A Classroom Action Research: Improving Speaking Skills Using Interactive Learning Media

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Abstract

This Classroom Action Research (CAR) that is to be carried out to enhance the English speaking proficiency of students in one of the senior high schools in Kendari, Indoesia. This study was on 21 grade 10 second semester students. Following the action research cycle planning, action, observation, and reflection the study had two cycles. The researchers collected data through classroom observation, document analysis, interviews, and pre- and post-tests. The data show that interactive learning medium increases classroom speaking. Each cycle, students' speaking skills increase. The result of the students in the pre-test was 48.48 that lies in the poor category. The scores of the students improved after employing the interactive learning media in two passages. In the first cycle, the post-test was 50.52 and in the second trip; it was 65.38. This shows that the interactive learning media was found to stimulate the students positively. It may be concluded that the interactive learning media play a great role enhancing the speaking skills among students.

Keywords: Classroom Action Research; Interactive Learning Media; Speaking Skills

INTRODUCTION

Speaking is an essential component of language ability, providing a fundamental means of communication in academic, professional, and everyday situations. In an English as a Foreign Language (EFL) context such as Indonesia, mastering speaking skills is frequently seen as one of the most difficult tasks for students. This challenge is exacerbated by limited opportunities to practice English verbally, cultural reluctance to speak out in class, fear of making mistakes, and a lack of compelling learning environments (Rao, 2019; Al-Sobhi & Preece, 2018). As a result, many students lack confidence, fluency, and vocabulary, limiting their ability to convey ideas coherently and actively participate in communication.

Traditional language training in many Indonesian classrooms has traditionally relied on grammatical translation and teacher-centered approaches. These techniques frequently disregard communicative ability and the need of providing authentic speaking chances for students (Albiladi & Abdeen, 2021). In such situations, pupils may become passive consumers of information rather than engaged language users. Due to this, the speaking activities are under-functional or they do not reflect the real communication needs. As is appropriate to the findings of the researcher during the observation of the process of learning to speak in grade X students in a private high school in Kendari, the students find it difficult to speak in English. Most students lack the ability to express themselves when speaking in English, small English vocabulary, grammar, pronunciation and also lack self confidence. So, the majority of learners will be not so active when they speak English in a classroom.

Recent advances in language instruction highlight the use of technology and interactive learning media as effective instruments for improving speaking skills. Interactive learning media are any digital tools, platforms, or programs that encourage learner participation, two-way interaction, and multimodal communication. Flipgrid, Canva, Padlet, Kahoot, and other mobile or web-based systems that enable voice recording, video presentations, peer evaluation, and collaborative assignments are some examples (Chen & Hsu, 2020; Hung, 2017). These technologies have been shown to boost motivation, promote autonomous learning, and lessen learners' nervousness when speaking, since students feel more empowered to practice in safe, controlled settings.

The use of interactive learning media, which aligns with Kurikulum Merdeka ideals of student-centered and technology-integrated instruction, offers great promise. Kurikulum Merdeka promotes creativity, teamwork, and critical thinking skills, which can be efficiently developed through well-designed speaking activities facilitated by digital resources. However, effective use of such media in EFL classrooms still necessitates careful planning, teacher preparation, and contextual adaptation.

This study examines how interactive learning media improves students' speaking skills. This research explains how to integrate technology into speaking instruction, assess its impact on students' oral performance, and consider ways that encourage active student participation in speaking activities. This work contributes to both theoretical ideas and instructional approaches in language teaching.

METHODS

This research uses the Classroom Action Research (CAR) Model, as described by Kemmis and McTaggart (1988) in Burns (2015): Classroom Action Research (CAR) involves planning, action, observation, and reflection. The planning step organises learning techniques, instructional materials, interactive learning media, and assessment criteria. Strategy is applied in the second step, action. The researcher is going to be a participant observer who monitors the English teacher and students when they are learning how to speak. The dimensions that were involved in the observation are activity by students and their participation, appearance by teachers and situations in classes on learning process in speaking using interactive learning media. The last step is reflection, which is the procedure to analyze the student marks in the speaking exam which was done at the end of the study. Findings of this reflection are taken into consideration in order to make alterations in the approach that will be utilised in the subsequent cycle in the event that there are issues that are to be addressed.

A Kendari private high school conducted this study. One researcher's teaching experience at this school influenced its selection. CAR was installed for 21 grade 10 students. Grade 10 was chosen because it had the most students with language challenges.

Researchers observed students' English language difficulties before utilising the CAR cycle in the classroom. The study comprised observations and grade recaps. The cycle was created after paper

observations and analysis to improve students' speaking skills using interactive learning medium. Pre-testing students before using interactive learning medium yielded a class average score. The following criteria were used to evaluate students' average speaking scores.

Table 1. The Rubric of Students' Speaking Skill

Speaking Aspects	Very Poor 10-39	Poor 40-60	Quite Good 61-70	Good 71-80	Very Good 81-100
Pronunciation	No Correct Pronunciation	Makes a lot of mistakes in pronunciation	Makes several mistakes in conversation	Makes a few mistakes in conversation	No mistakes in the conversation
Fluency	No speaking produces correctly	Doesn't speak fluently, thinks too long	Speaks rather fluently, somewhat jumpy speaks	Quite fluently, sometimes stops a moment	Speaks very fluently
Vocabulary	Knows no vocabulary is needed	Knows few vocabularies needed	Knows several vocabularies needed	Knows many vocabularies needed	Knows all vocabularies needed
Word Order	No correct order	Poor order	Quite good order	Good order	Very good order
Grammar	No correct grammar	Makes a lot of mistakes in grammar	Makes several mistakes in grammar	Makes a few mistakes in grammar	No mistakes in grammar

After getting the average class score, interactive learning media began to be used twice during the learning process for 1 cycle. In this study, interactive learning media was used for two cycles. In addition, the Genre-Based Approach (GBA) approach was used to provide a clear structure in the learning process. Each meeting in the cycle applies the steps in the GBA approach. One cycle executes one GBA stage process. Each cycle ends with a post-test to improve pupils' speaking. After processing post-test scores, the students' average scores are categorised according to the table.

FINDINGS AND DISCUSSION

This study was conducted for three months in a private high school in Kendari. The initial step, the researcher conducted observations of the classroom situation during English learning, especially speaking skills learning for one week in March 2025. Observations showed grade X high school pupils had poor speaking skills. Most students felt insecure and worried about mistakes when speaking English. The pre-test document analysis of students' English competency supports the findings.

After conducting the earlier analysis of document assessment on speaking ability and prior to introduction of interaction learning media in the classroom, the outcome of the first document analysis was gathered followed by administration of the pre-test. Results of the pre-test were achieved by administering the pre-test to 21 students asking them to do storytelling activities. The 21 students total scores in pre-test mean were 48.48 and fell under the poor category. The mean of the pre-test of speaking ability of the students was also detailed in the table 2 below.

Table 2. The Students' Average Pre-test Score

No	Aspects	Pre-Test Score	Category
1	Pronunciation	48.10	Poor
2	Grammar	48.67	Poor
3	Vocabulary	48.00	Poor
4	Fluency	47.52	Poor
5	Comprehension	50.10	Poor
Average		**48.48**	**Poor**

From table 2 it can be seen that the average pre-test score is 48.48. If referring to the rubric that has been determined in table 1 then the average student score is in the poor category.

The Genre-Based Approach (GBA) and interactive learning material were used in the first cycle. Teaching followed the GBA steps of Building Field Knowledge, Text Modelling, Joint Text Construction, and Independent Text Construction. Instructional media Interactive learning media engages students in learning. This media can also improve students' speaking skills in English. Díaz and Ioannou (2019) stated that interactive media have a significant impact on learning, engagement, and achievement by promoting active student participation and thereby improving knowledge, attitudes, and skills among students and teachers. Therefore, interactive learning media is considered an effective strategy to improve students' speaking skills.

The first cycle was carried out on Friday, May 9, 2025. In this cycle, the interactive learning media used were wordwall quizzes, YouTube videos and random images manuals. First, in the pre-activity, students were introduced to the material through a wordwall quiz about narrative text. Furthermore, in the BKoF stage, students were presented with a YouTube video "Malin Kundang". In the MoT stage, the media used was a random image manual from "Beauty and the Beast. Then, students discussed in groups using the Random image manual with different themes at the JCoT stage. The last stage, namely ICoT, students were asked to compose a simple story. This GBA stage was carried out in two meetings, and each meeting consisted of two stages. The use of interactive learning media with group discussion activities made the atmosphere in the classroom quite pleasant. They looked more enthusiastic than before and slowly wanted to speak English with their classmates.

A post-test was conducted after two sessions of interactive learning media use were done. In all 21 students volunteered and went to the front of class one by one to perform storytelling. The post-test of cycle 1 results were equated with the initial speaking abilities of the students as reflected by the pre-test. The meaning of the post-test scores recorded after adoption of interactive learning media was higher in comparison to the pre-test scores before adoption of the media. Table 3 shows the outcomes of the post-test of cycle 1.

Table 3. The Students' Average Score between Pre-Test and Post-Test 1 Scores

No	Aspects	Pre-Test Scores	Post-Test 1 Scores	Improvements
1	Pronunciation	48.10	50.48	2.38
2	Grammar	48.67	50.57	1.90
3	Vocabulary	48.00	50.19	2.19
4	Fluency	47.52	49.62	2.10
5	Comprehension	50.10	51.76	1.66
Average		**48.48**	**50.52**	**2.04**

Based on Table 3 above, it is possible to note that the mean obtained by the pre- test was 48.48 and 50.52 by the post-test 1. The first cycle's pre- and post-test gains averaged 2.04%. This is impressive. However, the average pre-test and post-test 1 scores remain below the *Kriteria Ketercapaian Tujuan Pembelajaran* (KKTP).

By repeating the cycle, the study continued. To increase value beyond KKTP. Cycle 1 pupils' low post-test scores were linked to low self-confidence. EFL students' self- confidence can improve students' speaking performance and overall language proficiency (Fitrah et al., 2024). In addition, the use of manual learning media also made them less enthusiastic. The activities used were also lacking in providing a safe and interactive space for students to practice spoken English in a context that mirrors real-life situations. Arabis et al. (2023) proved that a safe and interactive space, facilitated by the instructor's interactive strategies, significantly increased students' confidence in speaking English, especially through group work, class reporting, and role-play.

Second cycle execution differs from first. To get better improvement in the second cycle, the use of manual random images was replaced by using a Wordwall. In this second cycle, roleplay activities were added to provide a more comfortable and interactive space for students to speak English. The meeting was held twice and then a post-test was given at the end of the meeting.

In the second post-test, it has been revealed that few numbers of students are still low in confidence to speak in English. Nevertheless, the majority of them deteriorated more in the area of speaking English. Learners developed more motivation to advance their speaking ability. In this cycle, they were more confident and could speak more fluently. It is possible to observe how the ability to speak in students improved as they were completing the second post-test. The findings are visible in table 4.

Table 4. The Students' Average Score between Post-Test 1 and Post-Test 2 Scores

No	Aspects	Post-Test 1 Scores	Post-Test 2 Scores	Improvements
1	Pronunciation	50.48	63.95	13.47
2	Grammar	50.57	65.47	14.90
3	Vocabulary	50.19	66.66	16.47
4	Fluency	49.62	64.76	15.14
5	Comprehension	51.76	66.04	14.28
Average		**50.52**	**65.38**	**14.85**

It can be observed using table 4 that there was improvement in the mean value calculated using the first post-test and the second post-test. The mean of the first post-test was 50.52 in the first cycle. Students speaking skills mean in post-test 1 was taken as poor. At the same time, the mean score of the second cycle post-test was 65.38. Mean score of the second post-test value of speech skills of students was in rather good range. This demonstrates that the mean score of the speaking ability of students went up following the second round of the procedure. The second cycle will be more effective when applied in imparting speaking skills in the students since it alters the interacting learning media and activities that were conducted in the first cycle. Moreover, the mean of a difference between the first post-test and the second one was 14.85%. It implies the fact that the ability to speak in students improved tremendously after going through two consecutive cycles of interactive learning media. Interactive learning material is best for improving students' speaking skills since it requires more student interaction (Ummah, 2023).

CONCLUSION

Interactive learning media improves English students' speaking skills, according to studies. Interactive learning media helps students with confidence, English speaking embarrassment, and weak English abilities. In one of the Kendari private schools, this media can be used to make students better English speakers. The rising pre-test, post-test 1, and post-test 2 results show this. Initial cycle pre-test scores are 48.48. The researchers used interactive learning material four times. In this respect, the research group administered a post-test to reflect how students will improve on their speaking ability, after application of the interactive learning media. The averaged measurement score of post-test 1 is 50.52; this is 2.04 points higher (or increase by 4.20%) than the pre-test. Although the improvement was modest, it reflected initial student adaptation to the new learning media. The number of students who passed the KKTP remained at 6 (28.57%), suggesting that further reinforcement was needed. The average post-test 2 score is 65.38, up 16.90 points or 34.86% from the pre-test. KKTP-compliant students climbed to 17 out of 21 (80.95%). Two cycles of interactive learning media improved students' speaking skills.

The improvement in students' speaking skills through the use of interactive learning media suggests that this media is effective in enhancing English speaking abilities. Based on these findings, it is recommended that teachers incorporate interactive learning media into their teaching strategies. To implement this effectively, teachers should select engaging and age-appropriate media, prepare the materials thoroughly, and design clear procedures for classroom use. In addition, time management is crucial to ensure that activities run smoothly and meet learning objectives. Teachers also need to provide clear instructions so that students understand how to interact with the media and what is expected of them. Furthermore, future researchers are encouraged to explore the use of interactive learning media across various topics and skill areas to uncover additional benefits and insights related to this method.

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