



## The Effect of Video Media on Students' Public Speaking Skills For Nursing Students

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### Abstract

*This study investigates the effectiveness of using video media to improve students' skills for public speaking. Employing a mixed-method approach, the research involved 50 second-year nursing students from Universitas YPIB Majalengka, selected through purposive sampling. Quantitative data were obtained using pre-test and post-test assessments to evaluate students' speaking performance before and after the video-based intervention. Additionally, qualitative data were obtained through a close-ended questionnaire to explore students' perceptions of using videos as a learning tool. The results of the paired t-test analysis showed a statistically significant improvement in students' public speaking abilities, with the t-observed value (2.24) exceeding the t-critical value (2.015). Furthermore, the questionnaire responses indicated that approximately 80% of the participants responded positively to the use of videos, reporting increased motivation, confidence, and engagement. These findings suggest that video media, particularly authentic and inspirational video talks, can be an effective tool for developing public speaking skills among students. The study concludes with recommendations for institutions, teachers, and future researchers to further support and explore the integration of video-based instruction in language learning.*

**Keywords:** video media, public speaking,

### INTRODUCTION

It is undeniable that nowadays English plays an essential role in all aspects. According to Amelia Vance (2024), English has consolidated its position as the dominant global language, serving as the primary medium across science, technology, business, and academia. Over 90% of scientific publications today are written in English. In the technology sector, English is the default language for programming, technical documentation, and innovation exchange.

It acts as a linguistic bridge in business and industry, facilitating international collaboration. In education, English-medium instruction and global university programs rely heavily on proficiency in English. Vance also acknowledges growing concerns about linguistic equity, urging policymakers to balance English proficiency with support for local and indigenous languages. English undeniably serves not only as a communication tool but also as a crucial gateway to accessing the latest advancements in various fields. To keep pace with the evolution of this global language, learners are expected to develop a solid understanding of English and incorporate it into their daily lives. Mastery of English requires competence in four fundamental

language skills: reading, writing, listening, and speaking. Among these, speaking plays a vital role, as it enables learners to express themselves, engage in interaction, and build social connections with others. It is considered one of the core components in English language education, alongside reading, writing, and listening.

Despite the importance of speaking skills, many students continue to face significant challenges when speaking English, particularly in the context of public speaking. While various instructional strategies have been developed to address this issue, this study specifically concentrates on enhancing students' speaking abilities in public speaking settings. The researcher hopes that the findings of this study will contribute to efforts aimed at overcoming such challenges. Drawing from classroom teaching experience, the researcher observed that videos offer potential benefits for improving key aspects of public speaking, such as eye contact, body movement, gestures, and pronunciation. The engaging structure and content of video talks—featuring speakers who are highly competent in their respective fields—motivated the researcher to investigate whether this medium can effectively improve students' public speaking performance.

Videos have become an essential medium in the teaching and learning process. Sherman (2003) highlights that video is an excellent resource for introducing learners to the English language world, offering engaging and effective learning experiences with minimal effort. Videos serve multiple educational purposes, such as facilitating discussions, supporting writing assignments, and providing content for projects or cross-disciplinary studies. Supporting this, Samldino et al. (2012) assert that videos are widely available on almost any subject, catering to diverse learner types across all instructional domains. As such, videos enhance the learning experience by presenting visually appealing content, which increases student engagement and enjoyment.

According to Cruse (2001), video media positively influence both learner motivation and affective outcomes. Additionally, videos benefit auditory learners by incorporating sound and speech, while offering tactile learners opportunities for demonstrations that traditional classrooms might not provide. Mayer (2001) defines video as a multimedia form that delivers information simultaneously through auditory and visual channels, often combining verbal and pictorial modes to enhance understanding.

Among various inspirational videos, TED Talks stand out as a popular choice for public speaking learning. Since 1984, TED (Technology, Entertainment, and Design) Talks have presented motivational speeches that share personal experiences and insights. Talk videos are especially useful for mastering public speaking skills, showcasing essential elements such as movement, gestures, eye contact, pronunciation, and body language. Karia (2013) identifies several strategies to improve public speaking effectiveness: beginning with a story to capture audience attention, sharing personal anecdotes to introduce innovative ideas, and incorporating dialogue within stories to foster interactive and dynamic communication. The authentic and natural content of video provides learners with valuable knowledge and inspiration.

Moreover, Video talks presentations serve not only to enhance students' public speaking abilities but also to inspire and motivate them through real-life stories of the speakers. Vasilevich (2016) emphasizes that TED Talks are fully authentic as speakers share their personal experiences and ideas, making TED Talks an appropriate and effective medium for speaking classes.

Students can gain a wide range of benefits from videos beyond improving their speaking skills. By watching these speeches, learners are exposed to new ideas and knowledge, as the speakers often share personal experiences. Videos help students deepen their understanding of public speaking concepts through engaging presentations delivered by experts in various fields. Typically, these videos are incorporated into critical listening and speaking courses to enhance listening comprehension.

This study focuses on examining the effects of using videos to improve students' public speaking skills. The researcher employed a mixed-method approach, combining qualitative and quantitative techniques, to assess both the impact of Video Talks on students' speaking abilities and their perceptions of this learning tool.

Several previous studies have explored related topics. For instance, Gregorius Hapsara (2016) investigated the use of videos to increase student motivation. Aninda Sari (2016) examined students' perceptions of video projects in speaking classes among 11th-grade students at SMA N 1

Kasihani. Additionally, Esti Ermawati (2011/2012) explored the impact of video clips on enhancing speaking skills, confidence, motivation, and student engagement among fourth-grade learners. While these studies share similarities with the present research by focusing on video use in classroom speaking activities, none specifically targeted public speaking skills. Therefore, this study seeks to fill that gap by investigating how videos effectively improve students' public speaking abilities.

## **METHOD**

### ***Participants***

Fraenkel et al. (2012, p. 91) define a sample in research as the specific group from which data is collected. In this study, the researcher selected one class of second grade students from nursing students at YPIB UNIVERSITY MAJALENGKA. The purposive sampling technique was employed to determine the sample, consisting of 50 students. This particular group was chosen because the researcher identified them as academically suitable for the material, as they demonstrated higher English subject grades compared to other classes.

### ***Data Collection Procedure***

The researcher employed two data collection techniques: pre-test and post-test assessments, as well as a questionnaire. The pre-test and post-test were administered to evaluate students' public speaking abilities before and after the intervention, respectively, measuring their progress (Fraenkel, Wallen, & Hyun, 2012, p. 279). The second instrument, a questionnaire, was used to assess students' perceptions of the effectiveness of videos in enhancing their public speaking skills after the treatment. According to Creswell (2012, p. 382), a questionnaire is a survey tool completed and returned by study participants. The questionnaire used in this study consisted of closed-ended items with a Likert scale ranging from "strongly disagree" to "strongly agree" (Creswell, 2012, p. 398). The researcher then compared both sets of data to examine the relationship between students' perceptions and their performance scores. The procedure included a pre-test during the first session, followed by the second treatment in the next session. The third session involved the final treatment and the post-test, and finally, students completed the questionnaire in the last session.

### ***Data analysis***

In processing the collected data, the researcher utilized the students' pre-test and post-test scores and analyzed them through statistical computations based on the procedures outlined by Burns (2000, p. 155). The steps involved were:

1. Organizing the pre-test and post-test scores into a raw data table suitable for a within-subjects t-test.
2. Determining the difference in mean scores obtained from the pre-test and post-test.
3. Calculating the t-observed value.
4. Determining the degrees of freedom (df).
5. Defining the level of significance used in the statistical test.
6. Determining the critical value obtained from the *t*-distribution table.
7. Making a comparison between the t-observed value and the critical value from the *t*-distribution table as a basis for drawing conclusions.

## **RESULTS AND DISCUSSION**

This section outlines the study's findings, divided into two main parts. The first part focuses on evaluating the extent to which videos enhance students' public speaking skills. To address the first research question, quantitative data were obtained through pre-test and post-test procedures. The collected data were analyzed by computing the *t-test* value based on students' scores. This *t-*

*test* value was then compared with the critical value from the *t*-distribution table to assess the statistical significance of the results, which served as the basis for drawing conclusions regarding the stated hypothesis..

The second part focuses on students' perceptions of videos in enhancing their skills for public speaking . In addressing the second research question, the study employed qualitative data gathered using close-ended questionnaires. The analysis involved categorizing each student's responses by question, calculating the frequency of each response, converting the results into percentages, and then describing the data to draw conclusions.

### ***The Effect of using Video in improving students' public speaking skills***

This part reports the results for the first research question "Is the use of video effective in improving students' public speaking skills?". To address the first research question, the researcher implemented a pre-test and post-test to a single group of participants. The data were analyzed through several stages using a paired-sample *t*-test (*within-subjects t-test*). In the first stage, the researcher entered the pre-test and post-test scores into a raw data table. Based on the table, the highest pre-test scores fell within the range of 60–63 and were achieved by four students. Meanwhile, most of the other students scored below 60. In the second stage, after compiling the scores in the table, the researcher calculated the difference between pre-test and post-test scores to determine the *t-observed* value. The analysis showed that the total difference score ( $\Sigma D$ ) was -13. The highest individual difference (*D*) was 9, achieved by one student only. The total squared difference ( $\Sigma D^2$ ) was 29. In the third stage, the researcher continued the calculations to obtain the *t-observed* value based on the score differences. This value was then compared with the *t-critical* value to determine whether there was a statistically significant difference between the pre-test and post-test results. According to Frankel et al. (2012, p.557), *t*-test is used to see whether a difference between the means of two sample is significant. Based on the results of statistical computations, it can be known that the *t*-test value was 2.24 and degree of freedom was 5. Since degree of freedom 5 with the level of significance 0.05 for one-tailed test is not listed on the *t*-table, the researcher opted to use 5 as the degree of freedom, resulting in a *t*-critical value of 2.015.

To clarify the analysis of the results, the researcher refers back to the previously formulated hypotheses. The null hypothesis ( $H_0$ ) assumes that the use of video has no significant effect on improving public speaking skills. In contrast, the alternative hypothesis ( $H_1$ ) posits that video is effective in helping students enhance those skills.

In statistical analysis, the null hypothesis is accepted when the *t*-observed value is less than or equal to the *t*-critical value. Conversely, the alternative hypothesis is accepted if the *t*-observed value exceeds the *t*-critical value. In this study, the results indicated that the *t*-observed was 2.24, while the *t*-critical was 2.015. Since the *t*-observed was greater than the *t*-critical, the null hypothesis was rejected and the alternative hypothesis was accepted. This finding suggests that the use of video significantly enhances students' public speaking skills.

### ***The Students' Perception of Using Video in Improving Students' Skills for Public Speaking***

In this section, the writer presents the findings of the second research question. "The students' perception of the effectiveness of using video in Improving Students' Public Speaking Skills". He used a ended questionnaire to know the students' perception of using video in learning public speaking. Based on the gained data, more than 65% of the respondents enjoyed and felt happy joining the class by using video.

The researcher gathered data through a short rating scale questionnaire (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) to explore students' perceptions of using video and the challenges they encounter when learning public speaking through video. To analyze the data, the researcher calculated the percentage of each response in the questionnaire using the percentage calculation method proposed by Hatch and Lazaraton (1991, p. 136). The formula used for the calculation is as follows:

$$\text{Proportion} = \frac{\text{number of frequency} \times 100\%}{\text{Total}}$$

Table 1.  
Responses of the Questionnaire Item (%)

No	opinion	S Agree	Agree	Neutral	Disagree	S Disagree	TOTAL
1.	videos in the classroom is beneficial for students' learning.	23.52%	58.82 %	14.70%	2.94%	0%	100%
2.	The incorporation of videos enhances the learning process.	20.58%	30.47 %	40.11%	8.82%	0%	100%
3.	Watching videos inspires and motivates me.	8.82%	53.94 %	38.23%	0%	0%	100%
4.	videos provide valuable learning opportunities for me.	20.58%	23.52 %	41.17%	5.88%	8.82%	100%
5.	Through videos, I am able to learn effective techniques for delivering ideas clearly and confidently.	17.64%	64.70 %	17.64%	0%	0%	100%
6.	I find watching videos enjoyable and engaging.	14.70%	41.17 %	35.29%	5.88%	2.94%	100%
8.	Videos can enhance my listening skill	5.78%	37.23 %	50%	4.99 %	2 %	100%
9.	Learning through video helps me enhance my facial expressions	12.76%	48.05 %	28.41%	10.78%	0%	100%

10.	I can explore movement and gestures used in communication.	28.30%	42.17 %	21.21%	8.32%	0%	100%
11	I can develop better eye contact.	31.35%	54.94 %	13.70%	0%	0%	100%
12	The video helped me understand various types of accents.	21.58%	46.05 %	30.41%	1.96%	0%	100%
13	My confidence can be improved.	31.35%	39.23 %	21.58%	7.84%	0%	100%
14	I can develop better fluency in speaking.	7.88%	52.01 %	32.29%	7.82%	0%	100%
15	I am able to learn how to organize a speech with an effective structure.	17.64%	11.76 %	94.11%	2.94%	0%	100%

## CONCLUSION

This study aimed to evaluate the effectiveness of using videos to enhance students' public speaking skills, focusing on two main research questions: (1) whether videos significantly improve students' public speaking performance, and (2) how students perceive videos as a learning medium. The results of the paired-sample t-test showed that the t-observed value (2.24) exceeded the t-critical value (2.015) at the 0.05 significance level, indicating a statistically significant improvement in students' public speaking skills after the use of videos. Questionnaire findings further revealed that the majority of students (approximately 80%) responded positively, reporting increased motivation, confidence, and the ability to learn essential public speaking elements such as gestures, eye contact, and speech organization. However, a smaller proportion of students noted challenges in understanding certain video content, particularly due to accent variation and speech speed.

This study contributes to the existing literature on multimedia-assisted language learning by providing empirical evidence of the effectiveness of videos—particularly TED Talks—in developing public speaking competence among nursing students. Unlike previous research that has mainly focused on general speaking abilities, this study addresses the specific context of public speaking, thereby filling a gap in related studies. The findings have pedagogical implications, suggesting that the integration of authentic video materials into speaking classes can serve as an effective strategy to improve both performance and engagement. Educators are encouraged to utilize resources such as TED Talks to model effective public speaking techniques and to provide learners with real-life examples that inspire and motivate them. This approach is particularly relevant for professional programs, such as nursing, where oral communication skills are essential.

Nevertheless, several limitations should be acknowledged. The study involved only one class of second-grade nursing students at YPIB University Majalengka, which may limit the generalizability of the results. The duration of the intervention was relatively short, and the use of pre-test/post-test scores alongside self-reported perceptions may be influenced by individual bias. Furthermore, some students experienced difficulty comprehending certain video content. Future research could address these limitations by expanding the participant pool to include students from diverse academic disciplines and institutions, extending the intervention period to examine long-term effects, and implementing strategies such as pre-viewing vocabulary support or subtitles to enhance comprehension. Additionally, combining video-based learning with peer feedback or live practice sessions could further strengthen students' public speaking abilities.

In sum, the findings highlight that video-based learning—when designed with authentic, engaging content—can be a powerful tool for fostering both the linguistic and non-linguistic components of effective public speaking.

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