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Building Students' Motivation and Ability in Speaking English: The Use of Cooperative-Instructional Video

Dian Kristin Ningrum
Universitas Muhammadiyah Gresik, Indonesia
kristindian151@gmail.com

Khoirul Anwar
Universitas Muhammadiyah Gresik, Indonesia

Agus Wardhono
Universitas Muhammadiyah Gresik, Indonesia

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Abstract

Low learning motivation of senior high school students caused by several things including: learning methods that do not adjust with the times and the media does not support or encourage students to be interested in learning. This study attempted to answer those problems by applying the method of cooperative learning which make students actively interact and communicate with their group and using instructional video that does not make them bored in learning so they feel interested and motivated in learning. Most of the previous studies only focus on the impact of using the cooperative strategy or instructional video (choosing one of them) on the teaching-learning process to increase student's ability in a certain skill. But in this study, it is used the combination between cooperative strategy and instructional video in teaching-learning process. Since the study was quasi-experimental, the instruments to collect the data were test and questionnaire. The researcher took two classes as the experimental class= 25 students and the control class= 25 students of the twelfth grade students of SMAN 5 Tuban. The motivation questionnaire using four-point Likert-type scales. Items on the scales are anchored at 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The result of motivation questionnaire proved that the students are motivated in learning speaking when using cooperative-instructional video than conventional method. The result of T-Test indicates that English learning students on speaking skill taught by using the cooperative-instructional video was better than using the conventional learning method (textbook). This has implication for language teachers who are interested in incorporating technology into their classes, which may contain students with low motivation and their speaking ability.

Keywords: students' motivation in speaking, cooperative learning, instructional video.

Introduction

In Indonesia, where English is considered as a foreign language, the two common reasons of the problems of speaking English are the lack of motivation and confidence among the students (Juhanna, 2012). Some studies have provided evidences that English learning motivation influences toward students' speaking ability. For example, Degang (2010) in (Menggo, 2018) who claimed that students are motivated to speak English have the motivation to learn English which is relatively high. Huang (2010) in (Menggo, 2018) also reported that the student's self-confidence and intrinsic motivation are the significant factors affecting students' English speaking frequencies outside the classroom. Moreover, Tuan & Mai (2015) in (Menggo, 2018) said that English speaking motivation is regarded as one of the factors affecting the students' speaking achievement. That is why in learning English, especially in improving the speaking skill, students need to have motivation.

It is needed interactive learning to motivate the students which can be raised with the cooperative learning. Espinel and Canaría (2010) in (Qutob, 2018) found that when students are joined in cooperative

learning, they are persuaded by one another, which foster speaking social interactions. Kagan and Miguel (2009) in (Alrayah, 2018) said "Students are more communicative in the cooperative classroom and establish their communication skills so they are more accomplished of talking out and peacefully resolving conflicts." To encourage students to interact within the classroom, teachers should implement different activities through group work. And the teachers should be creative to build students' motivation, interested and active in speaking English, such as using the audio visual media to teach speaking English. Learning activities supported by instructional videos allow active learning. While it is known that technology supports learning, in some research it is stated that the videos can be used as an effective device in education (Allen & Smith, 2012; Hsin & Cigas, 2013; Kanbul & Uzunboylu, 2017; Kay, 2012; Lloyd & Robertson, 2012; Rackaway, 2012; Uzunboylu & Karagozlu, 2017) in (Beheshti, Taspolat, Kaya, & Sapanca, 2018). The students' reaction of using the instructional videos are mostly positif (Schultz et al., 2014; Shattuck, 2016; H. van der Meij & van der Meij, 2016) in (Hew, 2017). Therefore, the use of instructional videos has developed in recent years (Gold & Holodynski, 2017) in (Beheshti et al., 2018).

Although there are some studies regarding the effectiveness of cooperative strategy and the cooperative video, but no one has ever tried to combine together in the learning process on English subject of speaking skill. Thus, this study aims to know the effect of cooperative-instructional video guided by the following research questions:

1. What is the significant effect using cooperative-instructional video to student's speaking achievement?
2. How is the students' motivation in speaking English using cooperative-instructional video?

Literature Review

Students' Motivation in Speaking

Language learning motivation is often recognized by teachers and students alike and has a very important role in explaining failure and success in language learning contexts (Dörnyei, 2001; Dörnyei & Csizér, 1998) in (Dincer, 2017). Motivation is one of the successful factors that influence students in speaking skill. In other words, if the motivation is higher, the students speaking skill will be better. It is assumed that the students with high motivation in learning English will be more successful, brave and confident rather than the students who have low motivation or not at all.

Some students had low motivation to get involved in the English classroom activities especially in speaking skill. They were afraid of answering the teacher's question. They were shy when the teacher asked them to practice in front of the class. They also paid less attention when the teacher was explaining the speaking activity. In response to the issue of motivation, (Hosni, 2016) said that lack of motivation prevent students from speaking in English class. (Nation and Newton, 2009) said that less encouragement or motivation and the shyness of the students to use their English also hinders the students to enhance their speaking skill.

Cooperative Learning

Cooperative learning is designed to be implemented in English teaching and learning process including speaking. The concept of cooperative learning which gives priority to students' complicity and cooperation during the teaching and learning process gives advantages for them to raise their learning motivation, independence, and social skills. In a group, the students work together and have discussion in order to resolve the problem. Therefore, through cooperative learning, the interaction between the teacher and the students and among the students can be improved too. In teaching and learning process of speaking, cooperative learning can arouse students' complicity. It encourages the students to actively involved in classroom activities. During the learning process, students are led to help each other in group. They also motivate and activate each other to make maximum effort in performing their tasks. This way, students share responsibility to do the best both for themselves and their group. They will have their own responsibility for the success of their group. Cooperative teaching acts as an alternative strategy for teaching by encouraging speech and social interaction (Hernández & Boero, 2018; Russell, 2018). A huge number of studies indicated that the use of cooperative learning strategy can result in positive attitudes towards cooperative learning and raised speaking skills (Alharby, 2015; Nasri & Biria, 2017; Suhendan & Bengu, 2014). Kagan and Miguel (2009) in (Alrayah, 2018) say "Students are more communicative in the cooperative classroom and build their communication skills so they are more competent of talking out and peacefully solving conflicts." A good deal of research has revealed a

number of benefits in cooperative learning such as improving student talk, more varied talk, a more relaxed environment, greater motivation, more negotiation of meaning, and improving amount of comprehensible input (Liang, Mohan and Early, 1998; Olsen and Kagan, 1992).

Although many advantages of cooperative learning have been discovered, however often times teachers also have difficulty in applying cooperative learning if there are no clear instructions and make them enthusiastic in discussing and interacting with their friends in terms of learning. Moreover, if groups have not learned the specific procedures of cooperative learning, they can easily get off-task (hence the need for accountability) or get too noisy. So, it needs a good class management.

Instructional Video

An instructional video is any video that demonstrates a process, transfers knowledge, explains a concept, or shows someone how to do something. Learning activities supported by instructional videos allow active learning. While it is known that technology supports learning, in some research it is stated that the video can be used as an effective instrument in education (Allen & Smith, 2012; Hsin & Cigas, 2013; Kanbul & Uzunboylu, 2017; Kay, 2012; Lloyd & Robertson, 2012; Rackaway, 2012; Uzunboylu & Karagozlu, 2017) in (Beheshti et al., 2018). Many research analysis have presented that technology is a fundamental instrument that can improve the learning skills of learners (Allen & Smith, 2012; ElSenousy & Alquda, 2017; Hsin & Cigas, 2013; Kay, 2012; Lloyd & Robertson, 2012; Rackaway, 2012; Schmid et al., 2014; Uzunboylu, Baglama, Ozer, Kucuktamer & Kuimova, 2017; Uzunboylu, Hursen, Ozuturk & Demirok, 2015) in (Beheshti et al., 2018). In some cases, video can be beneficial as instructor in showing the procedure or interactive facts in order to help in proficiency of studying, where learners can see difficult material or procedures many times when they are needed (Beheshti et al., 2018). Furthermore, instructional videos can facilitate problem solving and thinking by providing students with creative using of images along with sound in order to communicate the topic truly, and so it enable learners to obtain the skills in research and organization and knowledge for problem solving and cooperative working. In addition, instructional videos can be helpful to the mastery of studying. Studies conducted on instructional videos have shown that they potentially can be more effective in conveying information to students. Regardless of which methods (such as flipped, blended, etc.) are used to apply instructional videos in education (Seery, 2015; Wells et al., 2012; Zhang, 2005) in (Hew, 2017). Studies showed positive results for student learning of the subjects on e-learning using instructional videos (He, Swenson, & Lents, 2012; Schultz, Duffield, Rasmussen, & Wageman, 2014; Shattuck, 2016; Wells et al., 2012) in (Hew, 2017). And the students' reaction are mostly positive in using instructional videos (Schultz et al., 2014; Shattuck, 2016; H. van der Meij & van der Meij, 2016) in (Hew, 2017). Therefore, the use of instructional videos has raised in recent years (Gold & Holodynski, 2017) in (Beheshti et al., 2018). Instructional videos can encourage active learning among students if used correctly, regardless of which methods for implementing instructional videos are used (Merkt & Schwan, 2014; Seery, 2015; J. van der Meij & de Jong, 2006; Zhang, 2005) in (Hew, 2017). Instructional video is considered by the researcher as an alternative media to enhance students' speaking skill. The use of instructional video in students' speaking activity is helpful to stimulate and motivate them to speak. It is believed, then, that the use of instructional video activity in the students' speaking class will give a positive contribution to their speaking skill.

The cooperative-instructional video has been adapted to the development needs of the students. And it also promotes the development of the education. Although everything has two sides, but the advantages of this learning model is much greater than the deficiencies. The application of cooperative-instructional video in English teaching not only conforms to the law of language acquisition, but also can improve the students' learning efficiency. The interaction and communication between teachers and students, or between students, and the use of cooperative-instructional video in the teaching process all mobilize the learning atmosphere. In the good learning process, students' attention will be more concentrated, and the final learning efficiency will be improved. So this kind of teaching mode will be very effective, and in the future it will have a very good development prospects. That is why the researcher chooses cooperative-instructional video as an effective strategy and media to build the students' motivation and ability in speaking English.

Methodology

Participants

The experiment was conducted in SMAN 5, one of public senior high school in Tuban. The samples of the study were 50 twelfth-grade students consisting of 27 males and 23 females with an age range

between 17-18 years old. A non-random sampling method was used to select the experimental group and the control group. The researcher took two classes as the experimental class= 25 students and the control class= 25 students on the twelfth grade students of SMAN 5 Tuban. English is considered a foreign language that they learn but never use outside the classroom. Their languages of common use are Bahasa Indonesia (Indonesian Language) and Bahasa Jawa (Javanese Language).

Instruments

This study was quasi-experimental; the instruments to collect the data were oral English test and questionnaire. The researcher provided the questions for the pre-test and for the post-test. During the pre-test and the posttest activities the students' scores were measured by using a speaking rubric which was adapted from Blaz (2001). The elements of speaking which were measured were fluency, vocabulary, grammar, pronunciation and comprehensibility. All the items on the speaking test were reviewed by the researchers as self-validation. Then the items were given to the experts to ensure the content validity of the test. The experts were asked to validate and evaluate the test by completing a checklist for validating the English-speaking test. The questionnaire was adapted from (Hapsara, 2016). The motivation questionnaire using four-point Likert-type scales. Items on the scales are anchored at 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree.

Table 1. The Distribution of the Research Instruments

Group	**Class**	**Instrument**	**Treatment**	**Instrument**	**Student's number**
Experimental	XII-MIPA 1	Pre-test	Cooperative-Instructional video	Post-test Questionnaire	25
Control	XII-MIPA 2	Pre-test	Conventional (textbook)	Post-test	25

Procedure

The data was collected incorporating pretest, post-test and questionnaire for the experimental group, then pretest and post-test for control group. Pretest was administered before the treatment to experimental and control group. The students were asked to answer oral English pretest before the researcher applies the cooperative-instructional video to experimental class and conventional (textbook) method to control class. Then the treatment was done. The treatment by using cooperative-instructional video technique was designed for experimental group. Control group was treated with conventional teaching. Students in the experimental group were divided into five groups, each consisting of five students. However, the researcher selected the group member that in one group is composed of students who have diverse abilities, ranging from low to high abilities to work with on alternate days during the study period. Each group discussed a chosen topic, exchanged ideas, helped each other, and shared knowledge. Then the group works had to present a dialogue in accordance with the topic of learning. Each group member was assigned a role and responsibility that must be fulfilled if the group was to function effectively. Those roles were assigned to ensure interdependence. At the end of the study, post-tests of oral performance were given to the students. The students in the experimental class were also asked to answer the questionnaire of students' motivation using cooperative-instructional video in learning English.

Table 2. Teaching Procedure

STEPS	EXPERIMENTAL	CONTROL
Preparation	Class is divided into 5 groups	No grouping needed
	Teacher assigned students into certain groups	Teacher control the class.
Pre-teaching	Students watching the cooperative-instructional	The teacher explains the subject matter

	video related to the topic of learning	contained in the textbook
Whilst-teaching	After watching the instructional video, the students discuss in group the questions given by the teacher related with the topic	After listening to the explanation, the students try to answer the questions in the textbook individually
Post-teaching	Students presented the answers and discussed them with other groups. Teacher facilitated the discussion	Teacher discussed students' answer classically

Data Analysis

In this study, the writer utilized a quantitative data analysis technique. The instruments to collect the data were speaking test and motivation questionnaire. The technique was employed to find a significant difference in the students' speaking skill taught using cooperative-instructional video and taught using the conventional method. After the data is collected, it needs to be checked for its homogeneity and normality before further analysis. To find out the effectiveness of cooperative-instructional video as well as comparing the effect, paired sample and independent sample T-test were employed. The questionnaire was used to know the motivation of the students that used cooperative-instructional video in the learning process.

Result

The data presented were gathered from the result of the pretest and posttest of speaking from the experimental class and control class. For experimental class was added with the motivation questionnaire. Each test consists of five questions. The questionnaire consists of 20 item statements. Based on the calculation of validity of the questions on the test instrument, the learning outcomes of students were obtained with the range of 0.521 – 0.845, then the results of test instrument has exceeded 0,396 (r table 25 (n-2)) of the provision, and the values of the significance test are smaller than 0.05. Thus, the questions used by each pretest and posttest are declared valid to be used as a variable measurement tool. The results of testing validity of the motivation questionnaire to learn with cooperative-instructional video shows the range of 0.418 – 0.792, then the results of Pearson Correlation more than 0.396 (r table 25 (n-2)) of the provision, and the values of the significance test are smaller than 0.05, so 20 statements of the motivation questionnaire to learn with cooperative-instructional video on experimental class are declared valid and can be used for research. Cronbach's alpha value of pretest on experimental class (0.724); pretest on control class (0.709); posttest on experimentall class (0.804); posttest on control class (0.704) and questionnaire on experimentall class (0.900) show all variables are greater than 0.700, so it can be concluded that the questions used for pretest and posttest and also the statements used for questionnaire are all reliable.

The pre-testing analysis was done before the researcher drew a hypothesis. It consists of two parts; the normality and the homogeneity tests. In normality test, the researcher used Kolmogorov-Smirnov. The analysis using the program of *IBM SPSS v.22* to see the value of Asymp.Sig.(2-tailed). If the value of Asymp.Sig.(2-tailed) is more than 0.05 it can be said that the data presented normal distribution. On the contrary, if the data the results of the calculation of the one-sample Kolmogorov-Smirnov delivers a value below 0.05, then the regression model did not meet the assumption of normality (Ghozali, 2016). Having known the level of normality data, the next test is homogeneity. Homogeneity test is used to determine the level of similarity of variance between two groups' namely experimental group and control group. To accept or reject hypothesis by comparing sig on *Levene's statistic* with 0.05 (sig > 0.05).

Table 3. Students Learning Result

Group	Test	N	Min	Max	Mean	Std. Deviation

Experimental	Pre	25	70	85	75.6	3.905
	Post	25	75	90	83.8	5.058
Control	Pre	25	70	85	76.2	4.848
	Post	25	70	85	79.2	4.252

The data presented in table 3 showing the results of learning with cooperative-instructional video is better than learning with conventional method. Mean of experimental class increase from 75.6 to 83.8 while for control class 76.2 to 79.2. Increased grade point average where the experimental class is higher than the control class.

Table 4. Result of Students' Learning Motivation Questionnaire

Number of Questionnaire	N	Min	Max	Mean	Std. Deviation
1	25	3	4	3.76	0.436
2	25	2	3	2.88	0.332
3	25	2	4	3.04	0.351
4	25	2	4	3	0.5
5	25	2	4	3.12	0.666
6	25	3	4	3.52	0.51
7	25	2	4	3.76	0.523
8	25	2	4	2.96	3.51
9	25	2	4	3.36	0.7
10	25	2	3	2.64	0.49
11	25	2	4	2.64	0.7
12	25	2	3	2.04	0.2
13	25	2	3	2.04	0.2
14	25	2	3	2.08	0.277
15	25	2	3	2.08	0.277
16	25	2	3	2.28	0.458
17	25	1	3	1.92	0.4
18	25	1	3	2.28	0.542
19	25	1	3	2.04	0.455
20	25	2	3	2.04	0.2

The results of the table 4 is about the learning motivation of students who used cooperative-instructional video on the students of experimental class show the average answer of the positive statement on item 1 to item 10 has an average value of 3.204. It means that the students of experimental class agree with the use of cooperative-instructional video. While, for negative statements in item 11 to item 20 has an averaged value of 2.144. It means that the students of experimental class disagree with the negative statements of the questionnaire asked by the researcher. This means that students become motivated in the use of cooperative-instructional video on English subject.

Table 5. Statements of Questionnaire

No	Statements of Questionnaire			
1	I like when the teacher shows a cooperative-instructional video in English subject, especially in speaking skills.			

2	I like to speak English in class after watching cooperative-instructional video.			
3	After watching the cooperative-instructional video, I find it easier to understand the English material, especially spoken English.			
4	After watching the cooperative-instructional video, I have spirit to do the duties of the English subject, especially in speaking skills.			
5	After watching the cooperative-instructional video, I am more confident and brave speaking English in front of teachers and friends.			
6	I prefer the teacher using the cooperative-instructional video rather than using a textbook when teaching English, especially in speaking skills.			
7	The cooperative-instructional video keeps me challenged to be able to speak English fluently.			
8	I would discuss in group if there is material that I don't understand from the cooperative-instructional video.			
9	I would discuss in group if there is material that I don't understand from the cooperative-instructional video.			
10	I feel there is progress on my ability to speak English after watching several times the cooperative-instructional video**.**			
11	I feel nervous when speaking English after watching the cooperative-instructional video.			
12	I feel bored when the teacher showing the cooperative-instructional video.			
13	I prefer to play and chat with friends when the teacher showing the cooperative-instructional video.			
14	I feel confused and struggling to understand the material English, especially speaking skills while watching the cooperative-instructional video.			
15	I feel watching the cooperative-instructional video is just a waste of time.			
16	I'm not interested in watching the cooperative-instructional video, especially in speaking English			
17	English material which delivered using the cooperative-instructional video is not beneficial in the ability to speak English.			
18	The cooperative-instructional video creates a classroom atmosphere becomes unpleasant.			
19	I become lazy to follow English subject since aired the cooperative-instructional video**.**			
20	The classmates do not focus on the English material which taught when the teacher showing the cooperative-instructional video.			

Table 6. Normality Test

One-Sample Kolmogorov-Smirnov Test					
		Pretest of Experimental Class (XII-MIPA 1)	Pretest of Control Class (XII-MIPA 2)	Post test of Experimental Class (XII-MIPA 1)	Post test of Control Class (XII-MIPA 2)
N		25	25	25	25
Poisson Parameter[a,b]	Mean	75,60	76,20	83,80	79,20
Most Extreme Differences	Absolute	,257	,224	,244	,263
	Positive	,242	,186	,230	,237
	Negative	-,257	-,224	-,244	-,263
Kolmogorov-Smirnov Z		1,286	1,118	1,222	1,317
Asymp. Sig. (2-tailed)		,073	,164	,101	,062

From table 6, it can be seen in the Kolmogorof-Smirnov and can be known that the significance value of pre test of class XII-MIPA 1 (experimental class) that is 0.073, the significance value of pre test of class XII-MIPA 2 (control class) is 0.164, the significance value of posttest of class XII-MIPA 1

(experimental class) is 0.101, and the significance value of the posttest of class XII-MIPA 2 (control class) is 0.062. Those numbers show significance for all variables are above 0.05, it can be concluded that the results of pre test have the normal distribution data.

Table 7. The results of Normality Test with the Kolmogorof-Smirnov on Students' Motivation Questionnaire

One-Sample Kolmogorov-Smirnov Test		
		The usage of cooperative-instructional video
N		25
Poisson Parameter[a,b]	Mean	53,48
Most Extreme Differences	Absolute	,269
	Positive	,223
	Negative	-,269
Kolmogorov-Smirnov Z		1,344
Asymp. Sig. (2-tailed)		,054
a. Test distribution is Poisson.		
b. Calculated from data.		

From table 7, it can be seen in the Kolmogorof-Smirnov that the significance value for Students' Motivation Questionnaire using the cooperative-instructional video in class XII-MIPA 1 (Experimental class) is 0.054. That number shows the significance for the variable is above 0.05, it can be concluded that the result of Students' Motivation Questionnaire using the cooperative-instructional video in Experimental class has a normal distribution.

Table 8. Homogeneity Test

Class	**Test**	**Levene's Statistik**	**df1**	**df2**	**Sig**
Experiment and Control	Pre	2.042	1	48	0.159
Experiment and Control	Post	2.417	1	48	0.127
Experiment	Pre and Post	5.37	1	48	0.125
Control	Pre and Post	0.495	1	48	0.485

The result of the table shows the value of significance of all the test are above 0.05, indicating that the variances of the data are homogeneous.

Hypothesis Test

After the data are stated normal and homogeneous, then both requirements are fulfilled for the t-test. This test is done to take the decision whether the hypothesis is accepted or rejected. The hypotheses of this study are:

Ho : The use of cooperative-instructional video cannot build the students' motivation and ability in speaking English.

H1 : The use of cooperative-instructional video can build the students' motivation and ability in speaking English.

The Difference Test of Two Data Averages of Pre-Test between Experimental class and Control class

The analysis of *independent-Sample t-test* of pre-test in the experimental class and control class is aimed to determine whether there is significant difference in the value of pre-test in the experimental class and the control class. The conclusion of the study is stated significant if $t_{count} > t_{table}$ at significance level of 5% and the value of $p < 0.05$.

Table 9. T-Test Calculation of Pre-Test Results between Experimental Class and Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pretest Value	Experimental	25	75,60	3,905	,781
	Control	25	76,20	4,848	,970

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre test Value	Equal variances assumed	2,042	,159	-,482	48	,632	-,600	1,245	-3,103	1,903
	Equal variances not assumed			-,482	45,919	,632	-,600	1,245	-3,106	1,906

Based on table 9, it can be seen that the value of pretest experimental class by the number of respondents are 25 students has an average (mean) of 75.60, while the value of the pretest control class with the number of respondents as many as 25 students has an average (mean) of 76.20. On the *Independent sample Test* obtained a significant value (*2-tailed*) is 0,632 and the value of t_{count} is -0.482 and the values of t_{tabel} of df 50 (n-2) at the significance level of 5% is 2,011. Because the value of $t_{count} < t_{table}$ (-0.482 < 2.011) and sig. > 0.05 (0.632 > 0.05). H_0 is accepted and H_1 is rejected. This indicates that there is no significant difference between the pretest results of learning using cooperative-instructional video on students of experimental class with pretest results of learning using textbook (conventional) on students of control class.

The Difference Test of Two Data Averages of Post-Test between Experimental class and Control class

The analysis of *independent-Sample t-test* of post-test in the experimental class and the control class is aimed to determine whether there is significant difference in the value of post-test in the experimental

class and the control class. The conclusion of the study is stated significant if $t_{count} > t_{table}$ at significance level of 5% and the value of $p < 0.05$.

Table 10. T-Test Calculation of Post-Test Results between Experimental Class and Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest Value	Experimental (XII IPA-1)	25	83,80	5,058	1,012
	Control (XII IPA-2)	25	79,20	4,252	,850

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post test Value	Equal variances assumed	2,417	,127	3,481	48	,001	4,600	1,322	1,943	7,257
	Equal variances not assumed			3,481	46,625	,001	4,600	1,322	1,941	7,259

According to table 10, it can be seen that the value of the posttest of the experimental class by the number of respondents are 25 students has an average (mean) of 83.80, while on the value of the posttest of the control class with the number of respondents as many as 25 students has an average (mean) of 79.20. On the *Independent sample Test* obtained a significant value (*2-tailed*) is 0.001 and the value of t_{count} is 3.481 and the values t_{tabel} of df 50 (n-2) at the significance level of 5% is 2,011. Because the value of tcount > ttable (3.481 > 2.011) and sig. < 0.05 (0.001 < 0.05). Thus, H_0 is rejected and H_1 is accepted. This indicates that there is a significant difference between the posttest results of learning using cooperative-instructional video on students of experimental class with posttest results of learning using textbook (conventional) on students of control class.

The Difference Test of two Average Pre test and Post test in Experimental Class

The analysis of independent-Sample t-test of the pretest and the posttest in the experimental class aims to determine whether there is significant difference in the value of the pretest and the posttest in the experimental class. The conclusions of the study stated significant if $t_{count} > t_{table}$ at significance level of 5% and a value of $p < 0.05$.

Table 11. T-Test Calculation between Pretest and Post test Result of Experimental Class

Class	Test	N	Mean	Std. Deviation	Std. Error Mean
Experiment	Post	25	83,80	5,058	1,012

	Pre	25	75,60	3,905	,781

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
Class		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Experiment	Equal variances assumed	5,370	,125	6,416	48	,000	8,200	1,278	5,630	10,770
	Equal variances not assumed			6,416	45,111	,000	8,200	1,278	5,626	10,774

Based on table 11, it can be seen that the pretest value of experimental class with the number of respondents are 25 students has an average (mean) of 75.60, while the post test value has an average (mean) of 83.80. On the Independent sample Test obtained a significant value (2-tailed) is 0.000 and the value of t count of 6.416 and the value of t-table of df 50 (n-2) at the significance level of 5% that is equal to 2.011. Because the value of t-count > t-table (6.416 > 2.011) and sig. < 0.05 (0.000 < 0.05). Thus, H_0 is rejected and H_1 is accepted. This indicates that there is a significant difference between the pretest and the post test result on students of experimental class that use cooperative-instructional video.

The Difference Test of two Average Pre test and Post test in Control Class

The analysis of independent-Sample t-test of the pretest and the post test in the control class aims to determine whether there is significant difference in the value of the pretest and the post test in the control class. The conclusions of the study stated significant if $t_{count} > t_{table}$ at significance level of 5% and a value of $p < 0.05$.

Table 12. T-Test Calculation between Pretest and Post test Result of Control Class

Class	Test	N	Mean	Std. Deviation	Std. Error Mean
Control	Post	25	79,20	4,252	,850
	Pre	25	76,20	4,848	,970

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
Class	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

									Lower	Upper
Control	Equal variances assumed	,495	,485	2,326	48	,024	3,000	1,290	,407	5,593
	Equal variances not assumed			2,326	47,199	,024	3,000	1,290	,406	5,594

Based on table 13, it can be seen that the pretest value of control class with the number of respondents are 25 students has an average (mean) of 76.20, while the posttest value has an average (mean) of 79.20. On the Independent sample Test obtained a significant value (2-tailed) is 0.024 and the value of t count is 2.326 and the value of t-table of df 50 (n-2) at the significance level of 5% that is equal to 2.011. Because the value of t-count > t-table (2.326 > 2.011) and sig. < 0.05 (0.024 < 0.05). Thus, H_0 is rejected and H_1 is accepted. This indicates that there is a significant difference between the pretest and the post test result on students of control class who learn without using cooperative-instructional video.

Discussion

This study aims to build students' motivation and ability in speaking English using the cooperative-instructional video. Based on the results of the study show there are significantly differences in which students are given learning using the cooperative-instructional video obtain the learning outcomes higher than students who were given conventional learning (textbook).

This study shows the cooperative strategy has good impact on the ability to speak. Thus this research is one-sided in favor of the opinion of (Namaziandost, Shatalebi, & Nasri, 2019) which used with the intervention group were adapted from the Student Team Achievement-Division (STAD) (Slavin, 2014) showed the experimental group had a positive score difference and/or improvement after the cooperative learning strategy was introduced as a teaching technique in speaking skill classrooms; whereas the performance of the control group, which was exposed to the traditional method for learning speaking skills, showed no significant difference between the results of the pre-test and post-tests of speaking skill. This is as in accordance with the results of the study of Hassan Alrayah (2018) which used the descriptive approach and recorded interviews as the instrument stated that there is significant correlation between the cooperative learning activities and the enhancement of EFL learners' oral fluency of speaking. It is in line with (Bedri, 2018) which used discussion technique stated that students can increase better communication and speaking skills through the application of cooperative learning in the learning process, students' performance increase significantly and they improved better attitudes towards learning English via cooperative learning strategy, then students are motivated and less unwilling. It is in line with (Namaziandost et al., 2019) stated that cooperative learning is an instructional method that is effective in increasing the acquisition of English-speaking skills and improving students' motivation.

The increased ability of speaking English of the students is also influenced by the students ' motivation in learning. It means that the use of cooperative-instructional video can increase students' motivation to speak English. This research proves that video is the learning media that is very effective to improve students ' motivation in learning. This is in accordance with the results of research conducted by Jako Olivier (2019) which used short instructional video stated that videos can be used as a tool to motivate students to critically interact with content and to engage collaboratively with new technologies. It is in line with (Beheshti et al., 2018) which used Video Based Learning (VBL) in his study proved that instructional video can engage and inspire learners when combined into learner centred classroom activities. As a consequence, learner's motivation mark and learning experience will be increased.

The previous studies only focus on the impact of the use of the cooperative strategy or the use of learning video on the teaching-learning process to increase student's motivation and ability in a certain skill. The combination between cooperative learning and instructional video is needed to achieve satisfying results in learning because the learning needs of students are changing. Moreover, it must now

adjust with the development of technology. So, teachers need to adjust instructional strategies with the students' need that supported with the use of media technology. My research provides evidence that thinking about the fulfillment of learning strategies should update with technology. It is cooperative strategy combined with instructional video used simultaneously in the teaching-learning process. The strategy of cooperative learning are interactive, inspiring, fun, challenging, and motivating learners to actively participate. The instructional-video is the media of learning that can help students to easily understand the material speaking with more fun and foster students ' motivation to speak English. So the strategy of cooperative learning and instructional-video are two things that are very supportive to foster students ' motivation to speak English and their impact can improve the ability to speak English. The use of cooperative-instructional video in teaching speaking was designed to make the students motivated and not bored in following the class. To allow students work in groups in doing the tasks also the supported point which makes the students active in the class. In addition, cooperative-instructional video also help the student learn about speaking in terms of the way of speaking (fluency), vocabulary, pronunciation, grammar, and content of what to speak. After getting the information from the video, the students get an idea to speak. Further, discussing with their group lets each student has an opportunity to give and share information orally to the group's members. At this time intensive and extensive speaking performances unconsciously are done by the students.

The success of the teaching of speaking is determined by some factors, among others are strategy and media used by the teacher in the class. The use of cooperative-instructional video could be an alternative since it provides materials for speaking class easily. The various topics and frequencies of speaking using cooperative-instructional video can help the students to improve their speaking achievement. The involvement of the students in the speaking class was clearly shown from their active participation during the teaching and learning process so it will ultimately have an impact on increasing the value of their English speaking ability.

To apply the combination of cooperative strategy and instructional-video, we should think some of readiness. Firstly, make sure that the cooperative strategy in accordance with the students' needs and the competencies to be achieved. The cooperative strategy that interactive, inspiring, fun, challenging, and motivating learners to actively participate speaking English. Secondly, determine the type of instructional video. The teacher should determine the type of instructional video which appropriate with the competency to be achieved by the students. Thirdly, the way to combine cooperative strategy and instructional video. The instructional video that have been watched, and then discussed in a group, so this process will make the students active and improve their speaking skill.

Conclusion

The present research has investigated the use of cooperative-instructional video to build students' motivation and ability in speaking English. Overall, the findings reveal that there is a positive influence of using cooperative-instructional video to increase the students' motivation to speak English which have an impact on the improvement of the ability to speak English. It can be concluded that this study provides a new direction in the world of education where the combination of cooperative strategies and instructional video has the good impact. The cooperative-instructional video make the students help each other in group which motivate and encourage each other to make maximum effort in speaking English and it can be more efficient in conveying information to students. The application of cooperative-instructional video in English teaching not only conforms to the law of language acquisition, but also can improve the students' learning efficiency. The interaction and communication between teachers and students, or between students, and the use of cooperative-instructional video in the teaching process all mobilize the learning atmosphere. In the good learning process, students' attention will be more concentrated, and the final learning efficiency will be improved. So this kind of teaching mode will be very effective, and in the future it will have a very good development prospects. To apply the combination of cooperative strategy and instructional-video, we should think some of readiness. Firstly, make sure that the cooperative strategy in accordance with the students' needs and the competencies to be achieved. Secondly, determine the type of instructional video. Thirdly, the way to combine cooperative strategy and instructional video.

This study provides opportunities for further research to be able to combine learning strategies with other specific learning media to improve the skills of students. And also the combination of strategy cooperative and the instructional video is developed to improve the skills of writing, listening, or reading. Furthermore, because this study did not analyze the subject based on gender, then it can be continued by the next researcher.

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