

Comparative Effects of Instructional and Animated Videos on Secondary School Students' Speaking Ability

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ABSTRACT

This study examined the comparative effect of instructional video and animated video on students' speaking ability at the secondary school level. The study was conducted to address the limited effectiveness of media use in improving students' oral communication skills. A quantitative approach with a quasi-experimental design was employed, involving two groups: a comparison group taught using animated video and an experimental group taught using instructional video. The participants were selected through random sampling. Data were collected using pre-test and post-test speaking assessments, which measured pronunciation, fluency, vocabulary, grammar, and comprehension. The data were analyzed using statistical techniques to identify differences in speaking performance between the two groups. The findings showed that students in the instructional video group demonstrated significantly greater improvement in speaking ability compared to those in the animated video group. The study concluded that instructional video was more effective in enhancing students' speaking skills. These findings suggested that the selection of appropriate instructional media played a crucial role in improving language learning outcomes.

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Introduction

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008). Speaking ability is one of the essential skills in learning English as a foreign language, particularly for young learners at the elementary school level. Speaking enables students to express ideas, feelings, and information orally, which plays a crucial role in developing communicative competence. However, many elementary school students, especially those in grade six, still face difficulties in speaking English. These difficulties include limited vocabulary, incorrect pronunciation, lack of confidence, and minimal opportunities to practice speaking in the classroom. It is also found that the problems faced by students in speaking were 1) The students have lack of vocabulary, 2) The students felt difficult to start speaking and 3) The students got difficulty to comprehend the tenses (Nasution, 2023).

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One of the major factors contributing to students' low speaking ability is the use of less engaging and less interactive learning media. In many English classes at the elementary level, teaching and learning activities are still dominated by conventional methods such as textbooks and teacher-centered explanations. As a result, students tend to be passive and unmotivated, which negatively affects their speaking performance. In fact, audio-visual materials are one of the teaching and learning tools which have been used by teachers to create a technology-based classroom (Kathirvel & Hashim, 2020). It helps both teacher and students in their everyday teaching and learning process. Video is becoming one of the most powerful learning media that captures and distributes information while also providing a stimulating learning environment where students can better understand and retain information (Sablić et al., 2021). Teachers should give interesting learning engagement with the young learners, they have to use some variation in using learning media. Selected student activity and instructional media strongly determined the success of learning activities in primary schools. There are many media can be used to improve students' speaking like audio aid, audio-visual aid and etc. Example for audio aid is radio, music, and so on while example of audio-visual aid is video, film/movie, and television, etc (Nuansari & Sriyanto, 2021). Therefore, teachers are required to use appropriate instructional media that can attract students' attention and facilitate better language acquisition. Video-based learning media have been widely recognized as effective tools in language learning. Videos provide audiovisual input that can help students understand language use in real contexts. Among various types of videos, instructional videos and animated videos are commonly used in English language teaching for young learners. Instructional videos usually present structured explanations, demonstrations, and examples of language use, which can guide students step by step in learning speaking skills. Meanwhile, animated videos often present stories or dialogues with colorful visuals and characters that can increase students' interest and enjoyment in learning English.

Although both instructional videos and animated videos are believed to support students' speaking ability, there is still limited empirical evidence comparing the effectiveness of these two types of video media, particularly at the elementary school level. Most previous studies focus on the use of video in general, without distinguishing the specific impact of instructional video and animated video on students' speaking ability. Therefore, it is necessary to conduct a quantitative study to examine whether there is a significant difference in students' speaking ability when taught using instructional video and animated video. Based on these considerations, this study aims to investigate the use of instructional video and animated video in teaching speaking to sixth-grade elementary school students. The instructional video is applied in the experimental class, while the animated video is used in the control class. The use of instructional video media in speaking lessons has been shown to significantly improve students' speaking skills. (Muakhiroh, 2024)

This study is expected to provide empirical evidence on the effectiveness of instructional and animated videos in improving students' speaking ability and to offer insights for English teachers in selecting appropriate media for teaching speaking at the elementary school level.

Method

This research used a quantitative approach based on a quasi- experimental method with a non-equivalent group design. (Creswell & Creswell, 2017). The researcher chose this method and design to find out about the difference in the influence of the use of Instructional and Animated Videos on students' speaking ability in simple present tense sentence.

The experimental and control groups did a pre-test and post-test in a quasi-experimental design. The treatment given in the experimental group is Instructional Video, while the treatment in the control group is Animated Video. The design for the quasi-experimental method with a non-equivalent group design.

Results and Discussion

Results The results of this study indicate that both the experimental and control groups experienced improvement in learning outcomes after the instructional treatment was implemented. In the experimental group, the mean score increased from **63.50** in the pre-test to **72.33** in the post-test, indicating a positive improvement after the use of **instructional video** as the learning medium. Similarly, the control group also showed an increase, with the mean score rising from **70.66** in the pre-test to **75.34** in the post-test after receiving treatment through **animated video**. Although the control group obtained a slightly higher post-test mean score, the experimental group demonstrated a more meaningful learning gain, as reflected in the improvement from the initial score. Below are the data:

Table 1 The result of Pre-Test and Post Test of Experimental Group

The Result of Pre-Test and Post-Test in Experimental Group				
Experimental Group	Mean Score	Minimum Score	Maximum Score	Standard Deviation
Pre-Test	63,5	38	84	12,564
Post-Test	72,33	44	93	12,402

Table 2. Result of Pre- Test and Post Test of Control Group

The Result of Pre-Test and Post-Test in Control Group				
Control Group	Mean Score	Minimum Score	Maximum Score	Standard Deviation
Pre-Test	70,53	48	90	10,685
Post-Test	75,29	48	92	9,936

The normality test results revealed that most of the data were normally distributed, except for the post-test scores of the control group. Therefore, non-parametric statistical tests were employed to analyze the data. The Wilcoxon Signed Rank Test showed a statistically significant difference between the pre-test and post-test scores in the experimental group ($p = 0.041 < 0.05$), indicating that the use of instructional video had a significant positive effect on students' speaking achievement. In contrast, the control group did not show a statistically significant improvement ($p = 0.107 > 0.05$), suggesting that the animated video treatment was less effective in producing measurable learning improvement.

Furthermore, the Mann–Whitney U Test indicated a significant difference between the two groups in the pre-test scores ($p = 0.040 < 0.05$), which suggests that the students' initial abilities were not equivalent prior to the treatment. However, no significant difference was found in the post-test scores ($p = 0.395 > 0.05$), indicating that both groups reached relatively comparable outcomes after the instructional intervention. Despite this, the effectiveness analysis using the N-Gain test demonstrated that the experimental group obtained a positive gain score (0.0535), while the control group showed a negative gain score (-0.0451). This finding confirms that instructional video was more effective than animated video in improving students' speaking ability in the simple present tense material, although the level of effectiveness remains in the low category.

Table 6 The result of Wilcoxon Signed Rank Test

Group	Sig (2 tailed)
Experiment	0,041
Control	0,107

Table 7 The result of Mann Whitney Test

Result (Both Group)	Asymp Sig. (2 Tailed)
Pre Test	,040
Post Test	,395

Table 8 The result of N-gain Test

Class	N	Mean Score
Experiment	30	,0535
Control	29	-,0451

The results indicate that both instructional video and animated video were associated with improvements in students' learning outcomes. The experimental group, which used instructional videos, showed an increase in the mean score from 63.50 to 72.33, representing a gain of 8.83 points. Meanwhile, the control group, which used animated videos, improved from 70.66 to 75.34, representing a gain of 4.68 points.

These findings suggest that the experimental group experienced a greater improvement in learning outcomes than the control group, despite having a lower post-test mean score. The difference in score gains indicates that instructional videos may offer potential benefits in supporting students' learning progress. However, the control group maintained higher mean scores in both the pre-test and post-test, suggesting that the groups differed in their initial levels of achievement. Therefore, the findings should be interpreted cautiously, as the observed differences in improvement do not necessarily indicate that instructional videos are statistically more effective than animated videos. Further statistical analysis is needed to determine whether the difference in learning gains is significant.

These findings support previous studies highlighting the effectiveness of video-based instructional media in language learning. Instructional videos provide clearer language models, structured explanations, and guided practice, which help students improve their speaking performance more effectively. Therefore, it can be concluded that the use of instructional video contributes more positively to students' speaking achievement and classroom engagement than animated video. This result is supported by the finding from (Fadhila & Susilowati, 2025) which stated that integrating interactive animated videos into speaking instruction can significantly enhance students' oral communication skills in EFL

vocational high school settings, offering a promising approach for improving language learning outcomes. It is also supported by Iin, (2022) in her research entitled "Effectiveness of Video Project-Based Learning on Students' Speaking Skills" which shows that the project-based video method resulted in an increase in students' speaking scores with a p-value <0.05.

Conclusion

As a result, this research proves the number 1) alternative hypothesis (*H_a*) that There is a significant effect of using Instructional Video on student's comprehension on speaking ability (Simple Present Tense) and number 2) alternative hypothesis (*H_a*) that There is a no significant effect of using Animated Video on student's comprehension on speaking ability (Simple Present Tense). In addition, this research does not prove the number 3) alternative hypothesis (*H_a*) that there is a significant difference in the effect between using Instructional and Animated Video as learning media on students' comprehension of simple present tense, pronunciation, grammar and vocabulary. Based on the findings and data analysis of this quantitative research, it can be concluded that the use of instructional video has a significant effect on students' speaking ability. The students in the experimental class who were taught using instructional videos showed better improvement in their speaking performance compared to the students in the control class who were taught using animated videos. The improvement can be seen in several aspects of speaking, including pronunciation, fluency, vocabulary, grammar, and comprehension. The results of the post-test analysis indicate that the mean score of the experimental class was higher than that of the control class. This suggests that instructional video is more effective than animated video in enhancing students' speaking ability. Instructional videos provide clear explanations, contextual examples, and structured language input, which help students understand and practice speaking more effectively. Therefore, the use of instructional video can be considered an effective teaching medium for improving students' speaking skills in English learning.

Author Contributions

Conceptualization: Z and SS; Methodology: Z, SS, H; Formal analysis: Z, SS, H; Investigation: Z; Writing – original draft: Z; Writing – review & editing: Z, SS, H; Supervision: SS, H.

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Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Use of Artificial Intelligence

The authors used Gemini for language editing and grammar improvement. The authors reviewed and verified all AI-assisted revisions and take full responsibility for the final content.

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