors. Three things can be the main factors in the improvement of speaking skill namely vocabulary mastery, confidence and the use of technology (Nursafira, 2020; Yudar et al., 2020). Vocabulary mastery become the first factor because without mastering vocabularies, people may not have materials in speaking with others.

Lack of vocabulary makes them difficult to illustrate the ideas or their thought. The second factor was confidence. When the speaker feel confidence to speak to the listeners, it influence the speaker to deliver the message correctly. However, when the speaker felt anxiety or fear, it makes speakers difficult to control themselves in communicating with other people and disturb the pronunciation. In addition, the use of technology also play a significant role in students' speaking skills because technology becomes a powerful tool that can be used in teaching and learning activities (Nursafira, 2020). However, teachers often use monotonous teaching style without the aid of innovative teaching strategies or learning media that increase students' motivation (Meinawati et al., 2020). That is why, some problems may occurs during the learning process. In some cases, students find several challenges in speaking such as 1) have problems in expressing the ideas because they afraid of making incorrect grammar while speaking, 2) lack of vocabularies, and 3) lack of practice which makes students difficult in pronouncing the words correctly (Syafiq et al., 2021). Thus, it is essential to adopt learning media or other teaching style to maximize the result of learning activities.

Besides, the spread out of coronavirus (Covid-19) which founds in Wuhan affects to the educational system in Indonesia (Shodiq & Zainiyati, 2020; Ulfasari & Fauziah, 2021). Most governments around the world have temporarily closed educational institutions to contain the spread of COVID-19 pandemic. COVID-19 pandemic influential impact on education. Moreover, The Ministry of Education and Culture in Indonesia used distance learning as the solution to prevent the spread of coronavirus (Adawiyah et al., 2021; Syafiq et al., 2021). Classrooms have moved online to prevent the transmission of COVID-19. Teacher and student required to change their teaching and learning style in this new normal. Online learning was the solution to make the student still learning even study from home. The online learning needs to be interactive, with as much face-to-face learning as possible (Dewantara & Nurgiansah, 2020; Maulana & Hamidi, 2020). Teacher should require using various strategies ways to teach using online learning. Based on the observation in one of elementary school, one of English teachers stated that teaching speaking in pandemic situation is very tough. Due to the online learning, teacher have limited space to explain materials and difficult to control the students. Besides, students tend to have lack motivation and hard to focus on the material because teachers only use a conventional learning media which usually used in face-to-face learning. In fact, students especially young learners like to learn through visualization or learning media, which provides interesting color. Thus, teacher needs an attractive learning media to lead young learners more motivating in learning.

Due to the pandemic, using video can be a good choice for English teachers in enhancing students' ability (Astriani et al., 2017; Musdzal & Hartono, 2020; Yukselir & Komur, 2017). Video as a part of authentic materials deliver a real life communication which not intended for teaching. Video is also a powerful teaching media since students learn many things from what they watch (Muslem et al., 2017; Suyanti et al., 2021). It is because, video offers more useful than the traditional media (Kim, 2015; Pamungkas et al., 2018). However, teachers should consider a good video and appropriate with the learning materials and objectives. video can be applied in online teaching environment. The utilization of video became more popular in this pandemic as the education started to apply online learning. Besides, in this 21<sup>st</sup> century, students were known as digital natives which spend more time in learning through audiovisuals rather than printed material. Videos play a major role in language learning since this employs technology (Balbay & Kilis, 2017; Yacoob & Saad, 2020). Video material can be implemented as input of authentic materials and offer motivation so that the students feel a great experience (Kamelia, 2019; Krisna et al., 2013). It is because video formed in interesting visualization with audio, and attract students' attention. Using video as a learning media gives several benefits, i.e. learning process can be more exciting and interactive, the quality of learning could be improved, and the learning process can be done whenever and wherever (Pramana et al., 2016; Yudar et al., 2020).

The feature of combining multimedia such as video in the context of learning speaking offers many advantages. Students can watch and see their own or their friends' videos which help them to correct their mistakes directly (Ridha et al., 2020; Shofi, 2020). Further, video is a good authentic spoken material which is attractive, motivating, and able to grab the viewers' attention (Helmi, 2019; Shofi, 2020). Students are able to expand their concept in their mind on something displayed on the screen and it helps them to build vocabularies. There are a lot of types of video which can be used as teaching aids in ESL/EFL classrooms (Jati et al., 2019). For instance, adopting video in discovery learning. The discovery learning is

a suitable learning model to lead students participating and thinking critically in finding knowledge with direct investigation (Inde et al., 2020). Several researchers have been tried to conduct this video with discovery learning (Dewi & Suniasih, 2020; Musdizal & Hartono, 2020). The combination of video and discovery learning deliver significant effect on students' writing skill of recount text (Murdizal & Hartono, 2020). It can be seen through the result of t-value which was higher than the t-table.

Several previous studies have revealed that the use of video give a positive significant impact in enhancing students' speaking skill or ability (Fitriyani et al., 2018; Saidu, 2017). Based on the previous studies, it can be inferred that video as a teaching media has been proved to give a positive significant effect towards speaking skill of students (Nursafira, 2020; Saidu, 2017). Besides, applying video in the learning activities offers some benefits which help students to improve or develop their skill (Fadillah & Bilda, 2019; Ulfah & Soenarto, 2017). However, the previous studies also focuses on higher-level education and secondary school. There is no existing literature that present the effect of video on young learners' speaking skill such as elementary school students. It can be implied that it is urgent to conduct a studied about the effect of video towards speaking skill of young learners. Therefore, the researcher feel interested to conduct the use of video as a teaching materials for teaching speaking skill in the context of young learners. The reason for choosing video because the sample of the study was young, which one of the characteristics was interesting on visualization and colorful things. Since the video has several types, this research used video-based discovery learning with self-introduction as the learning topic. Thus, the research investigated the impact of using video-based discovery learning towards young learners' speaking skill in pandemic situation. The study aimed at investigating the impact of videos based discovery learning towards young learners' speaking skill in pandemic Covid-19. The difference between this study and the previous studies is that the setting, the sample, and the kinds of video which applied in this recent study.

## 2. METHODS

The study employed a pre-experimental study which used one group pretest-posttest design. One group pretest-posttest design refers to a single group which was given pretest, treatments and posttest (Gay et al., 2012). Pretest was administered to know students' speaking score before the treatments were conducted. Posttest was used to collect students' speaking score after the treatments under the use of videos based discovery learning as a teaching media in the context of speaking. The significant effect was measured by comparing the mean of group pretest and posttest. The independent variable was videos based discovery learning while the dependent variable was young learners' speaking skill. Regarding to aforementioned research design, the group was given treatment in four meetings. The students were taught by video based discovery learning to guide and develop their speaking skill.

The population was fourth graders of one public school in Buleleng Regency, Bali Province, Indonesia. Since the research was pre-experimental design, there is only a single group who was involved. There were 30 students of a single fourth grade class who involved as the sample of the study. The sample was chosen purposively from intact group. The instrument was speaking test and treatments instrument. Speaking test involved one basic competency i.e. self introduction. Speaking test was used to measure pretest and posttest score of fourth graders. Meanwhile, treatments instrument was a guidance for english teacher in giving the treatment under the use of videos based discovery learning. Speaking test was evaluated by two experts judges to measure the reliability and validity. A good instrument is an instrument which was categorized as valid and reliable. The content validity was measured through Gregory formula. The result of content validity showed that the value was 0.97 which was categorized as a high.

The data was collected through the administered of pretest and posttest. The score of both pretest and posttest were analysed through descriptive and inferential statistics aided with IBM SPSS Statistics 24. The treatments was classified as offering a positive impact if the Sig. Level 0.05 was higher than the Significance value of Sig. (2-tailed). However, the data must be categorized as normally distributed before the analysis of inferential statistics. The normality test was measured through Kolmogorov Smirnov aided by IBM SPSS Statistics 24. The data were classified as normally distributed if the Sig. Value was higher than the Sig. Level of 0.05. Besides, the pretest mean and posttest mean was compared through Effect size calculator to know the effect size of the treatment under the use of videos based discovery learning as a teaching media in speaking skill. The categories of Effect size can be categorized as small, medium and large effect. It can be described in Table 1. The above categories can be interpreted as small, medium or large effect based on the Cohen's d score which shown by the comparison between pretest-posttest mean and standard deviation between pretest and posttest.

### Table 1. The Categories of Effect Size Calculator

Cohen's d score	Interpretation
$0.8 \leq d \leq 2.0$	Large
$0.5 \leq d < 0.8$	Medium
$0.2 \leq d < 0.5$	Small

### 3. RESULT AND DISCUSSION

#### Result

After the treatments in four meetings under the videos based discovery learning, posttest was administered to the fourth graders. Since the video was based on discovery learning, students are instructed to speak/report what they invented as mentioned in speaking test. The data collection which gathered through speaking test were analyzed through descriptive and inferential statistics analysis using IBM SPSS Statistics 24. The output of results' descriptive analysis are described in [Table 2](#).

**Table 2.** The Results of Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	60.00	86.00	77.67	6.519
Posttest	30	80.00	98.00	87.90	3.566

Based on [Table 2](#), it shows that the group posttest mean was 87.90, and the standard deviation was 3.566. Meanwhile, the mean of pretest was 77.67 with standard deviation of 6.519. When the mean of pretest and posttest are compared, it clearly inferred that the posttest mean was higher than the pretest mean. In addition, the standard deviation of pretest was higher than that of posttest. It could be concluded that there is significant difference between the mean of posttest and pretest. As the requirement of inferential analysis, the data must be normally distributed. The normality test was calculated by Kolmogorov-Smirnov using IBM SPSS Statistics 24. The statistics analysis reveals that the significance value of pretest was .098, and the posttest' significance value was .111. It can be inferred that the significance value in both pretest and posttest was higher than the significance level of .05. Since the Sig. value was higher than the Sig. level of 0.05, it means that the data were normally distributed. It could be concluded that the group has been accomplished the requirement to conduct inferential statistics analysis in order to measure hypothesis testing. The pair sample test was calculated to answer the null hypothesis and prove whether the use of videos based discovery learning give a significant impact towards young learners' speaking skill or not. Since the normality test has fulfilled the requirement of inferential analysis, the paired sample test could be proceeded which aided with IBM SPSS Statistics 24. The output of pair sample test is illustrated in [Table 3](#).

**Table 3.** The Results of Pair Sample Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - posttest	10.2333	6.68340	1.22022	7.7377	12.7289	8.386	29	0.000

As indicated in [Table 4](#), it explicitly proved that the significance value of Sig. (2-tailed) was .000. The significance value was lower than the significance level of .05. It means that the null hypothesis "there is no significant impact of videos based discovery learning towards young learners' speaking skill in pandemic situation" was rejected. It can be implied that there was significant impact of videos-based discovery learning towards young learners' speaking skill in pandemic Covid-19. In order to measure the effect size of the treatments, the mean of pretest and posttest was compared and was calculated by Effect Size Calculator. The value of Cohen's d was 1.94 and the value of effect-size r was 0.697. Since the Cohen's d value was higher than 0.8, it can be implied that the effect size was categorized as a large effect.

#### Discussion

Since the descriptive analysis shows that the group posttest mean was higher than the mean of pretest. Further, it proved that the significance value of Sig. (2-tailed) was lower than the significance level of .05 and the effect size reveals the large effect. It can be inferred that the null hypothesis was rejected and indicated that there was a positive significant impact of video-based discovery learning towards young learners' speaking skill in pandemic Covid-19. The significant difference between group posttest mean and pretest mean and significant impact of videos-based discovery learning were influenced by several factors. Videos offer visualization, interesting material, and authentic spoken materials which can enhance students' attention and motivation (Krissandi, 2018; Octavyanti & Wulandari, 2021). The significant impact of videos towards young learners' speaking skill was attributed by the use of authentic materials of the video. This statement is supported by research that video material can be implemented as input of authentic materials and offer motivation which gives great experience (Kamelia, 2019; Krishna et al., 2015; Widiyasanti & Ayriza, 2018). It is because video formed in interesting visualization with audio, and attract students' attention. In addition, video is a good authentic spoken material which is attractive, motivating, and able to grab the viewers' attention (Helmi, 2019; Shofi, 2020). These statements reveal that the use of video-based discovery learning motivate and attract the attention of students in learning speaking skill.

Besides, since the videos employed technology, it ease students to access the materials anywhere and everywhere even during this pandemic Covid-19. Videos play a major role in language learning since this employs technology (Balbay & Kilis, 2017; Kim, 2015; Satyawan, 2018). Using video as a learning media gives several benefits, i.e. learning process can be more exciting and interactive, the quality of learning could be improved, the learning process can be done whenever and wherever (Kamelia, 2019; Yudar et al., 2020). Other factor is increasing vocabulary which become the factor in increasing young learners' speaking skill. when the students' vocabularies have increased, automatically, students' speaking skill also developed. It may be the factor which influenced the significant impact of videos-based discovery learning towards students' speaking skills.

The effect size reveals large effect of the use of videos on speaking skills in pandemic Covid-19. The result of study by Fadilah et al., (2020) have revealed that the use of video based laboratory on discovery learning give significant impact in enhancing learning outcomes and showed that the use of video on discovery learning give a medium effect. In addition, it reveals that the use of video has a major role in teaching speaking skills. This statement was supported by (Balbay & Kilis, 2017; Yacoob & Saad, 2020) who stated that videos play a major role in language learning since this employs technology. The characteristics of students as a digital natives proved that the use of technology give significant impact on language learning. The findings of the study was supported by several results of previous studies (Fitriyani et al., 2018; Nursafira, 2020; Saidu, 2017). It indicated that the English self-recording video has significant impact on students' speaking skills. The use of TED talks as alternative way in teaching and improving students' speaking skills. The study employed qualitative research. He found that video of TED talks give an effect to develop speaking skills among EFL learners and increase students' motivation. Therefore, it could be concluded that using videos-based discovery learning give a positive significant impact towards young learners' speaking skill in pandemic Covid-19. These findings contribute to the English learning skill specifically speaking skill because English teachers can adopt video-based discovery learning as teaching media. The videos also contribute in enhancing fourth graders' speaking skill. However, the study was limited on the sample used because the sample only involved one intact group. The future researchers are suggested to do a true experimental study which involved two groups, experimental group and control group, in other settings. Thus, the result of the study is more reliable in proving the effect of using video materials as learning media to enhance students' speaking skill.

#### 4. CONCLUSION

Based on the results analysis, the group posttest mean was higher than the group pretest mean. The significance value of Sig. (2-tailed) was higher than the significance level while the treatment contribute large effect. It can be concluded that there is a positive significant impact of video based discovery learning towards young learners' speaking skill in the pandemic Covid-19.

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