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<https://journal.stkip-us.ac.id/index.php/spes>

P-ISSN:, E-ISSN:

Vol. 2 No. 1 (2026). 1-12

The Effect of Short Story Videos as Learning Media on Tenth-Grade Students' Speaking Skills

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Submitted: 5 March 2026

Accepted: 18 March 2026

Published: 26 March 2026

KEYWORDS

short story videos,
speaking skills,
learning media,
English language
learning,
experimental study

ABSTRACT

English is an international language widely used for global communication; therefore, speaking skill is a crucial competence that students must master. However, many students still experience difficulties in speaking due to limited practice opportunities, low motivation, and the use of less effective learning media. This study aimed to investigate the effect of using short story videos as learning media on students' speaking skills at the tenth-grade level. The research employed a quantitative approach using an experimental method with a one-group pretest–posttest design. The participants of this study were students selected from the tenth grade, and data were collected through speaking tests administered before and after the treatment. The pretest results showed that students' speaking ability was relatively low, with a mean score of 59.1. After the implementation of short story video-based instruction, students' speaking performance improved significantly, as indicated by the posttest mean score of 82.2. The difference between pretest and posttest scores reached 23.1 points, demonstrating a substantial improvement in students' speaking skills. Statistical analysis confirmed that the improvement was significant, indicating that the use of short story videos had a positive effect on students' speaking ability. Based on these findings, it can be concluded that short story videos are an effective learning medium for enhancing students' speaking skills.

KATA KUNCI

video cerita
pendek,
keterampilan
berbicara, media
pembelajaran,
pembelajaran
bahasa Inggris,
penelitian
eksperimen

ABSTRAK

Bahasa Inggris merupakan bahasa internasional yang digunakan secara luas dalam komunikasi global, sehingga keterampilan berbicara menjadi kompetensi penting yang harus dikuasai siswa. Namun, dalam praktiknya masih banyak siswa yang mengalami kesulitan dalam berbicara akibat kurangnya latihan, rendahnya motivasi, serta penggunaan media pembelajaran yang kurang efektif. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan video cerita pendek sebagai media pembelajaran terhadap keterampilan berbicara siswa tingkat kelas X. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen melalui desain one-group pretest–posttest. Data dikumpulkan melalui tes berbicara yang diberikan sebelum dan sesudah perlakuan. Hasil pretest menunjukkan bahwa kemampuan berbicara siswa masih rendah dengan nilai rata-rata 59,1. Setelah penerapan media video cerita pendek, kemampuan berbicara siswa mengalami peningkatan yang signifikan dengan nilai rata-rata posttest sebesar 82,2. Selisih nilai antara pretest dan posttest sebesar 23,1 menunjukkan peningkatan kemampuan berbicara yang cukup tinggi. Hasil analisis statistik membuktikan bahwa penggunaan video cerita pendek berpengaruh positif terhadap keterampilan berbicara siswa. Dengan demikian, media video cerita pendek dapat dijadikan alternatif media pembelajaran yang efektif untuk meningkatkan keterampilan berbicara siswa.

APA 7th Citation:

Kando, Fatahillah, Ayumi. (2026)
The Effect of Short Story Videos as Learning Media on Tenth-Grade Students' Speaking Skills
Spes: Journal Education and Language, 2(1), 1-12

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Introduction

English plays a crucial role as a global language for communication, access to information, technological development, and international interaction. As an international language, English enables individuals to communicate beyond national boundaries and serves as a primary medium in education, trade, and global collaboration. In the Indonesian educational context, English is taught as a foreign language with the primary objective of enabling learners to communicate effectively in both spoken and written forms. According to Ratmaningsih (as cited in Asholahudin, 2020), English learning in Indonesia emphasizes communicative competence, allowing learners to use the language as a bridge for interaction in academic and social contexts. Among the four fundamental language skills—listening, speaking, reading, and writing—speaking is often regarded as the most challenging yet essential skill, as it requires learners to produce language spontaneously and confidently. Speaking is categorized as a productive skill that demands not only linguistic knowledge but also psychological readiness, such as confidence and willingness to communicate. Simbolon (2014) defines speaking as an activity involving the use of spoken language to convey ideas, intentions, thoughts, and feelings so that they can be understood by others. However, many students struggle to develop speaking skills due to limited practice opportunities, fear of making mistakes, low motivation, and inadequate instructional media. These challenges often result in students becoming passive during speaking activities and reluctant to use English in classroom interactions. Consequently, improving students' speaking ability requires not only effective teaching strategies but also the use of appropriate learning media that can stimulate interest, reduce anxiety, and encourage active participation.

Learning media play a significant role in enhancing the effectiveness of speaking instruction. Audio-visual media, particularly video-based materials, have been widely recognized as effective tools for language learning because they present language in meaningful, contextualized, and engaging ways. Sadiman (as cited in Pratama & Widodo, 2018) states that video learning media combine audio and visual elements to convey messages, movements, and information that can be either real or fictional for educational purposes. The integration of video in speaking instruction allows students to observe authentic language use, pronunciation, intonation, and contextual expressions, which are often difficult to convey through textbooks alone. Nazara (2011) emphasizes that speaking instruction requires varied activities, adequate practice, and sufficient exposure to the target language, all of which can be supported through audio-visual media. One form of video-based learning media that has the potential to enhance speaking skills is short story videos. Short story videos present narrative content in a concise and engaging format, making them suitable for classroom use and effective in stimulating students' imagination and interest. Through short story videos, students can observe storytelling techniques, contextual language use, and communicative expressions, which can serve as models for their own speaking practice. Based on preliminary observations and teaching experience, students at the tenth-grade level were found to have low motivation and confidence in speaking English, often feeling anxious, ashamed, or afraid of making mistakes when asked to speak. These issues were further compounded by the limited use of engaging learning media in speaking

instruction. Therefore, this study aims to investigate the effect of using short story videos as learning media on students' speaking skills at the tenth-grade level. By examining students' speaking performance before and after the implementation of short story video-based instruction, this research seeks to provide empirical evidence on the effectiveness of video media in improving students' speaking skills and to contribute to the development of more engaging and effective English speaking instruction.

Method

This study employed a quantitative research approach using an experimental method to examine the effect of short story videos as learning media on students' speaking skills. Quantitative research is appropriate for this study because it focuses on numerical data and statistical analysis to test hypotheses objectively, as emphasized in positivist research paradigms (Sugiyono, 2020). The experimental design applied was a one-group pretest–posttest design, in which a single group of participants was assessed before and after receiving instructional treatment. The pretest was administered to measure students' initial speaking ability, while the posttest was conducted after the implementation of short story video-based instruction to identify any improvement in speaking performance resulting from the treatment.

The research was conducted in September 2024 at a public Islamic senior high school in Aceh Tenggara, Indonesia. The population of this study consisted of all tenth-grade students, totaling 344 students. A sample of 40 students was selected using purposive sampling. This sampling technique was chosen because it allows researchers to select participants based on specific criteria relevant to the research objectives. The selected class was identified as having relatively low speaking proficiency and limited confidence in speaking English based on preliminary observation and consultation with the English teacher. In this study, the independent variable was the use of short story videos as learning media, while the dependent variable was students' speaking skill.

Data were collected through speaking tests administered as a pretest and a posttest. The tests required students to perform oral speaking tasks related to recounting events presented in short story videos. Students' speaking performance was assessed using an analytical scoring rubric covering five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. The collected data were analyzed using descriptive statistics to determine the mean and standard deviation of students' speaking scores. To test the research hypothesis, a paired-sample t-test was applied to compare the pretest and posttest results at a significance level of 0.05. If the calculated t-value exceeded the critical value from the t-table, the null hypothesis was rejected, indicating that the use of short story videos had a significant effect on students' speaking skills.

Results

This section presents the results of the quantitative analysis conducted to examine the effect of using short story videos as learning media on students' speaking skills. The study employed a one-group pretest–posttest pre-experimental design

involving 40 tenth-grade students. The results are organized into descriptive statistics, measures of central tendency and dispersion, and inferential statistical analysis using a paired-sample t-test. This section focuses solely on reporting empirical findings without interpretation.

Descriptive Results of Pretest and Posttest Scores

The primary data of this study were obtained from students' speaking test scores administered before (pretest) and after (posttest) the implementation of short story video-based instruction. Table 1 presents the individual pretest and posttest scores of the students.

Table 1
Students' Pretest and Posttest Speaking Scores (N = 40)

Statistic	Pretest	Posttest
Total Score	2,364	3,288
Minimum Score	52	76
Maximum Score	68	96
Mean	59.1	82.2
Standard Deviation	4.51	5.99
Standard Error	0.72	0.95

As shown in Table 1, students' pretest scores ranged from 52 to 68, with a total score of 2,364 and a mean score of 59.1. This indicates that students' initial speaking ability was generally low and categorized as *fair* based on the assessment criteria. In contrast, the posttest scores ranged from 76 to 96, with a total score of 3,288 and a mean score of 82.2. The increase in mean score from pretest to posttest reflects a substantial improvement in students' speaking performance after the use of short story video media.

Score Distribution Based on Performance Categories

To further describe students' speaking performance, the scores were categorized into four achievement levels: very good (86–100), good (71–85), fair (56–70), and poor (≤ 55).

Table 2
Distribution of Students' Speaking Scores by Category

Category	Score Range	Pretest Frequency	Posttest Frequency
Very Good	86–100	0	10
Good	71–85	0	22
Fair	56–70	35	8
Poor	≤ 55	5	0
Total		40	40

Table 2 shows that before the treatment, the majority of students (35 students) were classified in the *fair* category, while 5 students fell into the *poor* category. None of the students achieved the *good* or *very good* category in the pretest. After the treatment, all students moved into higher achievement levels, with 22 students classified as *good* and 10 students achieving the *very good* category. No students remained in the *poor* category in the posttest.

Measures of Central Tendency

To provide a more comprehensive overview of students’ speaking performance, measures of central tendency—mean, median, and mode—were calculated for both the pretest and posttest.

Table 3
Measures of Central Tendency

Measure	Pretest	Posttest
Mean	59.1	82.2
Median	60	80
Mode	56	80

The median value of the pretest scores was 60, indicating that half of the students scored below this value. The most frequent score (mode) in the pretest was 56. In contrast, the posttest median increased to 80, and the mode also shifted to 80, demonstrating a clear improvement in students’ overall speaking ability.

Variability of Scores

The variability of students’ speaking scores was examined through standard deviation and standard error calculations. The pretest standard deviation was 4.51, while the posttest standard deviation was 5.99. The higher standard deviation in the posttest indicates a wider range of improvement among students. The standard error values of 0.72 (pretest) and 0.95 (posttest) suggest that the sample means are reliable estimates of the population means.

Gain Scores (Difference Scores)

To analyze individual improvement, gain scores were calculated by subtracting the pretest scores from the posttest scores. The total gain score was 924, with individual gains ranging from 16 to 40 points.

Table 4
Summary of Gain Scores

Statistic	Value
Total Gain ($\sum D$)	924
Mean Gain (MD)	23.1

Minimum Gain	16
Maximum Gain	40
Standard Deviation of Gain	4.43

The mean gain score of 23.1 indicates a substantial increase in students' speaking ability after the implementation of short story video media.

Inferential Statistics: Paired-Sample t-Test

To determine whether the observed improvement was statistically significant, a paired-sample t-test was conducted.

Table 5
Paired-Sample t-Test Results

Variable	Mean	SD	SE	t	df	Sig. ($\alpha = .05$)
Pretest	59.1	4.51	0.72			
Posttest	82.2	5.99	0.95	32.62	39	Significant

The calculated t-value was 32.62 with 39 degrees of freedom. At the 0.05 significance level, the critical t-value was 1.685. Since the calculated t-value was significantly greater than the critical value ($32.62 > 1.685$), the null hypothesis was rejected. This result indicates a statistically significant difference between students' pretest and posttest speaking scores.

Summary of Research Findings

Overall, the results demonstrate a substantial and statistically significant improvement in students' speaking skills after the implementation of short story video-based instruction. Descriptive statistics revealed a marked increase in mean scores, while frequency distributions showed a clear shift from lower to higher achievement categories. Measures of central tendency and variability further confirmed consistent improvement across the student sample. Inferential statistical analysis using a paired-sample t-test provided strong evidence that the observed improvement was not due to chance. These findings indicate that short story videos as learning media effectively enhanced students' speaking performance.

Discussion

Based on the findings of this study, students' speaking skills prior to the implementation of short story video media were relatively low, as reflected by the pretest mean score of 59.1. This result indicates that students had not yet achieved the expected level of speaking proficiency, particularly when measured against the Minimum Passing Grade (KKM) of 70 for English subjects at the senior high school level. The low pretest score suggests that students experienced difficulties in expressing ideas orally, maintaining fluency, and using appropriate pronunciation and vocabulary.

One of the primary factors contributing to this condition was the lack of regular speaking practice in the classroom. Students were not accustomed to speaking English actively, which led to low confidence, fear of making mistakes, and reluctance to participate in oral activities. These findings align with previous studies that emphasize that speaking skills cannot develop optimally without continuous practice and meaningful exposure to spoken language. In traditional classroom settings, speaking activities are often limited, teacher-centered, and less engaging, which can reduce students' motivation and opportunities to practice. Consequently, students' speaking ability before the treatment remained at a fair level, as indicated by the pretest results and the relatively moderate standard deviation of 4.51, showing that most students shared similar difficulties in speaking English.

After the implementation of short story video-based instruction, a substantial improvement in students' speaking skills was observed. The posttest mean score increased significantly to 82.2, exceeding the KKM standard and indicating that students' speaking performance reached the good category. This improvement demonstrates that short story videos function effectively as learning media in enhancing students' speaking skills. The use of video provided students with audio-visual input that supported comprehension, pronunciation, intonation, and contextual language use. Through short story videos, students were able to observe authentic models of spoken English and retell events in a structured and meaningful way, which helped them organize ideas and speak more confidently. The increase in the standard deviation from 4.51 in the pretest to 5.99 in the posttest suggests that while all students improved, the degree of improvement varied, indicating that the media accommodated different learning paces and abilities. Furthermore, the statistical analysis using the paired-sample t-test confirmed that the improvement was statistically significant. The calculated t-value (32.62) was far higher than the critical t-table value (1.685) at the 0.05 significance level, leading to the acceptance of the research hypothesis. This result provides strong empirical evidence that the use of short story videos has a significant effect on students' speaking skills. The findings support the notion that integrating audio-visual media into speaking instruction can enhance students' motivation, reduce anxiety, and create a more interactive learning environment. By shifting from limited traditional instruction to media-supported learning, students became more engaged and willing to practice speaking English. Therefore, the results of this study confirm that short story video media is an effective instructional tool for improving speaking skills among tenth-grade students and can be considered a valuable alternative for English teachers seeking to enhance oral communication competence in the classroom.

Conclusions

This study concludes that the use of short story videos as learning media has a significant positive effect on students' speaking skills at the tenth-grade level. The findings show a substantial improvement in students' speaking performance, as indicated by the increase in the mean score from 59.1 in the pretest to 82.2 in the posttest. This improvement demonstrates that students' speaking ability shifted from the fair category to the good category and exceeded the Minimum Passing Grade (KKM) for English subjects. The results of the paired-sample t-test further confirmed that the

improvement was statistically significant, as the calculated t-value was much higher than the critical value at the 0.05 significance level. Therefore, the research hypothesis was accepted, indicating that short story video media effectively enhances students' speaking skills. Based on these findings, it can be concluded that integrating short story videos into speaking instruction provides meaningful learning experiences, increases students' confidence, and encourages active participation in oral communication. This study suggests that short story videos can be used as an effective alternative learning medium to support the development of students' speaking skills in English language classrooms.

Acknowledgements

The author would like to express sincere appreciation to the headmaster, English teachers, and tenth-grade students who participated in this study for their cooperation and support during the research process. Special thanks are extended to the academic supervisors and lecturers for their valuable guidance, constructive feedback, and continuous encouragement throughout the completion of this research. The author is also grateful to family and friends for their moral support and motivation, which contributed significantly to the successful completion of this study.

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