

THE EFFECT OF USING WEB-BASED LEARNING TO IMPROVE THE STUDENTS' INTERACTIONAL SPEAKING SKILLS FOR THE SECOND GRADE STUDENTS AT SMKN 3 BULUKUMBA

Ariqha Yulizha Yamin^{1*}, Andi Kaharuddin¹, Multazam Abubakar¹

¹Universitas Islam Negeri Alauddin Makassar

*e-mail: ariqhayulizha@gmail.com

ABSTRACT

This study was conducted to find out the extent of the effect of using web-based learning in improving the interactional speaking skills of grade XI students at SMKN 3 Bulukumba. This research focuses mainly on Peppa Pig videos available on the YouTube platform. The research explores the impact of using this content on five important components in assessing speaking skills: pronunciation, grammar, vocabulary, fluency, and comprehension. The research method used in this research is quantitative, with a pre-experiment design, namely one group pretest-posttest design, with a total sample of 15 students from class XI TKJ at SMKN 3 Bulukumba. The findings revealed that, according to the research data, the XI TKJ students at SMKN 3 Bulukumba had an average pre-test score of 11.33, which was considered to be in the fair range. However, after undergoing the treatment, their average post-test score improved to 16.20, placing it in the good range. This improvement is confirmed by the one-sample t-test results, where the significance value (2-tailed) of 0.000 is less than 0.05, indicating a positive effect on the students' interactional speaking skills. Furthermore, the t-value of 19.031 exceeds the t-table value of 2.145, leading to the rejection of the null hypothesis (H₀) and acceptance of the alternative hypothesis (H₁). This research can then become a reference that is credible for other researchers and can be applied by teachers because the teaching materials in this study were made following the K13 lesson plan format used at SMKN 3 Bulukumba.

Keywords: *Interactional Speaking, Web-Based Learning, Peppa Pig Video*

1. INTRODUCTION

According to Miranda & Wahyudin (2023), speaking is the ability to articulate thoughts and communicate messages through oral expression. Richards (2008), classifies speaking based on its function into three main parts, namely speaking as interaction, transactional, and performance. Speaking as interaction is an oral communication process that primarily aims to build and maintain relationships in the context of social interaction. It emphasizes the importance of speaking skills in strengthening social ties and maintaining harmonious interactions in society. Added by Kaharuddin (2018), it is called speaking as interaction because there are several things, namely building social interaction, focusing on one's needs and satisfaction in the social sphere, and being

interactive and two-way. Allah SWT has even created humans in the best possible form and given them the ability to speak so that they can communicate with each other.

In the language learning context, students' success is generally assessed by their ability to apply the knowledge they have acquired when communicating. However, this process is often faced with specific challenges, especially regarding students' difficulties in developing speaking skills. This skill requires time dedication and intensive practice and is often the most complicated for some students. Although students have a deep understanding of the material learned, their ability to apply it in conversation is often a major obstacle that needs to be overcome in language learning. Teachers sometimes try to overcome this problem by giving examples using the students' mother tongue, but such actions may cast doubt on the teacher's language ability. Therefore, teachers can consider other strategies in the teaching and learning process, one of which is using technology as a medium to improve students' speaking ability.

Many kinds of media can be used in the field of education. Suryana et al., (2020) argue that media education is any type of media used to teach students in a particular subject, where the media can be utilized at both home and in the classroom. Media in the process of teaching and learning can be separated into several categories, such as print media, non-print media, and electronic media. There are different types of electronic media, including magazines, newspapers, radio, television, internet, and so on. One of the media that uses the internet is the Web which was founded by Tim Berners-Lee in 1989, but the first networked website appeared in 1991. A Website is a set of web pages that are generally organized in a domain or subdomain on the World Wide Web (WWW) on the internet or a combination of all internet resources and users using the Hypertext Transfer Protocol (HTTP) (Pamungkas, 2018; Rouse in Suryana et al., 2020). The web is one of the media that may be used in the teaching and learning environment. Bashori et al., (2022) argue that web-based learning can have a positive influence on students' learning enjoyment, vocabulary improvement, and speaking skills. With web-based learning, students can access their learning materials online, thus enabling learning progress tailored to each individual's needs. Thus, web-based learning gives students the power to organize their learning process and form connections that are beneficial in the development of their knowledge and skills.

Web-based learning, often referred to as online learning, is a teaching method that utilizes internet technology and online platforms to deliver materials and facilitate interaction between teachers and students in the teaching-learning process. The same opinion was also conveyed by Wasim et al., cited by Suryana et al., (2020), who stated that web-based learning, better known as online learning or e-learning, is an online learning medium used to obtain information or skills using technology and resources. McKimm et al, cited by Nuraisyah (2023), argue that web-based learning is becoming increasingly popular, due to its flexibility, accessibility, and ease of use. Because with the use of WBL, learners can easily access a variety of learning through computers, laptops, tablets, or smartphones connected to the internet connection. Moreover, due to its flexibility in access methods, students can benefit from learning materials anytime and anywhere, according to their needs.

YouTube is a platform or resource used to support the learning process both online and offline. Patalinghug and Patalinghug (2022), state that YouTube is a prominent web-based resource that provides valuable learning and teaching opportunities, and it is currently one of the most popular online platforms. The same opinion was also conveyed by Maziriri et al., (2020), that YouTube can be a great resource for students during their learning process. In the web-based teaching process, YouTube is used as a medium to present learning content in the form of videos. Teachers can create, upload, and adapt learning materials covering various topics, concepts, and skills that can be tailored to students' interests and needs.

Prasetianing Jati et al. (2019) reported that research in the context of EFL teaching in Indonesia showed positive results regarding the use of videos in speaking classes. The same opinion was also conveyed by Yuniara et al. (2020), that the use of Youtube as a learning tool can be applied in various fields, including to improve students' speaking skills in English. Students can

more effectively understand the information conveyed through YouTube because the material presented is accompanied by attractive and clear images and visuals (Putri & Sari, 2021). According to Puspaningtyas & Ulfa (2020), in the videos presented on YouTube, students can directly engage in practicing the material they are studying.

The web-based learning process, using YouTube as the learning platform, is very easy to do. Even students can access the YouTube platform independently by following the right steps. Adapted from Burke & Snyder (2008), the steps in accessing videos on YouTube can be done by following these steps:

- a. Open the browser, then input the web address www.youtube.com
- b. In the search section at the top of the screen, enter the keyword, title, or term being searched for.
- c. Select the appropriate title, then click the search button.
- d. A list of YouTube video titles that match the criteria being searched will be displayed, along with screenshots of each video.
- e. Select the video that best relates to the chosen subject, by clicking on the video screenshot. The selected video will then play.
- f. At the bottom of the video screen, various features are displayed to pause, rewind, fast-forward, zoom in, and adjust the volume of the video.
- g. Once the video ends, titles and screenshots of other videos with similar content will be displayed automatically.

Peppa Pig videos is an animated series that originated in the United Kingdom. The animation, directed and produced by Astley Baker Davies, aims to entertain children. The first series of 52 two-episode, five-minute episodes began airing on May 31, 2004. The show centers on Peppa, an anthropomorphic female pig, who lives with Daddy Pig, Mummy Pig, and Peppa's younger brother George. Besides featuring Peppa's family, the animation also features Peppa and George's interactions with their friends. Peppa's friends in this animation are different species of animals. The characters in Peppa Pig wear clothes, live in a house, and have the ability to drive a car. However, they still display animal traits that represent their original species. When speaking, Peppa and her family make sounds reminiscent of pigs while using a dialect of British English. The other animals in the animated series also speak in a voice that is appropriate to the type of animal they are. Peppa Pig episodes tend to feature their daily activities, such as going to school, cycling, visiting relatives, or going on vacation.

2. METHOD

This study employs a pre-experimental design known as the One-Group Pretest-Posttest Design. Conducted at SMKN 3 Bulukumba on Poros Bira Street, Kec. Ujung Loe, Kab. Bulukumba, South Sulawesi, the research utilizes a quantitative approach focused on collecting and analyzing numerical data.

The study's population comprises 79 grade XI students from SMKN 3 Bulukumba. Purposive sampling was used to select 15 students from class XI TKJ. This technique involves choosing participants based on criteria determined by the researcher to meet the study's objectives (Paramita et al., 2021). According to Ramedlon et al. (2023), the ideal class size at the SMK level ranges from 15 to 36 students, validating the sample size chosen for this research.

Data collection involved three main parts: a pre-test, treatment over three sessions, and a post-test. The goal was to assess any improvement in students' interactional speaking skills following the treatment. Tests were used to measure individual and group achievements. Harris, cited by Kaharuddin (2018), emphasizes that speaking is a complex skill requiring the integration of pronunciation, grammar, vocabulary, fluency, and comprehension.

The test method employed was role play, chosen for its effectiveness in encouraging interpersonal relationships and realistic social transactions (Tompkins, in Diyah 2002). Role play is particularly useful for measuring conversational speaking skills in an interactive context. Brown

and Abeywickrama (2019) support this, noting that role play allows for more complex and realistic communication scenarios, enhancing its value as an assessment tool.

3. RESULTS

The Result of Pre-test

Table 1. The Result of Pre-test

No	Respondent Number	Pre-Test score					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	001	2	2	2	2	1	9
2	002	2	2	2	2	2	10
3	003	3	2	2	3	3	13
4	004	2	2	2	3	2	11
5	005	3	2	3	3	3	14
6	006	1	2	2	1	2	8
7	007	2	2	2	2	2	10
8	008	2	2	2	2	2	10
9	009	3	2	3	3	2	13
10	010	3	2	2	3	3	13
11	011	2	2	2	2	2	10
12	012	3	2	2	3	3	13
13	013	3	2	2	3	2	12
14	014	2	2	2	2	2	10
15	015	3	2	2	3	3	13
Average		2.4	2	2.13	2.46	2.33	11.33

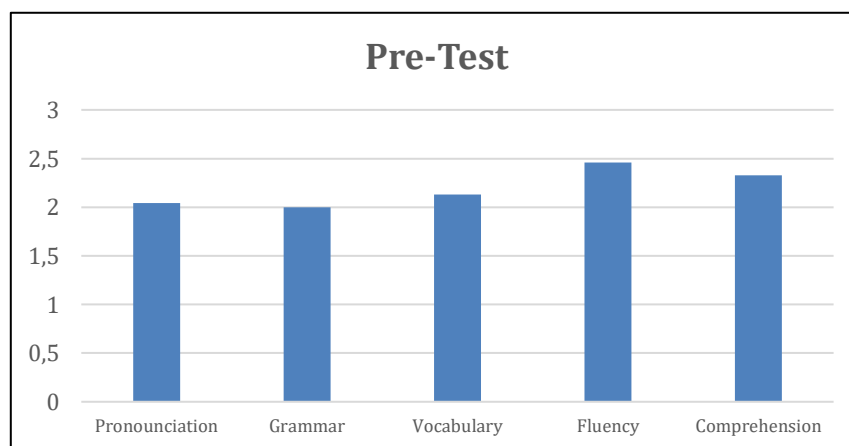


Figure 1. Average Score of Each Component on Pre-Test

The Result of Post-test

Table 1. The Result of Post-Test

No	Respondent Number	Post-Test Score					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	001	3	3	3	3	3	15
2	002	3	2	2	3	3	13
3	003	4	3	3	4	4	18
4	004	4	3	3	4	3	17
5	005	4	3	4	4	4	19
6	006	3	2	2	3	2	12
7	007	3	3	3	3	3	15
8	008	3	3	3	3	3	15
9	009	4	3	4	4	3	18
10	010	4	3	3	4	4	18
11	011	3	2	2	3	3	13
12	012	4	3	3	4	3	17
13	013	4	3	3	4	4	18
14	014	3	3	3	4	3	16
15	015	4	3	4	4	4	19
Average		3.53	2.8	3	3.6	3.26	16.20

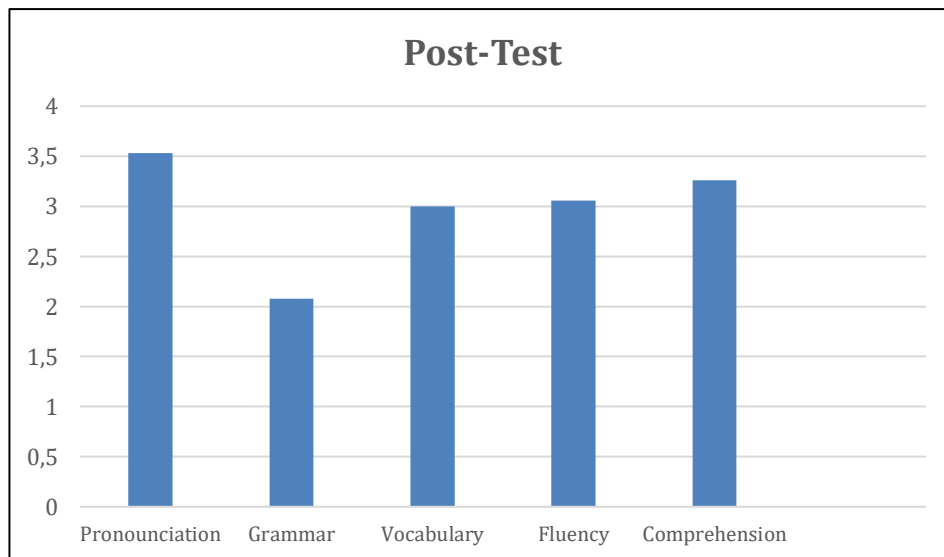


Figure 2. Average Score of Each Component on Post-Test

The Overall Results of The Pre-Test and Post-Test

Table 3. The Scores Comparison Between Pre-Test

No	Respondent Number	Speaking Component	
		Pre-Test	Post-Test
1	001	9	15
2	002	10	13
3	003	13	18
4	004	11	17
5	005	14	19
6	006	8	12
7	007	10	15
8	008	10	15
9	009	13	18
10	010	13	18
11	011	10	13
12	012	13	17
13	013	12	18
14	014	10	16
15	015	13	19
Average		11.33	16.20
Description		Fair	Good

4. DISCUSSION

The study demonstrated that incorporating Peppa Pig videos from YouTube significantly enhanced the speaking skills of class XI TKJ students at SMKN 3 Bulukumba. The use of these videos in web-based learning led to notable improvements in students' pronunciation, intonation, and overall fluency. Peppa Pig videos were selected for their alignment with key interactive speaking skills, such as conversation initiation, topic selection, small talk, and turn-taking, as outlined by Richards (2008). The visual and contextual elements of these videos—such as character expressions and situational settings—further supported students' understanding of language use, making it easier for them to grasp meanings and engage in conversation.

The study was conducted in three main stages: planning, implementation, and evaluation. In the planning stage, the researcher developed detailed lesson plans and teaching materials, including pre- and post-tests to assess speaking abilities. The implementation stage involved three lessons where students watched videos on different topics—"New House," "School Projects," and "The Quarrel"—and participated in interactive activities. The final stage, evaluation, analyzed the effectiveness of the intervention. The results showed significant improvements in pronunciation (with an average increase of 3.53 points), comprehension (3.26 points), and fluency (3.6 points), while vocabulary and grammar saw smaller gains.

Despite the study's limitations, including a short duration and lack of a control group, the statistical analysis confirmed the effectiveness of the web-based learning approach. The significant p-value (0.000) and t-test result (19.031) validated the effectiveness of the treatment. This study underscores the potential of web-based learning tools in enhancing language skills, offering valuable insights for developing lesson plans, refining theoretical understanding, and applying innovative teaching methods.

5. CONCLUSION

The study shows that web-based teaching methods, particularly using Peppa Pig videos on YouTube, have significantly improved the interactional speaking skills of class XI students at SMKN 3 Bulukumba. The pre-test and post-test results illustrate this improvement, with average scores increasing from 11.33 to 16.20 following the video-based teaching intervention. This indicates that integrating web-based resources into language instruction can be highly effective in enhancing students' speaking abilities.

In light of these findings, several recommendations can be made. English teachers are encouraged to adopt web-based teaching methods, including the use of videos from platforms like YouTube, to enrich their instructional practices. The teaching materials in this study were developed by the K13 lesson plan format used at SMKN 3 Bulukumba and aligned with the student's English textbooks. Incorporating videos of native speakers can offer students valuable insights into authentic pronunciation, intonation, and fluency, providing a more realistic language learning experience that can significantly benefit their English speaking skills.

For future research, scholars interested in similar studies may find this research a useful reference. The study is grounded in Richards' (2008) theory of interactional speaking and is further supported by Patalinghug and Patalinghug's (2022) theory on the use of YouTube as a web-based learning tool. Additionally, the direct involvement of the English teacher in data collection ensured the validity of the research and minimized potential biases. This approach can serve as a model for future investigations into the effectiveness of web-based learning tools in language education.

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