



## Enhancing Students' Speaking Skills by Developing Interactive Video for Elementary School

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**Abstract:** This study demonstrates that utilizing technology in learning, especially the use of videos has a significant impact on speaking skills. The purpose of this research is to determine the role of interactive video in learning media that improves students' speaking skills. This research will provide information regarding the effect of using interactive videos on the speaking skills of fifth grade elementary school children. In addition, this research provides information on how the use of interactive videos can improve the relationship between elementary school students' self-confidence and speaking skills. Students' self-confidence in learning to speak can be maximized by implementing project-based learning, where students can be directly involved in making interactive videos. The classroom action research design is used as the method to conduct this study. Data collections are obtained by observation and assessment. The result of the study which was conducted in two cycles showed that the average score of student speaking skills indicators of the students increased. From these results, the research concluded that interactive videos can improve students' speaking skills.

**Keywords:** Speaking Skill, Interactive Video, Elementary Students.

### INTRODUCTION

Speaking skills are the basis for students to be able to express their thoughts and ideas. To be able to express these ideas, students need awareness of the importance of speaking skills. However, this awareness is not balanced with the learning strategies and media used by teachers. This dilemma situation continues to recur throughout the years so even though many researchers have researched this, in practice there are still many who have not used the right method to overcome students' difficulties in speaking.

According to (Dewi et al., 2016) revealed that there are many similarities and difficulties faced by students in speaking, such as fear of making mistakes, fear of being laughed at by their friends because they have wrong pronunciation, and difficulty using the grammar they use. That research focus was on the ability to speak English. However, in reality, these problems also exist in Indonesian speaking skills. Various factors such as motivation, learning style, mental attitude, interaction between teachers and students or students with students, learning methods, and learning media (Selawati, n.d.).

Learning media such as interactive videos can convey information and ideas easily and quickly. However, what every language skills researcher needs to realize is that a skill cannot exist without practice. Especially in high grades, speaking skills at the elementary school level can aim to grow students' courage. Learning language skills also trains students to be able to express opinions and refute different opinions, then students can also share knowledge and insight, practice critical and logical thinking, and respect other people's opinions (Khusna et al., 2023). Everything mentioned is inseparable from practice. In this research, the media used

is interactive video. However, to further improve speaking skills and increase practice, students are involved in making videos as the main characters.

## **METHODS**

This action research was carried out at SD Negeri 1 Kalikoa Cirebon, with research subjects being 22 class 5A students. This research method was chosen because it allows the researcher to obtain in-depth and detailed data on teachers' views on using interactive videos in speaking skills. This research was conducted using interactive video learning media assisted by a project-based learning model. The project-based learning model is used so that students organize themselves in a more practical way of learning. So by using this model students become more active. First of all, students are given a stimulus, then they can try to practice speaking interactively with a recording device such as a smartphone.

This classroom action research consists of two cycles. Each cycle is carried out over two meetings. Classroom action research procedures each cycle carried out include planning, implementation, observation, and reflection. Action research was carried out using interactive video learning media. This interactive video is used by teachers to increase student activity in learning. An interactive video is shown and then students try to follow it by actively following the directions and questions in the video.

The instruments used in this research are observation and tests. Observation is used to find out directly about the learning process carried out by teachers and students. Indicators during observation in the research process are students' self-confidence, concentration, pronunciation, grammar, vocabulary, and fluency. Tests are used to measure what students have achieved during the learning process. The test used is a direct speaking skills test witnessed by all classmates. Data analysis techniques were carried out in this research using comparative descriptive analysis. The analysis is in the form of a percentage comparison with the initial conditions of the actions carried out previously, namely the results of the first and second cycles.

## **RESULTS, FINDINGS, AND DISCUSSION**

Data was obtained through two instruments that were created from the first and second cycles carried out by researchers. In cycle I, the results of student observations in interacting using interactive videos were only 69.3%. After cycle II there was an increase to 75%. Thus improving speaking skills using interactive videos is successful. Data obtained from test results in the first cycle obtained an average result of 68.8%, after the second cycle it increased to 79.5%.

In the first cycle, researchers observed students using interactive videos. Students were initially hesitant to follow commands and answer questions from each video session. From the results of data collection with observations that have indicators of self-confidence, concentration, pronunciation, grammar, vocabulary, and fluency. Students who got the lowest score of 60 (40.9%) and the highest was only one student who got a score of 95 (4.54%). The following details of the observation data obtained in the first cycle are shown in Figure 1.

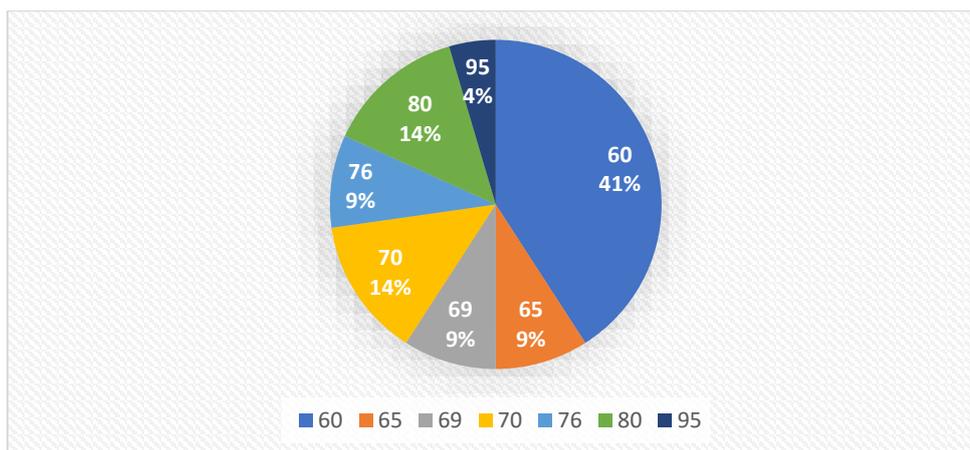


Figure 1 Results of student observations in the first cycle

In the cycle II, researchers observed students using interactive videos. In the cycle II, students have begun to know how to use videos so that students are no longer embarrassed and awkward. The results of data collection with observations have indicators of confidence, concentration, pronunciation, grammar, vocabulary, and fluency. The lowest student got a score of 70 (54.54%) and the highest was only one student who got a score of 95 (4.54%). The following details of the observation data obtained in cycle I are shown in Figure 2.

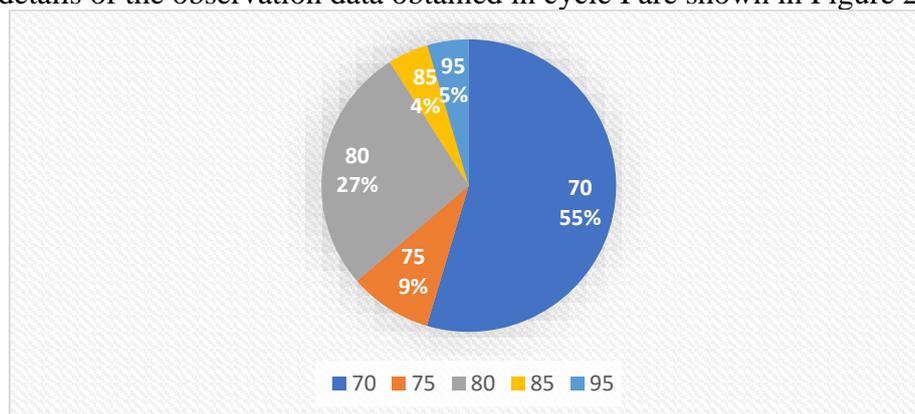
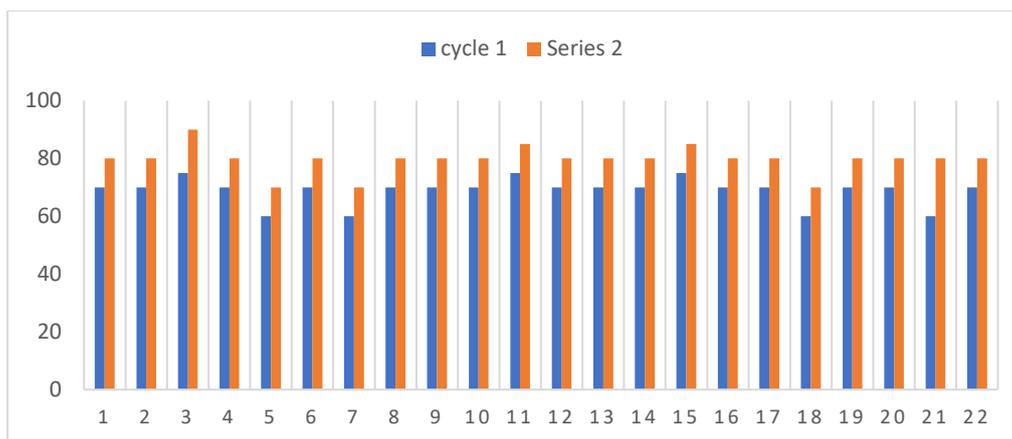


Figure 2 Results of student observations in the cycle II

It can be seen in the two pictures above that cycles I and II have quite significant differences. This data seems to be increasing and it indicates good student activity using the interactive videos used. However, there were two differences in treatment between cycles I and II. It can be seen from the results of the first cycle reflection that students' motivation to participate in learning is still varied but tends to be lacking. After the second cycle, there was a fairly good increase. This is because in cycle II students are given a project to make videos in groups. The video makes students become the main actors in interactive learning.

In addition to the increasing student activity, student speaking skills also increased. This can be seen in the test results of students from cycle I which had an average of 68.8% and in cycle II it increased to 79.54%. Below you can see the average differences in Figure 3.



The procedure for carrying out this research to increase students' motivation in speaking is generally divided into several tasks. First, students are asked to follow the instructions and answer the questions in the video. Then students were also asked to make interactive videos in groups. This allows students to practice continuously while making videos. Indirectly, students practice speaking and pretend to be teachers in the video. The application of the research carried out is in line with (Susanti et al., 2022) which applies role play to increase students' motivation in speaking (Abdul, 2016).

The interactive videos used can improve students' abilities in speaking skills. Other research also confirms the results of this research that students' speaking and listening skills can improve with the use of digital videos (Nur Wijaya, 2020; Wahyuni & Utami, n.d.). The steps for using interactive learning videos are as follows. First, the teacher must prepare the necessary devices (laptop, projector, speakers, and wifi). Second, the teacher divides students into several groups. Third, the video is shown to students. Fourth, students are asked to follow the commands and answer the questions in the video. Fourth, students are asked to take a speaking skills test.

The use of the project-based learning model in cycle II is intended so that the videos used in cycle I can be an inspiration for students to create new videos (Fadillah, 2020; In, 2022). In making it, students will practice and try as much as possible to record it (Tyas & Fitriani, 2021). Therefore, during the project students indirectly practice speaking skills activities. This is in line with (Indriani, 2020) research that by recording videos students become more enthusiastic in conveying their ideas using a video camera.

## CONCLUSION

In conclusion, Based on the evidence and description above, interactive learning videos can be used to improve speaking skills. Apart from that, to maximize the learning process you can use the project based learning model.

For further research, it is recommended to use interactive videos and project-based learning models to improve speaking skills. This is to maximize students' confidence in speaking and presenting their ideas in front of the class. It is hoped that they will be more confident and use good Indonesian because they will be role models for other students in the future.

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