THE EFFECT OF ONLINE LEARNING EDUCATIONAL CONTENT VIDEO ON SOCIAL MEDIA ON STUDENT SPEAKING SKILLS AT SMP AL-HIDAYAH KOTA BEKASI

Tri Oktavianingsih[1], Leroy Holman Siahaan[2], Yanti Rusmiati[3]
Institusi / Lembaga Penulis [1]Panca Sakti University Bekasi
Institusi / Lembaga Penulis [2]Panca Sakti University Bekasi
Institusi / Lembaga Penulis [3]Panca Sakti University Bekasi
Alamat e-mail : [1]oktaviatri32@gmail.com,
Alamat e-mail: [2]leroyholman@panca-sakti.ac.id,
Alamat e-mail: [3]yantirusmiati@gmail.com

ABSTRACT

This study aims to examine the effect of using online learning video content on the speaking ability of Al Hidayah Junior High School students. This study uses a quantitative approach with a quasi-experimental method, involving two groups, namely the experimental class (VIII-1) and the control class (VIII-2). Data were collected through pre-test and post-test, then analyzed using descriptive statistics (mean, standard deviation, frequency distribution) and inferential statistics with independent samples t-test after fulfilling normality and homogeneity tests. The results showed that students' speaking ability in the experimental class improved significantly compared to the control class, with the average score of the experimental class post-test 81.50 higher than the control class 64.75. The t-test resulted in a significance value of 0.000 (<0.05), so H_0 was rejected and H_a was accepted. Thus, it can be concluded that the use of online learning video content has a positive and significant effect in improving students' speaking ability. The findings have practical implications for teachers to utilize video platforms such as YouTube, Instagram, or TikTok in English language learning, as well as provide directions for further research to explore other language skills as well as students' affective aspects.

Keywords: online video content, speaking ability, quasi-experiment, Al Hidayah Junior High School.

ABSTRAK

Penelitian ini bertujuan untuk menguji pengaruh penggunaan konten video pembelajaran online terhadap kemampuan berbicara siswa SMP Al Hidayah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen, melibatkan dua kelompok yaitu kelas eksperimen (VIII-1) dan kelas kontrol (VIII-2). Data dikumpulkan melalui pre-test dan post-test, kemudian dianalisis menggunakan statistik deskriptif (mean, standar deviasi, distribusi

frekuensi) dan statistik inferensial dengan *independent samples t-test* setelah memenuhi uji normalitas dan homogenitas.
Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa pada kelas eksperimen meningkat secara signifikan dibandingkan dengan kelas kontrol, dengan skor rata-rata post-test kelas eksperimen 81,50 lebih tinggi daripada kelas kontrol 64,75. Uji *t* menghasilkan nilai signifikansi 0,000 (<0,05), sehingga H_0 ditolak dan H_a diterima. Dengan demikian, dapat disimpulkan bahwa penggunaan konten video pembelajaran online berpengaruh positif dan signifikan dalam meningkatkan kemampuan berbicara siswa. Temuan ini memiliki implikasi praktis bagi guru untuk memanfaatkan platform video seperti YouTube, Instagram, atau TikTok dalam pembelajaran bahasa Inggris, serta memberikan arah bagi penelitian lanjutan untuk mengeksplorasi keterampilan bahasa lain maupun aspek afektif siswa.

Kata Kunci: konten video online, kemampuan berbicara, kuasi eksperimen, SMP Al-Hidayah.

A. Introduction

In the digital era, mastering English especially speaking skills is more crucial than ever(Ariani & Ujianti, 2017). Despite being a compulsory subject in Indonesian schools, many students continue to face challenges in building confidence when speaking English(Eryanti & Dhewy, 2023). This lack of confidence often stems from limited exposure to real-life language use and insufficient practice in interactive speaking environments. With the growing influence of digital technology, particularly social media, there is increasing potential to overcome these challenges through innovative learning strategies(Fauth et al., 2021).

Social media platforms like YouTube, Instagram, and TikTok have become an integral part of students' daily lives. According to the Indonesian Internet Service Providers Association (APJII, 2023) there are 215.63 million internet users in Indonesia, with an internet penetration rate of 78.19% of the total population (APJII, 2023). Of these users, the majority are aged 13–18 years old, showing that students are among the most active internet users.

Furthermore, data from We Are Social & Kepios (2023) reports that 170 million Indonesians are active social media users, with YouTube (94.9%), Instagram (86.5%), and TikTok (79.6%) as the top three platforms accessed. These platforms, widely accessed by teenagers, are not only used for entertainment, but also as a source of educational materials,

especially in the form of videos. This indicates that social media has become an important aspect of students' daily lives, even during the teaching and learning process (Husna & Eliza, 2021). Therefore, the utilization of social media as a learning tool, especially through video content, needs to be seriously considered.

Video content on social media can enhance students' speaking skills by allowing them to observe proper intonation, pronunciation, and expression, aligning with Mayer's (2001) theory on the benefits of combining visual and auditory stimuli for retention (Prichatin, 2024). Bandura's (1977) Social Learning Theory also supports learning through observation, while interactive and engaging videos can boost motivation. Despite this potential, social media is often underutilized educationally, with most students using it primarily for entertainment (Vani, 2024). Therefore, further research is needed to explore effective strategies for leveraging social media videos in classrooms, such as at Al-Hidayah Junior High School, to maximize learning outcomes while minimizing distractions.

Previous studies have shown positive results from the use of video in learning. For instance, Usada and Susanto (2013) found that using instructional videos significantly improved students' speaking performance. Similarly, Kaniadewi (2017) reported that video-based learning increased both students' motivation and their speaking ability.

Most previous studies focused on specially designed educational videos, leaving the impact of freely available social media content largely unexplored, highlighting a research gap. This study aims to examine how social media videos influence student academic achievement at Al-Hidayah Middle School, providing insights into their effective use in language teaching, particularly for improving pronunciation, intonation, and verbal expression.

B. Research Method

This study aims to analyze the speaking ability of Al Hidayah Junior High School students before and after treatment using online video learning content, and to test its effectiveness compared to conventional learning methods. Conducted at MTS Al-Hidayah, Bekasi, from July to August 2025, the research applied a quasi-

experimental design with two groups: class VIII.1 as the experimental group exposed to educational social media videos (YouTube, TikTok, Instagram), and class VIII.2 as the control group receiving conventional learning. A pre-test and post-test design was used to measure changes, with a total population of 147 students and a sample of 64 students selected through purposive sampling and Slovin's formula, ensuring representativeness by including all students in the accessible classes(Sugiyono, 2023).

Data collection involved pre-tests, treatment, and post-tests to observe differences in speaking skills, while the non-equivalent control group design enabled testing of causality despite non-randomized class assignments. This research design provides evidence on whether online video content can serve as an effective digital medium to enhance students' speaking abilities.

In this design, there are two groups: an experimental group that uses educational videos from social media, and a control group that does not use or follow the learning process as usual. Both groups are given tests before and after the treatment (pre-test and post-test).

Table 1. Research Design Framework

Group	Pre-test	Treatment	Post-test
Experiment group	O1	X	O2
Control Group	O3	-	O4

Description:

O1 and O3 = Pre-test speaking skills for the experimental and control groups X = Treatment using social media video content

O2 and O4 = Post-test speaking skills for the experimental and control groups

This study examined the effect of educational social media videos on students' speaking skills by using a quasi-experimental design with pre-test and post-test. The independent variable (X) was exposure to selected short videos from YouTube, TikTok, and Instagram integrated into class activities for two weeks, while the dependent variable (Y) was students' speaking ability, measured through pronunciation, intonation, fluency, vocabulary, and verbal expression. Data were collected using speaking performance tests, questionnaires,

structured observations, and documentary studies, supported by valid and reliable instruments. The sample consisted of 64 eighth-grade students, divided into experimental and control groups. Data analysis involved normality, homogeneity, and hypothesis testing using t-tests in SPSS to determine whether video-based learning significantly improved speaking skills compared to conventional methods.

C. Result and Discussion

1. Data Description

The pretest results revealed that the control class of 32 students scored between 40 and 72, with an average of 56.44 and a standard deviation of 8.998, while the experimental class of 32 students scored between 40 and 76, with an average of 55.69 and a standard deviation of 9.174, indicating that both groups had relatively similar initial speaking abilities before treatment.

Table 2. Pretest Result Experiment and Control Class

Data	Class Experiment	Class Control
Maximum	76	72
Minimum	40	40
Mean	55.69	56.44
Standard deviation	9.174	8.998

According to the table above, the control class has a better average than the experimental class, although the experimental class has the highest average shows a difference in value results that is superior to the control class.

The posttest results showed that the control group of 32 students scored between 52 and 80, with an average of 64.75 and a standard deviation of 7.899, while the experimental group of 32 students scored between 68 and 92, with an average of 81.50 and a standard deviation of 6.565, indicating a substantial improvement in the experimental group compared to the control group.

Table 3. Posttest Result Experiment Control Class

Data	Class Control	Class Experiment
Maximum	80	92
Minimum	52	68
Mean	64.75	81.50
Standard deviation	7.899	6.565

From table 3 above shows that the experimental class given treatment in the form of exposure to learning

videos from social media has a higher increase in learning outcomes than the control class which is not given treatment in the form of exposure to learning videos from social media.

2. Analisis Uji Persyaratan

Table 4. Results of Normality Test for Pretest and Posttest data

Statistic	Pre-test		Post-test	
	Experiment Class	Control Class	Experiment Class	Control Class
df	32	32	32	32
Sig. (2-tailed)	0.200	0.200	0.055	0.171
Significance Level (α)	0.05	0.05	0.05	0.05
Conclusion	Normally Distributed Data	Normally Distributed Data	Normally Distributed Data	Normally Distributed Data

Based on the test results that can be seen in the table above, the results of the significance value (Sig.) pretest in both classes, namely experimental and control, amounted to 0.200 and posttest in the experimental class 0.55 and in the control class 0.171. For all pretest and posttest data, both experimental and control groups, are greater than 0.05 (p> 0.05). This indicates that the data in this study are normally distributed. Thus, the normality assumption is met so that hypothesis testing can proceed using parametric tests.

Table 5. Results of Normality Test for Pretest and Posttest data

Class	F	df1	df2	Sig.
Pretest	0.008	1	62	0.930
Posttest	0.886	1	62	0.350
Conclusion	Both Classes are Homogeneous			

Based on table 5 above, it can be seen that the significance value of the pretest results in the experimental class and control class is 0.930, while the posttest results in the experimental class and control class are 0.350. The test results show that the significance value (Sig.) > 0.05 and it can be concluded that the data variance between the experimental and control classes is homogeneous. This means that the assumption of homogeneity is met, so the use of the parametric test independent sample t- test can be done appropriately.

3. Hypothesis Testing Results

After conducting a statistical prerequisite analysis, which revealed that the pretest and posttest data have a normal and homogeneous distribution, an independent t-sample analysis was carried out to test the hypothesis by comparing the post-test scores between the experimental

group and the control group. This test was carried out using SPSS version 22 and the testing criteria, which state that if the significance level is less than 0.05, then Ha is accepted and Ho is rejected. The results of the calculations are shown in the table below:

Table 6. Hypothesis Test Results of Pretest and Posttest of Experimental and Control Classes.

Statistic	Pretest	Posttest
Sig. (2-tailed)	0.722	0.000
Significance Level (α)	0.05	0.05
Conclusion	H_0 Accepted	H_a Accepted

The hypothesis test results indicate that the pretest showed no significant difference between the experimental and control groups, as the Sig. (2-tailed) value was greater than 0.05, meaning both groups had similar learning outcomes before treatment. However, the posttest results revealed a Sig. (2-tailed) value below 0.05, leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis. This confirms that the use of social media content videos had a significant positive effect on improving students' speaking ability in the experimental group compared to the control group.

4. Discussion of Research Result

This study demonstrates that the use of social media video content significantly improves students' speaking ability at Al Hidayah Junior High School, as shown by the experimental class achieving a much higher posttest average (81.50) than the control class (64.75), with the t-test confirming a significant difference ($p < 0.05$). These results support Brown (2004) view that speaking develops through contextual exposure and align with Harmer (2007) assertion that audiovisual media enhance motivation and linguistic experience. The findings are consistent with previous studies, such as Cahyani & Utami (2021)who found YouTube effective for improving speaking skills, and Dewi (2020)who reported gains in fluency and pronunciation through video-based learning. They also reflect Mayer's (2009) multimodal learning theory, which emphasizes the effectiveness of combining visual and auditory input. Overall, this research not only confirms prior evidence but also highlights that platforms like YouTube, Instagram, and TikTok can serve as effective tools to build students' confidence, participation, and proficiency in speaking English.

a. Pronunciation

The results showed that experimental group students experienced significant improvement in pronunciation after learning with online videos. This is because the videos provide authentic pronunciation models and can be imitated repeatedly. According to Kelly (2000), exposure to correct phonological input can help students improve pronunciation and intonation. Thus, these results confirm that the use of online videos is effective in improving aspects of pronunciation.

b. Fluency

The improvement in the fluency aspect of speaking was also seen in the experimental group. Students were able to speak more fluently with fewer pauses. This is in line with Nation (2009) opinion that repeated exposure to meaningful input can improve speaking fluency. The video content allowed students to understand the speech patterns naturally thus helping them to speak without much hesitation.

c. Vocabulary

The vocabulary aspect improved significantly as students got direct exposure to the use of vocabulary in real context from the video. Thornbury (2002) asserts that contextualized vocabulary learning is more effective than word list-based learning. By using videos, students not only learn the meaning of words, but also their use in real sentences and situations.

d. Grammar

The grammar aspect also showed improvement, although not as much as the vocabulary and pronunciation aspects. This is because students more easily internalize grammar patterns through the use of language in videos. In line with Ellis' theory (2008), repeated comprehensible input in a communicative context can help students understand and apply grammar structures better.

e. Verbal Expression

The improvement in the verbal expression aspect is clearly visible because the video media displays language expression contextually through intonation, gesture, and natural speaking style, so that students are better able to express their ideas and emotions clearly and communicatively in conversation.

E. Conclusion

This study concludes that frequent exposure to social media video content such as YouTube,

Instagram, and TikTok significantly improves students' speaking skills, especially in pronunciation, intonation, and verbal expression, as shown by the higher posttest results in the experimental class compared to the control class. The findings prove that social media-based videos can be an effective and engaging learning tool that not only enhances students' language ability but also increases their motivation, confidence, and active participation. Practically, teachers are encouraged to integrate online video content into classroom activities, schools are advised to provide supporting facilities, and students are recommended to continue independent exposure to English video content. Future research is suggested to expand the scope to other schools, language skills, and longer treatment periods to provide broader and more comprehensive insights.

REFERENCES

APJII. (2023). *Laporan Survei Internet APJII 2023*. https://apjii.or.id

Ariani, N. L. P. Y., & Ujianti, P. R. (2017). Penggunaan media video untuk meningkatkan kemampuan berbahasa pada anak usia dini. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *5*(2), 115–124.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.

Cahyani, N. L. M., & Utami, I. G. A. L. P. (2021). Pengaruh media YouTube terhadap kemampuan berbicara bahasa Inggris siswa SMA. *Jurnal Pendidikan Bahasa Inggris Undiksha*, *9*(2), 150–160. https://doi.org/10.23887/jpbi.v9i2.35612

Dewi, I. A. (2020). The use of video media to improve speaking skill in EFL classroom. *Journal of English Education*, *8*(1), 45–56.

Eryanti, E., & Dhewy, R. C. (2023). The effect of educational videos on English language proficiency in elementary schools. *Journal of English Education Research*, *9*(2), 55–67.

Fauth, B., Decristan, J., Decker, A.-T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2021). The potential of TikTok for learning: Short-form videos and student engagement. *Learning and Instruction*, *74*, 101442. https://doi.org/10.1016/j.learninstruc.2021.101442

Harmer, J. (2007). *The practice of English language teaching*. Pearson Longman.

Husna, A., & Eliza, D. (2021). Strategi perkembangan dan indikator pencapaian bahasa reseptif dan bahasa ekspresif pada anak usia dini. *Jurnal Family Education*, *1*(4), 38–46.

Kaniadewi, S. et al. (2017). Improving students' speaking ability by using videos. *Journal of English Language Teaching*, *6*(2), 120–131.

Kelly, G. (2000). *How to teach pronunciation*. Pearson Education.

Nation, I. S. P. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.

Prichatin, Y. (2024). *Improving English speaking skills using TikTok video content media at Madrasah Aliyah Soebono Mantofani*.

Sugiyono. (2023). *Metode Penelitian*. Alfabeta.

Vani, P. F. (2024). *The influence of English YouTube content on speaking ability*.

We Are Social, & Kepios. (2023). *Digital 2023: Indonesia*. https://datareportal.com/reports/digital-2023-indonesia