

Native Speaker Video toward Students' Speaking Skill at Elementary Level: an Experimental Study

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ABSTRAK

Speaking is one of the important skill for the students in learning English. It has five components such as grammar, vocabulary, comprehension, fluency and pronunciation. Since speaking is imperative, numerous students have to master speaking as well as they can. In truth, speaking is not simple to be mastered. Therefore the student's speaking skill are low. It is trusted that the teacher as an educator will be able to apply an assortment of media, so the students can overcome their difficulties. Native speaker video in language learning is an elective to be able to enhance students' speaking skill. The aim of this research used native speaker video was to measure the effect of native speaker video toward students' speaking skill at elementary level. This research used quantitative method especially pre-experimental research one group pre-test and post-test design. The data collection used test. The data analysis were Normality test and t-test. The Normality test was normal $0.424 > 0.05$, while t-test was significant $0.000 < 0.05$. Furthermore, the use of native speaker video gave a better speaking score toward students' speaking skill.

INTRODUCTION

Speaking is recognized as one of the most difficult for language learners to be master, it is also the most essential skill for effective communication. Through the components of language learning, the ability to use vocabulary in context and to speak fluently gets an essential role in achieving speaking proficiency (Setiyanti, 2025). Speaking skill is one of the key aspect of learning English, particularly at elementary level, as they form the basis of communication in everyday life. However, in reality, many students at elementary class still struggle to develop their speaking skill. This is due to a lack of practice, low self-confidence, and teaching methods that are unengaging and lack context (Wulansari & Hardianto, 2025).

According to (Nurfitriyani et al., 2025), the use of conventional methods that conducting on memorization than communicative practice means that students are not able to use English actively. Their speaking skill is till poor and they are struggle to express their ideas, thoughts and feeling in English. In this research find a students at elementary class still use a memorizing method specially in learning speaking. They are unconfident while speak up in English language. A trouble for students in learning English are the pronunciation of English vocabulary and understanding the meaning of foreign English language. Sometimes they listen

some native speaker are too fast in using a language. Some of them are hesitant to speak English for fear of not being fluent enough and anxious of making mistakes.

Through technology that is really important in this era, the use of educational media such as video has become an effective way of improving students' speaking skills. Applying a Video, particularly those featuring native speakers, can provide such as pronunciation, intonation and authentic language use in real-life contexts. It can help students understand language use in a more natural way and boost their confidence while speaking (Abulyatama, 2022).

Based on (Asary et al., 2024) the use of video in English classes has developed quickly as a result of the expanding accentuation on communicative method. Being a rich and valuable resource, video is well-liked by both students and teachers. They like it because video introductions are exploring, challenging, and fortifying to watch.

Some other researcher shows that using a native speaker video has a positive effect on the students' English learning. According to (Wahyudin, 2024), native speaker video provide practical solution to improve students speaking. Then, he also states that by combining a video in learning English learners can engage with authentic material through native accent, idiomatic expressions, and cultural nuances, which are essential for developing fluency and comprehension. Another researcher uses a native speaker that is applied by watching and listening a blog of native. It can be easier for students in learning English because they usually always common access an internet. So they can enjoy watching and listening an English with a native speaker video (Hasanah et al., 2023). Given those issue the other researcher still do not discuss about the effect of by applying a video of native speaker through a speaking skill. They focus only y students' perception and also as a classroom action research. Furthermore, in this research apply a native speaker video through an experimental research that use a video of native speaker at the elementary level by a daily activity material.

Native speaker video in language learning are an elective to be able to improve students' speaking within the learning handle. Trough native speaker video, the learning environment is more adjust. Students can reflect on themselves and understand what botches they have experienced or find out the differences within the way they talk. They will also know how to speak like native speakers. "The native speaker's competence or proficiency or knowledge of the language is a necessary point of reference for the second language proficiency concept used in language teaching" (Wahyuni & Afrianti, 2021).

Additionally, (Kurniadi et al., 2023) emphasize that it is crucial to teach pronunciation within the context of how the language is used by native speakers, as correct pronunciation is essential for effective communication. Pronunciation errors can lead to misunderstandings, even if students already have a good grasp of grammar and vocabulary. Thus, it is important to apply a media by native speaker video on the students learning especially on their speaking skill. The study will further explore students taught by using native speaker video get better at speaking score than those taught by non-native English video at elementary class.

Speaking is ability to pronounce language sounds to express or convey ideas, thoughts, or feeling orally. It is the delivery of considerations within the form of thoughts, wonderful contents of the heart within the shape of speech spoken language (Brown, 2001)

Speaking is way to communicate that influences our everyday lives. Now and then we do not realize that we have talked all the time, it proves that through speaking we are able to

communicate to everybody every day. According to (Gisella Majesty Julietta Saragih, 2024), Speaking is a fundamental oral language skill that is used in everyday life. It allows individuals to express their thoughts and feelings through verbal interaction with others. Essentially, speaking involves communicating ideas using words as part of an interactive process between two or more people. Within communication, speaking functions as a means to exchange information and understand messages. This exchange typically occurs in turns and can continue over time. Additionally, when conveying messages through speech, people often support their words with various expressions and behaviors. Then, individuals use their speaking skill to communicate with the other individuals through share, express thought, reveal feelings, trades of thoughts, and discuss something in order to attain a few points (Khoiriyah, 2011).

Teaching speaking is crucial way for an English teacher through digital media in this era. Based on (Brown, G., & Yule, 1999), Teaching is showing or helping somebody in learning how to do something, giving information, causing them to know or comprehend. It is an activity that supports individuals in learning and interacting with learning resources and the environment specially for learning speaking. Furthermore, (Nunan, 2003) states that there are five particples for teaching speaking. Those are recognize between learning a second language and learning a foreign language, allow the students to hone their fluency and exactness, allow the students to talk by assigning group or combining ventures and constraining teacher interaction, develop a speaking challenge that requires a meaning of negotiation, and plan classroom activities both coaching and practicing in transactional speaking. The teacher should not only assist students in completing task, but guides them in identifying and fixing mistakes. While teaching English, the teacher should focus not only on how the procedure is properly applied, but also on how this approach is adjusted to the needs of the understudies.

The function of speaking, based on (Harmer, 2007), can be divided into transactional and interpersonal function. The transactional work is concerned with communicating information and encouraging the exchange of goods and services, whereas the interpersonal function is concerned with keeping up and maintaining positive interpersonal connections. It all comes down to what individuals do in their everyday lives. As a result of their speaking capacity, individuals are able to communicate with one another with the objective of communication. Additionally, he states that some components of speaking are fluency and pronunciation, content, organization or structure, eye contact and gestures, language use and vocabulary. For this research use those components of speaking skill.

Language learning is a complex process. In this process, language teachers cannot be distant from the technology. It may be a reality that technology cannot be isolated from society. Machines have social beginnings and they rise from the needs of society. Subsequently, teachers need relevant technologies to the teaching learning circumstance. Video brings extended settings and interesting content to a classroom. By utilizing the video, speaking course or other skills may be coordinating through the use of common themes, functions, and grammar featured in the video (Nurhasanah, 2018). Video is a kind of media electronic defines as electronic storage of moving images. It means that employs “motion pictures” to present message can be referred to as a video and also it is not new for learning in education. The outwardly appealing video has helped educators and learners to get the meaning of a certain marvel in lots of ways. For the past a few decades, native speaker video has been utilized as a teaching resource to enhance English language learning (Safitri & Suparman, 2019).

METHOD

The research method is quantitative research using pre-experimental design, which used pre-test, treatment, and post-test. According to (Darmawan, 2019), quantitative research is a process to find knowledge that uses data in the form of numbers as tool to find information about what we want to know. Based on (Leavy, 2017), an instrument is a tool to count the result of the variable. This instrument was in the pre-test and post-test. It aimed to know how far the students understood the content of the video. The instrument used was to measure the score of students' speaking skill through native speaker video. A validity of the test is applied by content validity. It defines content validity as the extent to which the test is representative of a defined body of content consisting of topics and processes (Sulistyo, 2018). It relates of the material of the students' level of the class. It is suitable of students' material of the level that about a daily routine in the curriculum. The hypothesis of the research are Null Hypothesis (H_0) that is a native speaker video has no effect on students' speaking skill, while the Alternative Hypothesis (H_1) that is a native speaker video has an effect on students' speaking skill.

Through this instrument, scoring rubric was used for getting students' speaking score. It was taken by five components of speaking skill. Those are fluency and pronunciation, content, organization and structure, eye contact and gestures, and language use and vocabulary. The scoring rubric can be seen on the table below that was adopted from (Werdiningsih & Mukminatien, 2023).

Table 1. The Scoring Rubric of The Speaking Test

Scoring Criteria	Excellent (5 point)	Good (4 point)	Fair (3point)	Poor (2 point)	Needs Improvement (1 point)
Fluency and Pronunciation	Speaker maintains a natural pace, minimal hesitation, and clear pronunciation throughout the speech.	Speaker mostly maintains a natural pace, with some hesitations, and generally clear enunciation.	Speaker's pace is uneven, noticeable hesitations, and occasional unclear enunciation.	Speaker frequently struggles with pace, has frequent hesitations, and unclear enunciation	Speaker's pace is Consistentl y problematic , constant hesitations, and poor enunciation , making speech difficult to understand.
Content	Speaker delivers a well-researched, engaging,	Speaker delivers a mostly well researched and	Speaker delivers a somewhat researched and	Speaker delivers a poorly researched and	Speaker delivers an inadequatel y researched

Scoring Criteria	Excellent (5 point)	Good (4 point)	Fair (3point)	Poor (2 point)	Needs Improvement (1 point)
	and coherent speech with strong supporting evidence.	Coherent speech with some supporting evidence.	coherent speech with limited supporting evidence.	incoherent speech with little or no supporting evidence.	and incoherent speech, lacking any supporting evidence.
Organization and Structure	Speaker delivers a well-organized and Cohesive presentation, including a well- defined introduction, a thorough and formative main section, and a decisive conclusion.	Speaker presents mostly well organized and Cohesive presentation, including a well-defined introduction, a thorough and informative main section, and a decisive conclusion.	Speaker's message lacks some organization or structure, but overall is still coherent	Speaker's message is disorganized and difficult to follow	Speaker's message lacks coherence and structure
Eye Contact and Gestures	Speaker sustains an appropriate level of eye contact and employs effective gestures to keep the audience engaged.	Speaker sustains some eye contact and effective gestures contribute to audience engagement, but some room for improvement remains in consistency and Effectiveness.	Speaker occasionally breaks eye contact or uses inappropriate gestures, but recovers quickly	Speaker frequently break eye contact or uses inappropriate gestures, and struggles to recover	Speaker avoids eye contact and lacks effective or appropriate gestures

Source: adopted from Indah Werdiningsih, Nur Mukminatien, *Testing Public Speaking Proficiency*

This research conduct pre-test before treatment and post-test after treatment. The test consist of speaking test in daily activity. Both of them are conducted by a content validity test. Pre-test topic was about telling daily routine at boarding house. While pre-test topic was about telling daily routine at school. Additionally, in treatment was applied in four meetings. For all

meetings watched two kinds of native speaker videos. The first video was adapted from a channel of “linguamarina”. The title was about “A Day in Life of a Language Student in the USA”. The duration was 00:15:46. The second video was under the title “How Native English Speakers Talk about Their Mourning Routines”. The duration was 00:09:23, it adapted from a channel of “SMASHING.ENGLISH”.

Data analysis involves gathering data based on factors that would be studied, doing calculations to address a problem statement, and completing calculations to evaluate a presented hypothesis (Sugiyono, 2018). The data analysis of this research was used normality and t-test. SPSS version 16 was used for calculating the data.

There are two classes of the elementary level. This research was conducted at the elementary level for fourteen students as a subject. While a population of all the students of elementary level was thirty students. This research used nonprobability sampling. It was taken the class because the students had difficulties in pronunciation and fluency on speaking skill.

FINDINGS AND DISCUSSION

The findings of this study reveal that the use of native speaker videos has a significant positive effect on students’ speaking ability. Here is the data of pre-test and post-test of the students speaking skill through native speaker video.

Table 2. The Score of the Students’ Pre-Test and Post-Test

Pre-Test	Frequency	Post-Test	Frequency
28	1	67	1
32	1	68	1
40	2	71	1
44	1	72	2
48	3	76	1
52	2	78	3
56	2	80	4
60	2	84	1
Total of Student	14	Total of Student	14

Based on the table above, in the pre-test result it can be seen that student with score 28 is one student, 32 is one student, 40 is two students, 44 is one student, 48 is three students, 52 is two students, 56 is two students, 60 is two students. It means, students’ speaking skill is weak before the treatment. Meanwhile in post-test result, it can be seen that student with score 67 is one student, 68 is one student, 71 is one student, 72 is two students, 76 is one student, 78 is three students, 80 is four students, 84 is one student from the total 14 students. It can be concluded that the students taught by using native speaker video get better through speaking score of post-test result after treatment in the class. The table below is the statistics result from the pre-test and post-test.

Table 3. Statistics Result from the Pre-Test and Post-Test

Statistics	Pre-Test	Post-Test
Mean	47,43	76
Median	48	78
Mode	48	80
Minimum Score	28	67
Maximum Score	60	84

Based on the results of the pre-test and post-test, the mean score increased from 47.43 in the pre-test to 76 in the post-test. This substantial improvement indicates that the use of native speaker videos contributed effectively to the development of students' speaking skills. The improvement was observed in several aspects, including pronunciation and fluency, content, organization and structure, eye contact and gestures, and vocabulary.

The data of normality test will be shown on the table below.

Table 4. Normality Test Result of the Pre-test and Post-test

Statistics	Tests of Normality			Tests of Normality		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test	.166	4	.200*	.940	14	.424
post-test	.223	14	.057	.916	14	.194

The result of the normality test using the Shapiro–Wilk test showed that the significance value was 0.424, which is higher than the level of significance (0.05). This indicates that the data were normal.

Table 5. Paired Samples Test

Paired Samples Test								
Mean		Paired Differences			t	df	Sig.	(2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair	POS	39.29	12.59	3.36	46.33	15.78	13	0.000
	PRE							

The findings of this research revealed that the use of native speaker videos were significantly improved elementary level of students' speaking skill. The paired samples t-test showed a t-value of 15.78 with a significance value of 0.000, which is lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. These findings indicate that learning through native speaker videos had a positive effect on students' speaking skill. The improvement in the post-test scores suggests that exposure to authentic English pronunciation, content, organization, intonation, and eye contact in students to produce spoken English more accurately and confidently. Authentic audiovisual materials provide learners with realistic language input that supports pronunciation development and communicative competence. Similar findings that was applied on (Abrar & Aya, 2021) that have shown that video-based instruction significantly improves students' speaking skill because it provides meaningful linguistic input and contextualized language use.

On the other hand, the effectiveness of native speaker videos can be explained by the characteristics of young learners, who generally learn more effectively through visual and auditory stimuli. According to (Wulandari & Purwani, 2021) Native speaker videos by YouTube expose students to authentic pronunciation, stress, rhythm, and natural expressions that are difficult to obtain through textbooks alone. In addition, videos attract students' attention, increase their motivation, and reduce anxiety when practicing English. During the treatment sessions, students became more engaged in classroom activities, imitated the pronunciation of native speakers, and actively participated in speaking practices. These findings support previous studies reporting that video-based learning enhances students' pronunciation, fluency, vocabulary because learners repeatedly observe authentic language models before producing their own speech

Furthermore, this significant difference confirms that the use of native speaker videos had a meaningful effect on students' speaking skill. The improvement in students' scores after the treatment demonstrates that the implementation of a native speaker videos contributed positively to enhance students' speaking skill. Therefore, it can be concluded that native speaker videos are an effective media in enhancing students' speaking skills.

CONCLUSION

Based on the research findings, the use of native speaker videos to the elementary students' level gave an effective on the students' speaking skill. This is demonstrated by the higher post-test scores compared to the pre-test scores and also supported by the results of the normality test, which indicate that the data are normally distributed. Although the results were positive, this research still has limitations, such as a small sample size only fourteen students. It means that the findings cannot be widely generalized. Furthermore, the limited duration of video use and the absence of controls for other variables, such as student motivation or linguistic background. For further research, it is recommended that a larger sample size and a wider range of educational levels be included to ensure the results are more representative. Teachers are also advised to integrate the use of videos featuring native speakers on a regularly. It also can combine this with other teaching methods such as discussions or practice. Furthermore, it is important to carry out regular assessments to monitor the overall development of students' speaking skills.

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