


Boosting Interactional Speaking Skills: The Impact of Web-Based Learning on Second-Grade Students at SMKN 3 Bulukumba

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Article Info	ABSTRAK
<p>Article history Received Okt 16th, 2025 Revised Okt 18th, 2025 Accepted Okt 22th, 2025</p> <hr/> <p>Keyword: Web-based learning, Interactional speaking skills, YouTube videos, Quantitative research</p>	<p>The advancement of technology in the educational sector has brought about various changes in teaching and learning methodologies. One such method is web-based learning, which has proven to be an effective tool in improving language learning skills. This study aims to investigate the effect of web-based learning on improving interactional speaking skills among the second-grade students at SMKN 3 Bulukumba. By using YouTube videos, specifically Peppa Pig, as the main teaching medium, the study employed a quantitative research design with a pre-test and post-test to assess improvements in students' speaking skills. The results of the study revealed a significant improvement in students' speaking skills, highlighting the potential of web-based learning in enhancing English language acquisition, particularly in terms of interactional speaking.</p>
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1. Introduction

Speaking is widely regarded as one of the most critical skills in language learning, as it allows individuals to communicate ideas and thoughts verbally, facilitating effective interaction in various social and academic settings. Unlike other skills such as reading and writing, speaking directly involves real-time communication, which is crucial for building relationships and engaging in social exchanges (Andi, & Arafah, 2017). As a result, strong speaking skills are essential for academic success and personal development, particularly in a globalized world where English is often the lingua franca for international communication (Arafah & Bahar, 2015). However, many language learners encounter significant challenges when it comes to speaking, particularly in non-English speaking countries, where exposure to the language in natural contexts is limited. This struggle often stems from a combination of factors, such as the fear of making mistakes, a limited vocabulary, and difficulties with pronunciation (Arafah & Kaharuddin, (2019).

These challenges are compounded in educational settings where students may have few opportunities to practice speaking outside the classroom. In many non-English speaking countries, learners are often taught grammar and vocabulary in isolation, but have limited chances to engage in real-life conversations (Bahar, 2013a). As a result, students may understand the rules of the language but struggle to apply them effectively in verbal communication (Bahar, 2013b). This gap can lead to anxiety and a lack of confidence in speaking. To address these issues, educators are increasingly looking for ways to bridge

the gap between theoretical knowledge and practical application. One promising solution is the use of web-based learning tools, which can offer learners interactive and immersive language experiences. Web-based learning uses the internet and digital platforms to provide a wide range of educational resources and activities that can be accessed anytime and anywhere, making learning more flexible and accessible.

This study specifically investigates the potential of web-based learning to improve students' interactional speaking skills through the use of YouTube videos. YouTube has become a popular platform for language learning due to its vast library of videos that provide authentic, real-world language usage. For this study, the focus is on class XI students at SMKN 3 Bulukumba, who will be exposed to Peppa Pig videos, an animated children's series known for its simple language and everyday conversational topics. By engaging with these videos, students are exposed to natural dialogues and speech patterns, which can help improve their pronunciation, vocabulary, and conversational fluency. The study aims to explore how integrating video-based learning can enhance students' ability to engage in interactive conversations, thereby improving their overall speaking proficiency and helping them become more confident and effective communicators. The research problem addressed in this study is: To what extent can web-based learning improve the interactional speaking skills of second-grade students at SMKN 3 Bulukumba? Specifically, the study investigates how the use of Peppa Pig videos, which are accessible via YouTube, affects students' ability to engage in interactive conversations and enhance their speaking skills. To achieve this, the study sets out three primary objectives. First, it aims to assess the current level of interactional speaking skills of the students before and after the intervention. Second, it examines the effect of web-based learning using Peppa Pig videos on students' interactional speaking skills. Lastly, the study seeks to explore how video-based learning can be effectively utilized to enhance students' overall speaking proficiency.

2. Literature Review

2.1 Speaking Skills and Their Importance

Speaking is often considered the most essential language skill because it directly facilitates communication and interaction in both personal and professional contexts. In communicative language teaching, speaking plays a central role as it enables learners to practice real-life conversations and apply their linguistic knowledge in authentic situations (Ismail et al., 2020). The ability to speak effectively not only involves mastering vocabulary and grammar but also requires learners to navigate the social and cultural dynamics of communication. Kadaruddin et al., (2020) emphasize that speaking involves the production of oral language, which goes beyond simply articulating words to constructing meaningful and coherent expressions. This ability to convey ideas clearly and appropriately in various situations is crucial for learners who wish to use the language for effective communication in real-world contexts.

Kaharuddin and Latif, (2017) offers a helpful framework for understanding the complexities of speaking by dividing it into three categories: interactional speaking, transactional speaking, and performance speaking. Interactional speaking, which is the focus of this study, is particularly important as it pertains to maintaining social relationships and engaging in informal conversations. It involves the ability to initiate, sustain, and close conversations, make small talk, and express personal opinions. Unlike transactional speaking, which focuses on the exchange of information, interactional

speaking is more about building rapport and fostering social connections. It also requires an understanding of turn-taking, using appropriate expressions, and interpreting non-verbal cues. This type of speaking is essential in everyday life, as it allows individuals to engage with others in casual settings, whether in personal interactions, workplace discussions, or social gatherings. By honing interactional speaking skills, learners can become more confident and proficient in their ability to communicate naturally in various social contexts (Kaharuddin et al., 2018).

2.2 Interactional Speaking Skills

Interactional speaking is a vital aspect of communication that occurs in a conversational context, where the primary goal is not just to exchange information but to build and maintain social relationships. This type of speaking is central to everyday communication, as it enables people to connect with others, establish rapport, and engage in social exchanges (Mardiana et al., 2023). Whether in casual conversations with friends, discussions at work, or social interactions in public settings, interactional speaking allows individuals to navigate various social dynamics and foster positive connections. The essence of interactional speaking lies in the natural flow of communication, where participants actively listen, respond, and adjust their speech to maintain a smooth and meaningful interaction (Kaharuddin & Nanning, 2014).

Effective interactional speaking encompasses several key elements, such as turn-taking, choosing topics, and making small talk. Turn-taking is a fundamental aspect of conversation, as it ensures that participants have equal opportunities to speak and listen (Kaharuddin, 2024). It involves knowing when to contribute, how to pass the conversational floor to others, and how to keep the conversation balanced and dynamic. Choosing appropriate topics is equally important in interactional speaking, as the success of a conversation often depends on selecting subjects that are engaging and relevant to the participants. Small talk, which refers to casual and light conversation, is often used to initiate and sustain interactions, allowing individuals to engage with others in a friendly and informal manner. Additionally, making jokes and recounting personal experiences are important strategies that help keep the conversation lively and enjoyable, contributing to the formation of social bonds.

According to Kaharuddin (2021), successful interactional speaking also requires the ability to use appropriate expressions, intonation, and social cues. Intonation, which refers to the rise and fall of pitch in speech, plays a crucial role in conveying emotions, emphasizing key points, and signaling the speaker's intentions. Proper use of intonation helps avoid misunderstandings and ensures that the message is conveyed effectively (Kaharuddin & Ahmad, 2018). Social cues, such as body language, facial expressions, and gestures, also play a significant role in interactional speaking, as they complement verbal communication and provide additional context. Being aware of these non-verbal elements enables speakers to respond appropriately and engage in more meaningful conversations (Kaharuddin, 2025). In addition to these skills, effective interactional speaking involves adapting to the conversational context, recognizing the social dynamics at play, and adjusting one's language and behavior accordingly. This combination of verbal and non-verbal skills ensures that communication is both engaging and effective in maintaining social relationships.

2.3 Web-Based Learning and YouTube

Web-based learning, as an educational approach, harnesses the power of the internet to facilitate learning outside the traditional classroom environment. By utilizing digital platforms and online resources, it allows students to access learning materials at their own pace and convenience, breaking down the barriers of time and location (Kaharuddin et al., 2020). This flexibility is particularly beneficial in today's fast-paced world, where learners have varied schedules and may not always be able to attend in-person classes. Web-based learning encompasses a wide range of educational tools, such as online courses, e-books, interactive exercises, and videos, which enable students to engage with content in dynamic and interactive ways. One of the key advantages of web-based learning is that it promotes personalized learning, allowing students to revisit difficult concepts and explore additional resources tailored to their specific needs.

Among the most effective platforms for web-based learning is YouTube, which has become an invaluable tool for language learners worldwide. According to Patalinghug and Patalinghug (2022), YouTube's popularity as an educational resource can be attributed to its diverse array of visual and auditory materials, making it an ideal platform for language acquisition. The vast selection of videos available on YouTube exposes learners to authentic language usage, providing them with real-world contexts that are both engaging and informative. Through watching videos, students are able to observe how native speakers use language in everyday situations, which helps them learn proper pronunciation, sentence structure, and intonation. Moreover, YouTube videos can significantly enhance vocabulary acquisition by exposing students to a wide range of words and expressions used in context. As learners mimic the speech patterns of native speakers, they not only improve their pronunciation but also gain a deeper understanding of cultural nuances and colloquial expressions, making the learning process more immersive and effective.

3. Methodology

This study utilized a pre-experimental design with a one-group pre-test and post-test approach, which is effective for evaluating the impact of an intervention when there is only one group of participants and no control group (Abidin & Kaharuddin, 2021). In this design, the pre-test was administered before the intervention to assess the students' interactional speaking skills, and the post-test was conducted after the intervention to measure any changes in their performance. This approach allows for a straightforward comparison of students' skills before and after the web-based learning intervention. The participants in the study were 15 second-grade students from class XI TKJ at SMKN 3 Bulukumba. These students were selected through purposive sampling, a method used to choose participants who met certain criteria, such as their level of English proficiency and their willingness to take part in the research. All participants received the same intervention throughout the study.

Data for this study were collected through two assessments: a pre-test and a post-test. Both tests focused on evaluating the students' speaking skills via role-play activities, where students were required to engage in simulated conversations. These assessments were scored based on five key criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. The students' performances were recorded, allowing for a comparison of their scores before and after the intervention. The intervention consisted of the use of Peppa Pig videos from YouTube, which were selected due to their simple, everyday language and relevance for teaching interactional speaking. Over the course of three weeks, students

watched a different Peppa Pig video in each session and then participated in discussions and role-playing activities based on the video's content. To analyze the collected data, SPSS software was used to compare the pre-test and post-test scores using a paired sample t-test. This statistical analysis determined whether there was a significant improvement in the students' speaking skills after the intervention.

4. Findings and Discussion

4.1 Pre-Test Results

The pre-test was conducted at the beginning of the study to assess the students' interactional speaking skills before they were exposed to the web-based learning intervention. The purpose of this test was to establish a baseline measurement of their speaking abilities, specifically in areas such as pronunciation, vocabulary, grammar, fluency, and comprehension, which are all crucial components of interactional speaking. After the test, the results showed that the average score for the students was 11.33, which placed them in the "fair" category according to the established speaking assessment criteria. This score indicates that while the students had a basic understanding of speaking, there was significant room for improvement in their overall speaking proficiency.

The analysis of the pre-test results highlighted several areas where the students faced considerable challenges. First, their pronunciation was often unclear, making it difficult for them to articulate words and sentences accurately. This issue hindered their ability to be easily understood in conversations. Second, students showed weaknesses in vocabulary usage, often struggling to find the appropriate words or phrases to express themselves effectively. This limited their ability to engage in meaningful conversations and prevented them from fully participating in interactive speaking activities. Lastly, the students' fluency was another area of concern, as they tended to pause frequently and speak hesitantly during conversations, which disrupted the natural flow of communication. These challenges ultimately impacted their ability to communicate smoothly and confidently in English, underscoring the need for targeted intervention to improve their interactional speaking skills.

4.2 Post-Test Results

After three weeks of engaging with web-based learning through Peppa Pig videos, the post-test results revealed a significant improvement in the students' interactional speaking skills. The average score for the post-test was 16.20, which placed the students in the "good" category according to the speaking assessment criteria. This marked a clear and positive shift from their pre-test scores, indicating a substantial enhancement in their speaking abilities. The improvement in their scores can be attributed to the web-based learning intervention, which provided students with consistent exposure to authentic language use in a relatable and engaging format.

The most notable progress was observed in the areas of pronunciation, fluency, and vocabulary. In terms of pronunciation, students demonstrated a clearer and more accurate articulation of words, improving their intelligibility in conversations. They were better able to mimic the correct sounds, stress patterns, and intonation from the Peppa Pig videos, which featured natural, native-level speech. Additionally, students showed marked

improvement in fluency, as they were able to speak more smoothly and with fewer pauses. This increased fluency allowed for more natural, continuous conversations, as students gained confidence in expressing their ideas without hesitation. Furthermore, students' vocabulary usage improved, as they were able to incorporate more appropriate and varied words into their conversations. The exposure to real-life language usage in the videos helped them expand their lexical range, making their speech more relevant and contextually appropriate. These improvements demonstrate the effectiveness of using video-based learning to enhance key aspects of interactional speaking, ultimately enabling students to communicate more confidently and effectively.

4.3 Statistical Analysis

A paired sample t-test was performed to assess whether the improvement in students' speaking skills after the intervention was statistically significant. The results of the test showed a p-value of 0.000, which is significantly lower than the 0.05 threshold typically used to determine statistical significance. This means that the observed improvement in students' speaking skills is highly unlikely to have occurred by chance, confirming that the web-based learning intervention had a meaningful and statistically significant effect on the students' speaking abilities.

4.4 Discussion

The results of this study confirm that web-based learning, particularly through the use of YouTube videos, can significantly improve students' interactional speaking skills. As demonstrated by the significant improvement in students' speaking abilities, the web-based approach not only provided valuable language input but also offered an immersive learning experience. YouTube, with its vast array of videos, serves as an accessible and engaging platform for language learners to practice and refine their skills outside of traditional classroom settings. This aligns with previous research that supports the effectiveness of web-based learning tools in enhancing language acquisition. For instance, studies have shown that exposure to multimedia content, such as videos, can help learners develop better listening, vocabulary, and pronunciation skills, all of which are essential for speaking proficiency (Yi & Qiao, 2024).

The use of Peppa Pig videos, specifically, provided students with authentic language input. Authentic materials are crucial in language learning as they reflect real-world language use and cultural contexts (Gilmore, 2007). By watching these videos, students were exposed to conversational English spoken by native speakers, which helped them become more familiar with natural speech patterns, including rhythm, intonation, and pronunciation. This exposure is particularly beneficial for students in non-English-speaking countries, where they often have limited opportunities to hear and engage with native speakers. According to Yan et al., (2025), the authentic input provided by native-speaker dialogues allows learners to better understand and replicate the nuances of the language, which is a vital component of mastering interactional speaking.

Moreover, the structure of the Peppa Pig videos, which feature simple, everyday conversations, made them an ideal tool for teaching interactional speaking. These videos are designed to be accessible to young learners, with clear and concise language that

emphasizes basic conversational elements, such as greetings, introductions, and expressing personal opinions. According to Osuchukwu (2019), effective interactional speaking involves using appropriate expressions, turn-taking, and managing social interactions in a way that feels natural and engaging. The simplicity and repetition in the dialogues of Peppa Pig made it easier for students to internalize these features of spoken language, which they could then use in their own interactions. This process of observation and imitation is a fundamental learning strategy, particularly for beginners in language acquisition.

In addition to providing authentic language input, the engaging nature of the videos played a significant role in motivating students to participate more actively in speaking activities. Motivation is a key factor in language learning, as it influences learners' willingness to engage in practice and improve their skills (Rahman et al., 2017). Peppa Pig, with its colorful visuals and entertaining storyline, captured students' attention and made learning enjoyable. The videos provided a fun and low-pressure environment for students to practice their speaking skills, which helped reduce anxiety and increase their confidence. Previous studies have highlighted that when learners are motivated and enjoy the content they are interacting with, they are more likely to retain information and apply it effectively in their own speaking practice (Wu et al., 2011).

The integration of web-based learning, especially through video-based platforms like YouTube, also supports the concept of self-directed learning. According to Cook and Dupras, (2004), web-based learning empowers students to take control of their learning process by providing them with the flexibility to access materials at their own pace. This autonomy allows students to revisit videos, pause, rewind, or rewatch sections they find challenging, which is not possible in traditional classroom settings. This individualized approach to learning is particularly beneficial for students who may need more time to absorb new language concepts or practice specific speaking skills. By enabling students to learn at their own pace, web-based learning fosters a deeper understanding of the material and promotes long-term retention.

Furthermore, the use of Peppa Pig videos aligns with the concept of input enhancement, which suggests that language learners benefit from engaging with content that draws their attention to specific language features (Nikolaus et al., 2022). In the case of Peppa Pig, the repetition of common phrases and vocabulary within the context of everyday situations naturally encourages students to focus on these expressions and their usage. This method of input enhancement, combined with the interactive activities following each video, provided students with the opportunity to practice and reinforce the language structures they observed in the videos. As a result, students were not only able to recognize and understand new language features but also gained the confidence to incorporate them into their own spoken language, further enhancing their interactional speaking skills..

5. Conclusion

This study has shown that web-based learning using YouTube videos can be an effective method for improving students' interactional speaking skills. The use of Peppa Pig videos provided students with authentic language input, which helped them improve their pronunciation, vocabulary, fluency, and comprehension. Given the positive results of this study, it is recommended that teachers integrate web-based learning tools into their teaching strategies to enhance students' speaking proficiency. For future research, it would

be beneficial to explore the long-term effects of web-based learning on students' speaking skills and investigate the use of other types of videos or multimedia resources. Additionally, future studies could include a larger sample size and a control group to strengthen the findings.

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