



## ENHANCING STUDENTS ENGAGEMENT THROUGH THE USE OF VIDEO CONVERSATIONS: A STUDY AT SMK AL-MALIKI LUMAJANG

Nur Laili Yusuf

STIT Miftahul Midad, Lumajang, Indonesia

Contributor: [nurlailiyusuf12@gmail.com](mailto:nurlailiyusuf12@gmail.com)

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**Abstract** : This study aims to investigate enhancing student engagement through the use of video conversation at vocational school. This focuses on Indonesian students which most of them have some difficulties in speaking English, especially at SMK Al-Maliki Lumajang. This study used qualitative case study approach. The data was collected through some document analysis, classroom observation and interview. The result of this study were video conversations foster encouraged collaborative learning, enhanced visual learning, increased students interests, increased students interaction and participation, increased students' creativity. Besides that it was found that there were stronger sense of community among students, and immediate feedback and clarification from the teacher. Those are a powerful tool that effectively enhances student engagement, making learning more impactful and relevant.

**Keywords** : Video Conversation; Student of Vocational School; Speaking English

**Abstrak** : Penelitian ini bertujuan untuk menyelidiki peningkatan keterlibatan siswa melalui penggunaan percakapan video di sekolah kejuruan. Penelitian ini berfokus pada siswa Indonesia yang sebagian besar dari mereka memiliki beberapa kesulitan dalam berbicara bahasa Inggris, khususnya di SMK Al-Maliki Lumajang. Penelitian ini menggunakan pendekatan studi kasus kualitatif. Data dikumpulkan melalui beberapa analisis dokumen, observasi kelas dan wawancara. Hasil dari penelitian ini adalah percakapan video mendorong pembelajaran kolaboratif, meningkatkan pembelajaran visual, meningkatkan minat siswa, meningkatkan interaksi dan partisipasi siswa, dan meningkatkan kreativitas siswa. Selain itu, ditemukan bahwa ada rasa kebersamaan yang lebih kuat di antara siswa, dan umpan balik serta klarifikasi langsung dari guru. Itu semua merupakan alat yang ampuh yang secara efektif meningkatkan keterlibatan siswa, membuat pembelajaran lebih berdampak dan relevan.

**Kata Kunci** : Video Percakapan; Siswa SMK; Berbicara Bahasa Inggris

### INTRODUCTION

Video technology has revolutionized the way students learn English, offering dynamic and engaging resources that enhance comprehension and retention. Through video, learners can immerse themselves in authentic language use, observing native speakers' pronunciation, intonation, and body language in real-world contexts. This multimodal approach caters to various learning styles, making it easier for visual and auditory learners to grasp complex

concepts. Additionally, videos often incorporate interactive elements, such as quizzes and discussion prompts, which encourage active participation and critical thinking. By utilizing platforms like online tutorials, language apps, and virtual classrooms, students can practice their skills anytime and anywhere, fostering a more flexible and personalized learning environment. As supported by Yuswandari (2024) that audiovisual resources such as videos, podcasts, multimedia presentations and online platforms provide exposure to natural language use, different accents and cultural nuances, enrich the learning and prepare students for real communication scenarios. Further, by using clips from movies, TV shows, or real-life scenarios, instructors can provide context-rich examples of natural dialogue, showcasing everyday expressions and cultural nuances. Students can observe authentic interactions, allowing them to pick up on pronunciation, intonation, and colloquial language in a relatable format. Overall, the integration of video technology in English language education not only boosts engagement but also empowers learners to develop their language skills in a meaningful and enjoyable way.

Proficiency in English can enhance job prospects and career advancement not only in national company but also in multinational companies and international organizations. English skills facilitate easier navigation and communication when traveling to different countries. Many technological advancements and innovations are first introduced in English-speaking countries, making English proficiency valuable for staying updated. English is often the language of international business, making it essential for global trade and commerce besides English proficiency enables individuals to connect with a diverse range of people from various backgrounds, both professionally and personally. Thus, learning English is crucial in today's globalized world and the necessity of speaking ability is one of the most important communication skills in everyday life and career (Mahmawati, Diyah:2023). This circumstance applies to both spoken and written English. As stated by Novitaningrum & Agustin (2004), the acquisition of proficient writing skills is widely recognized as an essential aspect of students' success in academic and professional contexts. Similarly, strong spoken English skills are vital for effective communication, enabling students to express their ideas clearly and confidently in various situations. Thus, grammar proficiency is honed as students engage in analyzing sentence structures to communicate their ideas effectively, necessitating the use of their understanding of grammatical patterns (Hidayat & Rifdah, 2024).

ESL (English as a Second Language) students often face multiple challenges when speaking English in class. One major difficulty is the fear of making mistakes and being judged, which can lead to hesitation and a lack of confidence. Pronunciation and unfamiliar vocabulary add to their struggle, making it hard to express thoughts clearly. Many ESL students also experience anxiety due to different accents and speech speeds of their peers, making it difficult to understand or join conversations fluidly. Additionally, cultural differences in classroom participation styles may discourage some from speaking up, as they

may come from educational backgrounds that emphasize listening over speaking. Here, lecturers encounter various teaching challenges, such as managing the diverse linguistic backgrounds and skill levels of students, ensuring effective content delivery in multiple languages, and promoting meaningful interactions in both languages (Nahidin, 2024). These combined factors can make classroom participation in English daunting for ESL students, often requiring additional support and encouragement to help them find their voice. Therefore, the necessity of teaching English using media was hoped to help students easily able to speak English. As Lestari stated that one of the best ways to master English is to learn the language at a young age (Lestari, Ria Puji., dkk: 2019:151). It means that due to achieving learning objectives, education is undergoing continuous development in creating diverse learning models, encompassing strategies, methods, and administrative designs, which is the core of teaching and learning process Mahmawati & Mubayyinah, 2024).

Al-Maliki Vocational School students (SMK Al-Maliki) were selected as the subject of this investigation due to its Pesantren culture, which waives school fees for all students. The majority of the students are from rural areas, where the majority of their parents are farmers, and the culture is deeply rooted in the village. and the average economic status of their families is lower middle class, so the mere ability to attend education is a source of great gratitude. Several students work part-time, such as assisting their parents in the shop or fields after school. They are extremely appreciative for the opportunity to attend school, as there are still those who prefer to work than attend school. In other words, the students who are from rural backgrounds and do not utilize English as a primary means of communication; the language appears foreign to them. Consequently, the researcher is intrigued by the effectiveness of instructional media that employs video conversations in the classroom, particularly in the context of students' academic performance.

Based on the background above, this study is to describe and find out the effectiveness or use of Video Conversations to improve the students engagement at SMK Al-Maliki.

Lai-Meng Leong and Seyedeh Masoumeh Ahmadi (2017) studied elements impacting English speaking ability of students. According to their research, students fear criticism and worry about making mistakes. The next is ignorance of relevant issues. Third consideration is mother tongue use. Some students will feel at ease sharing material in their first tongue in the classroom, they said. Low involvement serves as the last consideration. Every student in a crowded class will have very limited time for speaking since just one student speaks at a time and the other students strive to hear her or him.

Apart from the above mentioned studies, Akram Inalnoo Khajloo (2013) also carried research on issues in English language instruction for pupils. In this paper he clarified some English speaking issues including low hours of English language instruction, lack of interest and motivation for learning English, lack of concentration class, students who are ahead of

others, most English teachers lack the proficiency in the English language, and lack of repetition and consistent practice of students.

This study reveals inadequate instructor knowledge of English-speaking. To help to lower English speaking issues in the classroom, the teens must get more attention and encouragement through teaching and learning through a media, that is video conversation.

### **1. Speaking**

Speaking is the act of producing verbal language to communicate thoughts, ideas, emotions, or information. It involves the coordination of mental processes and physical actions, as one needs to form words, organize sentences, and adjust tone, pace, and volume to convey a message effectively. Speaking is not only about forming words but also about understanding the context, considering the audience, and responding appropriately in real time. It's a fundamental skill in human interaction, allowing people to connect, share, instruct, and build relationships. Through speaking, individuals can express their unique perspectives, negotiate meaning, and participate actively in society.

Speaking has been classified to monologue and dialogue (Torky, Shiamaa AEF, 2006:14). However, this study focuses on speaking dialogue between students in the classroom, whether formal or informal speaking category. Each participant usually has a purpose or an intention that she/he wishes to achieve through the conversation.

### **2. Speaking Skills**

Speaking skills are essential communication abilities that enable individuals to articulate ideas, convey information, and interact effectively with others. Strong speaking skills require clear pronunciation, proper grammar, and a good vocabulary, but they also involve non-verbal elements like tone, pace, and body language, which help emphasize meaning and engage listeners. Effective speakers are also active listeners, adapting their language to fit the audience, context, and purpose of the conversation. Developing these skills takes practice, as it involves thinking quickly, organizing thoughts on the spot, and adjusting to feedback. Speaking skills are critical in various settings, from everyday conversations to public speaking, and they contribute greatly to personal and professional success by facilitating understanding, collaboration, and influence.

### **3. The Components of Speaking Skills**

Speaking skills are made up of at least five parts. They are understanding, grammar, words, pronunciation, and fluency Thornburry (2005).

#### **1). Understanding,**

To understand what is being said, the person communicating must be able to both start and answer to speech. To fully understand speaking, one must appreciate the balance of

clarity, coherence, and confidence necessary to communicate ideas effectively. It also involves active listening and feedback interpretation, as speakers often adapt their language based on the responses of others.

2). Grammar

Students need to know how to put together a right sentence when they talk. It's also helpful to learn grammar the right way so that you can speak and write a language well.

3). Words

A person's vocabulary is the set of words they use to communicate. If we don't have enough words in our vocabulary, we can't communicate clearly or get our thoughts across, whether we're talking or writing.

4). Pronunciation

Pronunciation is the way in which sounds, syllables, and words are spoken to convey language accurately. It involves the correct articulation of vowel and consonant sounds, intonation, stress patterns, and rhythm, all of which contribute to how clearly and accurately words are understood by listeners. Students improve their pronunciation by making their words sound better when they talk. It talks about the phonological process, which is the part of a grammar that describes the rules and elements that make up how sounds change and repeat in a language.

5). Speed

The ability to talk clearly and quickly is known as fluency. Achieving fluency in speaking involves consistent practice, exposure, and confidence-building strategies. One of the most effective ways to improve fluency is by engaging in regular conversations with native speakers or fluent speakers, as this provides real-time practice in thinking and responding quickly in the language. Practicing with language partners, tutors, or in conversation groups can help, as can speaking aloud to oneself, such as by narrating daily activities or practicing with scripted dialogues.

#### **4. Conversations**

Conversation is constructed with spoken rather than written language (Pridham, Francesca 2001:2). It is an interactive, usually verbal, exchange of ideas, information, thoughts, or feelings between two or more people. It involves both speaking and listening, allowing participants to respond and react to each other in real-time. Conversations can vary widely in tone, style, and purpose, ranging from casual chats to formal discussions, and are an essential part of social interaction, helping people build relationships, share knowledge, and express themselves.

## METHOD

This study used qualitative case study approach. The Qualitative research necessitates an explanation of its findings in order to qualify as descriptive research. Creswell (2012:274) defines the descriptive method of research as the systematic collection of information to obtain a comprehensive explanation and description of the research object. The data was collected through some document analysis, classroom observation, and interview. The subject of this research was the students of SMK Al-Maliki Sukodono-Lumajang, especially in XI grade which consisted of 50 students from XI TKJ A and XI TKJ B (Network and Computer Design Department). In order to facilitate the data collection, the researcher used some instruments; observation and interview. Observational methods are useful means of gaining understanding about the process involved in a situation. The qualitative researcher collected data by simply monitoring the subjects. The researcher employed this method to directly capture the process of teaching and learning English in SMK. The researcher divided into two groups are students used video conversation in teaching learning process and students who didn't not use video conversation in teaching learning process. The second instrument was an interview. The interview used in this study was in-depth. It meant that the researcher asked multiple in-depth questions on the problem's emphasis in order to acquire as much data as possible during the interview.

## RESULT AND DISCUSSION

The result of this research presents the use of video conversation to SMK Al-Maliki students of XI grade.

### 1. Result

Here, the researcher compared to some students using video conversation in teaching learning process in the classroom while another is not.

**Table 1. Result of the Study**

Category	Students using Video Conversations in teaching learning process	Students No using Video Conversations in teaching learning process
Understanding speaking	95%	80%
Collaborative Learning	100%	0%
Visual Learning	100%	0%
Entertainment	100%	70%
Easy to learn	80%	60%
Active in a group work	84%	65%

Active to ask the teacher	92%	60%
creativity	90%	20%

According to the research presented above, students who use video conversations in the teaching learning process are more interested and engaged in their studies than students who do not use video conversations in the teaching learning process in the classroom.

## 2. Discussion

This study was found some effects of using video conversation in teaching English speaking to students in the class. They are:

### 1). Encouragement of Collaborative Learning

This Video facilitated group work and peer-to-peer learning, which are essential for vocational training, as students can learn collaboratively, share insights, and practice skills together.

### 2). Enhanced Visual Learning

Through video, teacher can integrate visual aids, demonstrations, and real-world examples, which align well with the practical focus of vocational education, helping students connect theory with hands-on skills.

### 3). Increased Students Interests

The main problem for ESL students that they don't want to learn English because it's not their first language, and it sounds weird. However, through media by watching video conversation, students more interest to learn it in depth more than what the teacher's mind. Certainly, they are in a good mood and feel like easier to learn and understand English.

### 4). Increased students Interaction and Participation

Video conversations caused students to engage more interactively such as ask questions in real-time such as ask the right pronunciation, ask the meaning of the unfamiliar words, ask how to speed faster like in the video conversation, etc; participate in discussions or group work, and creating a more engaging learning environment compared to traditional lecture formats.

### 5). Increased Students' creativity

Through video, some students have some ideas to do the same thing like in the video. They have more vocabulary words in their mind to apply when speaking in front of classroom. They feel more confident to talk with their classmates or teacher in using English. When teacher asked to do the task about conversation, many students prefer to use video conversation rather than just speaking in front of classroom. Thus, they also create a video conversation in more attractive way.

Aside from all of that, the study discovered that video conversations resulted in immediate feedback during video sessions, allowing students to address doubts right away. This fast interchange promotes greater knowledge and a more adaptable learning experience.

Besides that, it was found that there was stronger sense of community among the students in the classroom that this connection can boost student motivation and create a supportive learning environment. Furthermore, the teacher can provide immediate feedback and clarification during video sessions, helping students clarify doubts instantly in their pronunciation or words. This quick exchange supports a deeper understanding and allows for a more adaptive learning experience.

## CONCLUSION

In conclusion, the study on the use of video conversations in enhancing Al-Maliki Vocational School students' engagement reveals substantial benefits for both learners and educators. Video conversations foster encouraged collaborative learning, enhanced visual learning, increased students interests, increased students interaction and participation, and increased students' creativity. All of which are instrumental in bridging the gap between theoretical knowledge and practical skills that vocational students need. By promoting real-time interaction and flexibility, these platforms create a more personalized and accessible learning experience, increasing student motivation and fostering a sense of community and immediate feedback and clarification from the teacher. Overall, video conversations are a powerful tool that effectively enhances student engagement, making learning more impactful and relevant for vocational students at SMK Al-Maliki Lumajang. It is strongly advised that educators employ video as a medium to instruct students on communicating in the classroom.

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