



# Using Cutting Video Clip CapCut to Improve the Students' Speaking Skill at Senior High School

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## Abstract

This study aimed to improve high school students' speaking skill by using cutting video clip CapCut in MAN 1 Pare-pare. The study's findings were beneficial to the teachers, the students and the future researchers. As a result of the teachers' innovative approach to teaching speaking classes, the students' discovery of entertaining ways to hone their speaking skill and the future researchers will draw inspiration or references from this study to create better learning materials for their own research. This study used quantitative research applying the pre-experimental method. The population of this research was all the X grade students of MAN 1 Pare-pare. Hence, random sampling was used. The sample was X.1, which consisted of 17 students. This study used the test (pre-test and post-test) in collecting and analyzing the data. Therefore, the study's findings showed that using cutting video clip CapCut significantly improved the students' speaking skill. It demonstrated by the students mean score in pre-test (43.29) and in post-test (62.35). It showed that the T-test value was higher than the T-table value ( $1.86 > 1.745$ ). Thus, it can be concluded that the students' speaking skill by using cutting video clip CapCut significant better after the treatment.

**Keywords:** *Cutting Video Clip, CapCut Application, Speaking Skill.*

## Introduction

In recent years, there has been a closer connection between technology and human life. Technology is useful in every element of human existence. On the other hand, Industry 4.0, a term is used to characterize the development of the global technology industry, stand for the fourth industrial revolution.

This fourth level is dedicated to digital technology. One way that technology is employed in education is through learning media. Teacher can also use learning media as tool to better and more effectively teach materials to their students, both in-person and virtually. In the age of digital technology, education is greatly aided by it. With the help of contemporary technological advancement in education, particularly in language instruction, language learners today have access to a wide range of resources (H, 2018). Nonetheless, phone, laptops, and computers can be utilized for education and decision-making. One area that makes use of technology in the classroom is language. During learning a language, students should become proficient in speaking, listening, writing and reading. As a result, technology can be an item that teachers can improve their students' speaking skills.

One tool that teachers can use to help students learn English especially in speaking is video clip (Nanden Sri Rahayu, 2020). Video clip is short video typically ranging from a few seconds to a few minutes in duration usually used by someone to provide information, entertainment or messages briefly and concisely. Video clip can be used as effective learning tools because it can demonstrate concepts that are difficult to explain in a more visual and interactive way (Thuy, 2023). In addition, users use their linguistic and contextual expertise to build meaningful messages to the target audience in a social context, making stories an inclusive form of communication. Video clip encourages creativity and language learning. Suitable for both groups and individuals. According to a recent study by Aswani Muslem et al. (2017), teaching small group activities and using video clips produced greater results than teaching individual activities. According to the findings, one of the best options for enhancing young learners' speaking abilities may be to educate and learn ESL speaking through video clips while utilizing Small Group Activity methodologies.

Therefore, the use of video clip containing material can enhance the ability to remember information, stimulate creativity, improve understanding and create a more conducive learning environment (Prajna Angger Kusuma, 2023). Teachers must choose the content, the visual, and what objects to use to complement the information in the video clips, demanding critical thinking (Petrenko L.A., 2017). Video clip software includes KineMaster, CapCut, Adobe, VN, InShot, WeVideo, and others. In addition, CapCut can help teachers in explaining the learning materials. This is because CapCut has the advantage of displaying images, video and animations to help students interact with learning materials and CapCut is suitable for learning process (Inayah Hanum., 2024). CapCut is also a popular choice for users seeking a high-quality and efficient video editing application. As a result, researcher will use CapCut as a tool for students to generate their digital stories in this research.

Additionally, teachers can make stunning videos with CapCut, a free all-in-one video editing program (Humaira Hatrisyia Norzaimi, 2021). The CapCut is an excellent video editing tool that lets us add and remove clips, add music, and add stickers. But both novice and expert editors use CapCut, a well-liked video editing application for android Bytedance devices. With this program, users may edit videos and produce engaging content by utilizing an array of tools and effects (Dini Anggraini, 2022). In addition, CapCut is among the Google Play Store's most downloaded apps (Nurjanis, 2024). The CapCut application includes some user-friendly features, though, such the ability to clip, reverse, and adjust the pace of the video that has to be altered. Superior and equipped with advanced filters. Top music hits / amazing sounds are available to add some edge to the video. Can easily express your videos completely and it has a sophisticated look.

Speaking is a skill that requires the creation, acquisition, and processing and interpretation of information. Therefore, speaking is the most important of the four fundamental language skills when studying a second or foreign language (Lorenzo, 2024). Speaking skills are essential since a large number of recent high school graduates work in the field right away. The reason for this is lack of funds and hiding from public speaking engagements (Amio, 2018).

Graduates who demonstrated aptitude and practical competence in their fields have been given practical skill and talent. Speaking as a skill that needs to be practiced a lot. Without practice, the student's speaking skills will not improve. Students' speaking skill can be enhanced by engaging in ongoing activities on a regular basis (Nabila Luqyana, 2023).

Found on his research Syafryadin, the English spoken by students is still a challenging skill to master (Syafryadin, 2020). Besides, they have difficulties in communicating for various reasons, including a lack of stories to recount, lack of language to explain concepts, still have difficulty in grammar and poor words and pronunciation, and interesting teaching methods to motivate them to speak.

In practice, students' speaking skills frequently fall short of the competency requirements, resulting in difficulties in both linguistic and non-linguistic domains. Linguistic abilities are necessary for language-dependent processing, according to Krizman et al. (2017); prior knowledge aids in recognizing the appropriate linguistic form when words are perceived. However, non-linguistic elements can have a role in students' speech challenges. The speaking skills of second language learners are severely hampered by problems including nervousness, shyness, fear of making mistakes, limited involvement, and lack of enthusiasm, according to Nadesan & Shah (2020).

One of the key elements in fostering a positive learning environment in the classroom is the teacher's application of engaging teaching techniques. In addition to knowing how to create materials that are simple for students to understand, they should also be able to increase student engagement and achievement in the

classroom. To prevent speaking instruction from becoming tedious and monotonous, teacher should be able to create any kind of content. So, teachers need technology to support their learning process.

According to an interview with an English teacher at MAN 1 Parepare, researcher find that the school has two English teachers. English teachers at MAN 1 Pare-pare teach English with a combination of English and Bahasa to ensure that students understand what is being talked about. The teacher makes use of visuals or textbooks to clearly explain concepts. Additionally, the learning setting lacks sufficient speaking practice and is overly theoretical. and the lack of context outside of the classroom that encourages students to use English. The teachers deliver the materials succinctly and clearly. However, students find it difficult to comprehend the given descriptive materials.

Speaking English is still a challenge for a lot of students. First, students feel uneasy while using English because they do not have enough vocabulary. Second, students still struggle with English word pronunciation. Students are reluctant to use English in their daily lives and in their studies because of these issues. Third, because teachers employ traditional teaching methods, students have little interest in learning and practicing the language on a regular basis, even in learning English.

Based on researcher's observation finds that the problem mentioned previously is crucial and needs to be fixed. To solve the problem, the teacher can use cutting video clip CapCut as an alternative medium to improve high school students' speaking skill. By using cutting video clip, students will feel more interested in learning materials because it combines digital media such as text, photos, narrative voice recordings, music, and video. By combining visual and audio in learning media, it can make the learning process more interesting and students can focus more on the material and the learning process. Next, the researcher digs for further information regarding the problem of students' speaking in Learning about the use of cutting video clip with the CapCut application in improving the speaking English skills of high school students. To ensure that the research objectives are achieved, this study is guided by two research questions: (1) Is the use of cutting video clip CapCut able to improve high school students' speaking skill at MAN 1 Parepare?

## **Method**

This research will use pre-experimental design with pre-test and post-test design. The students will be given pre-test, treatment and post-test. The purpose is to determine whether there is an improvement in speaking skill after using the cutting video clip.

All units or components of a group that will be the site of a research experiment are referred to as the population (Shukla, 2020). The population of this research will use all the X grade students of MAN 1 Pare-pare which consists of 3 classes. There are 53 students for the population. To represent the population in a study, it is necessary to take a sample from the existing population (Maimuna k, 2015). The sample is a subset of the complete population that will be investigated in order to serve as a representative sample that can capture every characteristic of the population. The sample of this research will use random sampling technique or probability. Based on observation, the sample chosen is X.1 class with 19 samples.

The instrument of this research is a speaking test applying in pre-test and post-test. The pre-test will be given before the treatment and the post-test will be given after the treatment. In this pre-test and post-test, the researcher gave the test to students by using a speaking test through questions of descriptive text in the form of essay that had been prepared. Students would be asked with 3 numbers of question and they answered according to their understanding. In pre-test, the students will be asked about self-introduction and describing hobbies or interest. While in post-test, the students will be asked about reflecting on academic progress. And there are 4 meetings for the treatment. The research time will be conducted during half a semester, starting from preliminary research to June 2024.

The data will collect through the test that has been analysed by using quantitative analysis employ statically calculation to test the hypothesis. The accepted criteria are if  $t_{test} > t_{table}$  with 0.05 significance. The speaking assessment rubric is as follow (Hayati, 2017):

<b>Speaking Assessment Rubric</b>			
No	Aspect	Score	Description
1	Pronunciation	5	Easily understood despite having a speaker's accent.
		4	Easily understood despite having a particular accent.
		3	Pronunciation errors often cause misconceptions and call for the listener to focus entirely.
		2	Pronunciation problems make them difficult to understand, frequently asked to repeat.
		1	Severe problems to the point of being incomprehensible.
2	Grammar	5	Few or nonexistent grammar errors.
		4	Occasional errors that do not impair meaning.

		3	Regular errors that impair meaning.
		2	Numerous errors that impede meaning and frequently necessitate sentence restructuring.
		1	Severe errors that make comprehension challenging.
3	Vocabulary	5	Uses terms and expressions with fluency.
		4	Sometimes employs inappropriate vocabulary.
		3	Frequently employs inappropriate vocabulary which limits conversation.
		2	Misuses terminology and has a limited vocabulary, making it difficult to understand.
		1	Has a very limited vocabulary, which makes conversation impossible.
4	Fluency	5	Fluent as if speaking the language naturally.
		4	Fluency seems a little hampered by linguistic problems.
		3	Language problems seriously impair fluency.
		2	Due to language barriers, frequently pauses and stops speaking.
		1	Speech becomes erratic and stops, making communication impossible.
5	Comprehension	5	Follows everything easily.
		4	Understands nearly everything, however some parts may be repeated.
		3	Understands most of what is said when speaking at a slightly slower pace, however, repetition may occur.
		2	Has trouble understanding what is being said.
		1	Can't comprehend simple talks.

Table 1. The Classification Rubric's Score

## Results

The researcher examined if the students' speaking skill had significantly improved after doing the treatment. Regarding the requirements that must be passed in order to ascertain if there is an increasing or not, the researcher needs to be aware of each students' pre-test and post-test results which are. The post-test results were used to determine whether or not the use of cutting video clip CapCut could improve the students' speaking skill in MAN 1 Pare-pare. In pre-test and post-test, the researcher gave some questions to the students as the test to determine their speaking skill. Each student received the questions and answered by speaking

in front of the class.

After giving the pre-test and post-test to the students, the researcher determined the findings of their speaking skill.

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1	Excellent	86 – 100	0	0%
2	Good	71 – 85	0	0%
3	Enough	56 – 70	1	6%
4	Poor	41 – 55	8	47%
5	Very Poor	≤ 40	8	47%
<b>Total</b>			<b>17</b>	<b>100%</b>

Table 1. The rate percentage of the frequency of the pre-test

The average speaking score of the students prior to using the cutting video clip CapCut was displayed in the previous table. There was one student received enough score, eight students received poor score and eight students received very poor. The total score in pre-test was 736. From these results, it can be concluded that the speaking problems faced by students consist of lack of pronunciation, lack of fluency, lack of vocabulary, lack of grammar, and lack of understanding.

No.	Classification	Score	Frequency of Post-Test	Percentage of Post-Test
1	Excellent	86 – 100	0	0%
2	Good	71 – 85	5	29%
3	Enough	56 – 70	11	65%
4	Poor	41 – 55	1	6%
5	Very Poor	≤ 40	0	0%
<b>Total</b>			<b>17</b>	<b>100%</b>

Table 2. The rate percentage of the frequency of the post-test

Following the treatment and a post-test to gauge the effectiveness of using cutting video clip CapCut to improve speaking skill, the finding revealed that 5 students (29%) scored in the "GOOD" category, 11 students (65%) scored in the "ENOUGH" category and 1 student (6%) scored in the "POOR" category. From this result, it can be concluded that the speaking problems faced by students can be improved by using cutting video clips. The students are able to improve their pronunciation, grammar, vocabulary, fluency and comprehension because these cutting video clips can make the learning process more enjoyable so the students felt more adventurous while speaking in front of others.

Test	Mean Score	Standard Deviation (SD)
Pre-test	43.29	6.20
Post-test	62.35	7.62

Table 3. The mean and standard deviation of the pre-test and the post-test

The data in table 1. shows that the mean score of the pre-test was 43.29 ( $X_1$ ) and the standard deviation of the pre-test was 6.20, while the mean score of the post-test was 62.35 ( $X_2$ ) and the standard deviation of the post-test was 7.62. as the result, the mean score of the post-test was higher than the mean score of the pre-test. It means that the students' speaking skill had improvement after doing the learning process by using cutting video clip CapCut.

This research used pre-experimental design with pre-test and post-test design. The data below demonstrated that the T-Test value was higher than the T-Table value. It showed that there was improvement between the students' pre-test and post-test results.

Variable	T-Test Value	T-Table Value
Pre-Test and Post-Test	1.86	1.745

Table 4. The test of significance



For the level significant ( $\alpha$ ) 5% and  $df = 15$ , so the value of the T-table is 1.745 while the value of the T-test is 1.86. It indicates that the T-test value is higher than the T-table value ( $1.86 > 1.745$ ). Thus, it can be concluded that the High School students' speaking skill is significant better after getting the treatments. So,  $H_0$  (Null hypothesis) is rejected and  $H_a$  (Alternative hypothesis) is accepted. It can be concluded that there is an improvement in students' speaking skill after the use of cutting video clip CapCut in MAN 1 Pare-pare.

## **Discussion**

### ***The improvement of the high school students' speaking skill by using cutting video clip***

Discussion of how much the students' speaking skills improved following the treatment, the data analysis in this research demonstrates that this was an improvement of the students' speaking skill, as evidenced by the fact that the pre-test mean score was 43.29 while the post-test mean score was 62.35. This indicates that the post-test activity's mean score was higher than the pre-test's mean score. Pronunciation, grammar, vocabulary, fluency and comprehension are the areas of speaking that researchers use as a standard when assessing students' speaking skill.

According to (Hendrayani, 2020) the utilization of audio-visual materials specifically video in learning activities through suitable techniques and activities, as well as types of videos that genuinely support student learning and outcomes, then it can have a positive impact on student motivation and learning outcomes. Since it is well established that students prefer watching audio-visual materials over reading ones, (Fitriyeni & Widyastuti, 2020) found that using videos to teach speaking improves students' comprehension of the subjects being covered. In order to help students, comprehend the teaching materials and the topic's factual conditions, as well as to enhance their learning skills, teachers should incorporate video clip into their lesson plans.

It may be inferred from the research findings that employing video clips to teach speaking skills is highly successful. Video clips have an impact on speaking abilities, namely increasing students' self-assurance in their ability to learn, which makes them more engaged, productive, and pleasurable. According to the research findings, in the pre-test activity, the majority of students (47%) had very poor speaking levels, followed by poor speaking levels (47%) and enough speaking levels (6%). In the post-test activity, the majority of students (65%) achieved enough level, followed by some students (29%) who achieved a good level and a student (6%), who achieved a poor level. It indicates that the majority of students' speaking skill improve from very poor to enough level. In addition, the T-test and T-table value are displayed on the data analysis display. Thus, based on the previous findings, the use of cutting video clip CapCut to improve high school students'

speaking skill become more proficient speakers demonstrates that the use of cutting video clip CapCut in the classroom has a major impact on students' speaking skill. On the other hand, MAN 1 Parepare students discover new ways to learn English through technology.

***The ways of the implementation of the use of cutting video lip CapCut to improve high school students' speaking skill***

The researcher concludes that before giving the treatment to the students, the students feel difficult and uneasy in speaking English because they do not have enough vocabulary and still struggle with English word pronunciation so they cannot express their feelings and their ideas. After the researcher giving the treatment, the researcher concludes that the use of cutting video clip CapCut had impact in improving students' speaking skill. As the fact, according to the finding, the students' score in post-test was higher than the students' score in pre-test. This means that the treatment succeeded in improving the students' speaking skill.

There were six meetings for doing this research, two meetings to do the test and four meetings to do the treatment. At the first meeting during the treatment, the students feel difficult and confused in learning the English speaking by using cutting video clip CapCut. It because the teacher only applies traditional teaching method during the learning process. During teaching speaking, the researcher began to explain the use of cutting video clip CapCut in learning speaking. Researcher began to guide the students to watch and discuss about the material that presenting in the video clip. This cutting video clip CapCut makes the students more enjoyable, confidence, understanding and interesting in learning English especially learning speaking.

In the process of teaching speaking activities, there were four materials that the researcher gave to the students including, telling experience for the first meeting, describing people for the second meeting, serial story for the third meeting and dubbing for the last meeting in giving treatment. At first, the researcher would play the video clip about the material and then giving video example about the material. After that, the researcher opened discussion section to interact and discuss with the students, so every student should speak up. Next step, the researcher gave exercise to the students to make the story according to the material presented and each student had the opportunity to speak up in front of their friends. Because students must express their opinions on every material they discuss. This learning media can help them speak more fluently and make learning new terms easier. Most students only speak once before the teacher starts them, according to the widely yet different approach in school today, which is backed by the teacher.

In order to maintain the upward trend of Indonesian English proficiency, experts anticipate that the effective use of cutting video clip CapCut to enhance speaking skill among Indonesian students in general will encourage other students to the same.

## **Conclusion**

According to the findings in the previous chapter, the finding of the result demonstrated better improvement in the students' speaking skill. This research used pre-experiment design. The objective of the research is the teacher can apply the concept of cutting video clip and use CapCut application in English learning especially in speaking and the teachers can make their own learning media with creativity by utilizing video clip in learning process, the students will gain immediate benefits in improving their English-speaking skill through innovative and interactive learning media and this study can be used for the next researcher to provide the better learning method in improving English speaking skill and it is also expected to use a control group in further research.

Therefore, this research used quantitative design. The researcher concluded that there was a significant difference of the students' speaking skill before and after being given the treatment. The result of data analysis of the mean score in the pre-test is 43.29 and standard deviation of the pre-test is 6.20, while the mean score in the post-test is 62.35 and standard deviation is 7.62. The finding of this research demonstrates that the T-test value (1.86) is greater than the T-table value (1.745). It means that the use of cutting video clip CapCut to improve high school students' speaking skill gives the positive impact for the students. on the other hand, because the T-test value is greater than the T-table value, the researcher concludes that there was a significant improvement in students' speaking skill after the use of cutting video clip CapCut.

The researcher suggests that teachers should incorporate interactive video clips into speaking classes and encourage students to use them for independent study. Students should continue using video clips to improve their speaking skills. The researcher also recommends future researchers to explore the effects of cutting video clips and use alternative learning methods, as pre-experimental design was used in this study or use other methods.

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