



**EXPLORING STUDENTS' PERCEPTION IN THE USE OF
INTERACTIVE VIDEO ON SPEAKING SKILLS IN SMPN 18
MALANG**

THESIS

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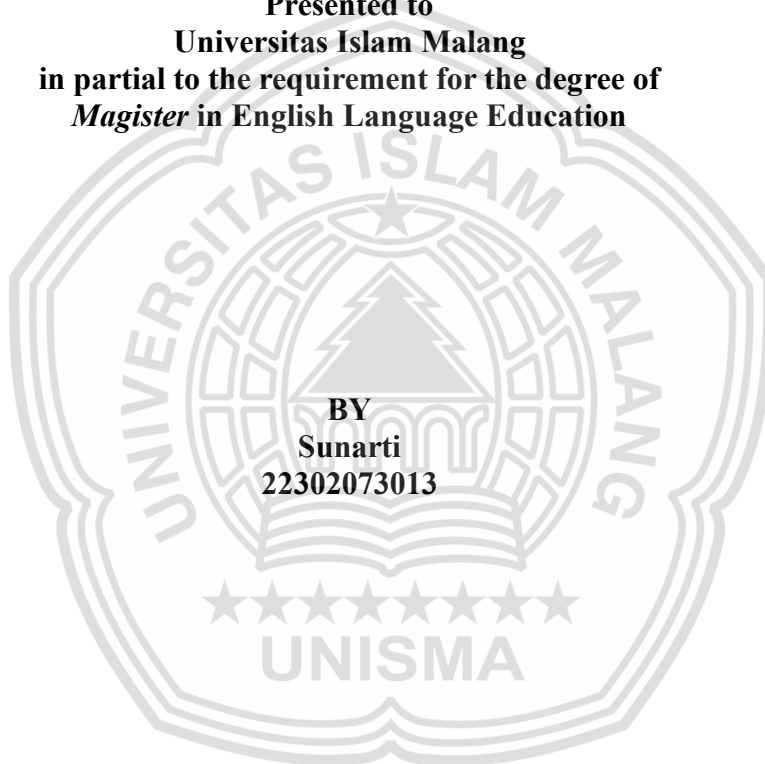
**UNIVERSITAS ISLAM MALANG
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THESIS
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ABSTRACT

Sunarti. 2025. Exploring Students' Perception of the Use of Interactive Video on Speaking Skills in SMP Negeri 18 Malang. Thesis, English Language Education Study Program, Graduate Program, Universitas Islam Malang. Advisors: (I) Dr. Dwi Fita Heriyawati, M. Pd, (II) Dr. Dzul Fikri, S.S., M. Pd

Keywords: Perception, Interactive video, Speaking skill.

Students encounter several troubles when learning English, especially speaking skill, such as they have low self-efficacy and low self-confidence, especially when practicing with their friends. The teachers of SMP Negeri 18 Malang used interactive video media to solve those problems. Interactive video is a type of audio-visual medium, this video not only consists of images, audio, or even transitions, but also consists of simple questions and statements that can stimulate students' interaction during the learning process.

This research focuses on the students, how the students' perception of the use of interactive video. Students' perception of using interactive video in teaching speaking skills may differ for each student because they come from different aspects of their life. This research is intended to answer the questions, how are the students' perceptions of the use of interactive video on speaking skills in SMP Negeri 18 Malang, and how are the advantages and disadvantages of interactive video on speaking skills in SMP Negeri 18 Malang?

This research used quantitative and qualitative research, especially a case study, this research was also conducted in SMP Negeri 18 Malang. While the data sources of this research are both the result of a questionnaire and an interview. Questionnaires and interviews are used by the researcher in collecting the data. The researcher analyzes the result of the questionnaire from the Google form and analyzes the result of the interview in several steps, namely: data reduction, data display, and drawing a conclusion. The researcher also used triangulation (triangulation source and triangulation techniques) to validate the data.

The usage of interactive video in SMP Negeri 18 Malang got positive perceptions from the students. In addition, there are four advantages of interactive video, namely: *first*, seeing language in use. *Second*, cross-cultural awareness, *Third*, the power of creation. *Last*, motivation. In addition, there are two disadvantages of interactive video, namely: *First*, facilities and infrastructure. *Second*, knowledge of technology and knowing the students' needs.

Sunarti

ABSTRAK

Sunarti. 2025. Mengeksplorasi Persepsi Siswa Tentang Penggunaan Video Interaktif tentang Keterampilan Berbicara di SMP Negeri 18 Malang. Tesis, Magister Pendidikan Bahasa Inggris, Pascasarjana, Universitas Islam Malang. Advisors: (I) Dr. Dwi Fita Heriyawati, M. Pd, (II) Dr. Dzul Fikri, S.S., M. Pd

Kata Kunci: Persepsi, Interaktif video, Kemampuan berbicara.

Siswa menghadapi beberapa masalah saat belajar bahasa Inggris, terutama keterampilan berbicara, seperti mereka memiliki efikasi diri yang rendah dan kepercayaan diri yang rendah, terutama saat berlatih dengan teman-teman mereka. Guru-guru SMP Negeri 18 Malang menggunakan media video interaktif untuk memecahkan permasalahan tersebut. Video interaktif merupakan salah satu jenis media audio-visual, video ini tidak hanya terdiri dari gambar, audio, atau bahkan transisi, tetapi juga terdiri dari pertanyaan dan pernyataan sederhana yang dapat merangsang interaksi siswa selama proses pembelajaran.

Penelitian ini berfokus pada siswa, bagaimana persepsi siswa terhadap penggunaan video interaktif. Persepsi siswa tentang menggunakan video interaktif dalam mengajarkan keterampilan berbicara mungkin berbeda untuk setiap siswa karena mereka berasal dari aspek kehidupan mereka yang berbeda. Penelitian ini dimaksudkan untuk menjawab pertanyaan, bagaimana persepsi siswa terhadap penggunaan video interaktif tentang keterampilan berbicara di SMP Negeri 18 Malang, dan bagaimana kelebihan dan kekurangan video interaktif tentang keterampilan berbicara di SMP Negeri 18 Malang?

Penelitian ini menggunakan penelitian kuantitatif dan kualitatif khususnya studi kasus, penelitian ini juga dilakukan di SMP Negeri 18 Malang. Sedangkan sumber data penelitian ini merupakan hasil kuesioner maupun wawancara. Kuesioner dan wawancara digunakan oleh peneliti dalam pengumpulan data. Peneliti menganalisis hasil kuesioner dari formulir Google dan menganalisis hasil wawancara dalam beberapa langkah, yaitu: pengurangan data, tampilan data, dan menarik kesimpulan. Peneliti juga menggunakan triangulasi (sumber triangulasi dan teknik triangulasi) untuk memvalidasi data.

Penggunaan video interaktif di SMP Negeri 18 Malang mendapat persepsi positif dari para siswa. Selain itu, ada empat keunggulan video interaktif, yaitu: pertama, melihat bahasa yang digunakan. Kedua, kesadaran lintas budaya, Ketiga, kekuatan penciptaan. Terakhir, motivasi. Selain itu, ada dua kelemahan video interaktif, yaitu: Pertama, sarana dan prasarana. Kedua, pengetahuan tentang teknologi dan mengetahui kebutuhan siswa.

Sunarti

CHAPTER I

INTRODUCTION

This chapter consists of several points: the background of the study, a statement of the problem, the objective of the study, the scope of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

A human being of course needs to interact with others. So, a skill which can support it is very needed, such as speaking skills. This statement also relates to what Leong and Ahmadi (2017) who stated that to communicate with other people, they need to master speaking skills because it is impossible to talk with others if do not know how to deliver the language". In addition, Rao (2019) argued that students' communication can be developed by speaking, and it has an important role in their learning objectives. Then, Anderson and Krathwohl (2001) said that one of the effective techniques in increasing students' achievement in the English language is speaking. Many studies investigate types of approaches and methods to improve students' speaking abilities and competency, one of which is through English lessons that focus more on speaking skills, starting from elementary school until university. Regular practice and speaking interaction can be the most effective method which improve learners' speaking skills in various speaking activity settings (Asadni & Atai, 2022; Chien, Hwang, & Jong, 2020; Puluhulawa, Hafifah, & Mayasari, 2022).

On the other hand, students encounter several troubles when learning English especially to speak, as they have low self-efficacy such as not brave enough to take risks, and have low self-confidence, especially when practicing with their friends or with their teachers. The teacher needs to solve those problems by using interesting media (Asnas, Heriyawati, & Mustofa, 2023) because the use of the usual media can make the students bored, they need something new and interesting media to divert their attention. So, the students easily understand the material. In addition, current research (Mukhtar, Javed, Arooj, & Sethi, 2020) stated that learning suggests implementing creative learning, reducing cognitive burden, and enhancing engagement in practice. So, it is the responsibility of the teacher to make the learning process as participative as possible so that the students can participate in the process and enhance their speaking abilities (Sudaryono, 2021). On the other hand, Hafifah (2024) stated that media technology enables students to engage in multimodal speaking interactions and directly and orally converse with their peers. The teacher and students need interesting media to support the material in the process of instructing and learning.

Three types of learning media are usually used in educational institutions, those are audio, visual, and audio-visual media. In addition, as technology develops, the media used in education also becomes more sophisticated and interesting. Daryanto (2010) stated the use of interesting media such as interactive videos in the process of instructing and learning process can increase the motivation of students and concentration because it can be seen and heard. They are also excited about learning to speak English, and it is also teachers' opportunity to grow students'

accurateness, and effortless in speaking which makes them extremely motivated. It is also related to Dwi (2019) stated that teachers and students need to interact with each other to make the learning process run well. So, the application of media that can stimulate it has an important role such as interactive technology. There are many positive impacts on language education, especially in the English language. The use of interactive technologies such as interactive video can increase the students' attitude toward learning (Karimova, Ishanov, Mukanova, Odintsova, & Aratayeva, 2023), motivation (Wei, 2023), self-efficacy (Dai, Wang, & He, 2023), and ability. It might also help students become more proficient speakers (Dunn, 2012). Additionally, interactive video can increase the efficiency of language learning, especially English language. In addition, Mercer, Hennessy, & Warwick (2019) stated that interactive technologies such as interactive videos can enhance language learning and innovative dialogue in the classroom, and fertilize collaboration.

Furthermore, several researchers stated that interactive video has potential growth the next day, particularly in the educational field of language learning for children, and building a good learning environment (Botton, Hodgkiss, & Murphy, 2023). On the other hand, He, Xu, Dong, & Yu (2024) also stated that Video-based learning can significantly improve language education. Additionally, according to Hilppo and Steves (2020) & Wiens, Crouch, Cash, & Escudero (2021), stated that using videos as media gives students a boost in their confidence when speaking English and also makes them enjoy the process of learning. Additionally, it allows the students to improve their fluency and become more motivated to learn English.

Establish the structure of the interactive video about the speaking learning process's goal.

But, focus on the students, how the students feel when using interactive video as media in the teaching and learning process, do the students have a better understanding of using the media, and how the students' perception of the use of interactive video, does the media suitable for the materials. Moreover, school is a place the students from different backgrounds, such as family, culture, religion, financial, and psychological. From that different aspects will give a different perception about the material that is given by the teachers and the media that is used to deliver the materials. Students' perception of using interactive video in teaching speaking skills may be different for each student because they from different aspects of their life. Several students may think that interactive video is interesting, and fun, and can motivate the students to learn English, especially in speaking skills, but several students may also think that interactive video is similar to other media, not interesting, and does not motivate them in learning English, especially speaking skill (Soemanto, 2016).

In addition, there are several researchers were conducted similar research. However, those study focused on the effectiveness and advantages of animation videos, focusing on writing, reading, and listening skills. None of them focus on the students' perception of using interactive video in teaching speaking skills and the disadvantages of interactive video. So, this research intends to fill in this gap. The purpose is to know the use of interactive video in teaching speaking skills directly from the student's perspective. So, it will seem clear that interactive video as media

can solve the students' problem above. The researcher also wants to know the students' feeling and their responses to the interactive video media used by the teacher. Based on the explanation above, the researcher has an interest in conducting research under the title “**Exploring Students' Perception of the Use of Interactive Video on Speaking Skills in SMP Negeri 18 Malang**”.

1.2 Statement of the Problem

Based on the explanation of the background of the study above, the problem of this study is as follows:

1. How are the students' perceptions of the use of interactive video on speaking skills in SMP Negeri 18 Malang?”
2. How are the advantages and disadvantages of interactive video on speaking skills in SMP Negeri 18 Malang?”

1.3 Objective of the study

Based on the statement of the problem above, the purpose of this study is as follows:

1. To describe the students' perspective on the use of interactive video on speaking skills in SMP Negeri 18 Malang.
2. To describe the advantages and disadvantages of interactive video on speaking skills in SMP Negeri 18 Malang

1.4 Significance of the study

The researcher hopes this study useful for the teaching and learning process of the English language, especially as media in learning English in the future, both

in the theoretical and practical benefits. Theoretically, the result of this study was expected to broaden the horizons of teachers or prospective teachers in developing learning media in learning English, especially speaking skills.

Practically, this study was expected to be read by teachers about students' perception on the use of interactive video in speaking skills. It can be useful for them in terms of choosing a medium for learning English so that the students do not feel bored and the material is easy to understand. On the other hand, it also was expected to add the knowledge of the researcher and also be a reference in preparing herself to become a good prospective teacher. Then, this study was expected to be an inspiration for further research that has a similar problem in the future.

1.5 Scope and Delimitation

This study is only focused on Junior High school students. Especially students who ever received interactive video as media in learning English Language. As the delimitation, this study especially addresses the students' perspective on the use of interactive video on speaking skills in SMP Negeri 18 Malang.

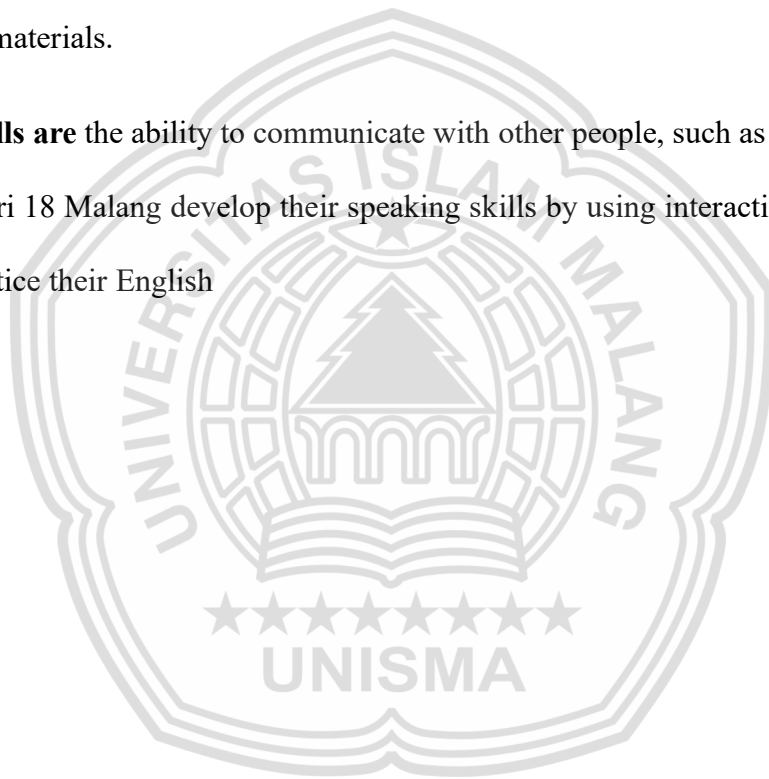
1.6 Definition of Key Term

In this section, there were discussed some necessary points that discussed in the title. These terms needed to be known by the readers because they were related to the participants' criteria and the scope of the study.

Perception is the students' point of view about interactive video media used by the teacher in teaching speaking skills.

Interactive video is learning media used by the teacher in SMP Negeri 18 Malang. The video was created by the teachers using Canva, Cap Cut, and other applications. The video consists of material, animation, native speaker's sound, transition, as well as more simple questions that can stimulate students to be active in practicing their English language in the learning process. This media is called interactive video because the video directly interacts with the students by giving simple questions based on the materials.

Speaking skills are the ability to communicate with other people, such as students of SMP Negeri 18 Malang develop their speaking skills by using interactive video media to practice their English



CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents two points, namely conclusion and suggestion. The conclusion is based on the result of this research while the suggestions are given to teachers who further implementation of interactive video and further research who conduct similar research.

6.1 Conclusion

The usage of interactive video in SMP Negeri 18 Malang got positive perceptions from the students. The researcher summarized into 4 aspects namely: *First*, Interactive video is very important as a medium to help the teaching and learning process of English, especially speaking skills. *Second*, Interactive video can make the learning atmosphere more fun and make it easier to understand the materials. *Third*, students can be more active in the learning process and more motivated to learn the English language, especially speaking skills. *Fourth*, Interactive video helps students to know the correct pronunciation directly from the native speaker, and the use of interesting animation and sound is important in making the interactive video.

In addition, there are four advantages of interactive video, namely: *First*, seeing language in, interactive video can help students understand the material easily in learning English, especially speaking skills. *Second*, cross-culture awareness, the use of interactive video can develop students' pronunciation in learning English. *Third*, the power of creation, the video can make students active

and the learning atmosphere is so much fun. Fourth, motivation, the usage of interactive videos can increase students' motivation to learn English, especially speaking skills. In addition, there are two disadvantages of interactive video, namely: *First*, facilities and infrastructure, the facilities and Infrastructure of Schools are very important to support the implementation of this media. *Second*, knowledge of technology and knowing the students' needs. The teachers also have to know the knowledge of technology to create interesting interactive video media and know what their students need.

6.2 Suggestion

Based on the result of this research, the researcher can give suggestions to teachers and further research, namely;

To the teachers, interactive video is an effective medium to support the learning media, but the teachers also have to pay attention to the video itself, the teacher has to create an interesting video to catch students' attention. The teachers can use any application to create the video, such as Cap Cut, Canva, and other applications. In addition, the teachers also have to be more active than students when teaching the English language, especially speaking skills.

To further research, the implementation of interactive video in higher education is also needed, such as in senior high school and university. But the researcher also has to know how to make an interesting video to catch the students' attention.

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