

Improving Speaking Confidence in Elementary School Teacher Education Students through Video-Based Assignments

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Abstrak: This study aims to determine the level of confidence of students of Universitas PGRI Yogyakarta in speaking by implementing a video-based assignment program. The research method is classroom action research with the Kurt Lewin model. The data source of this study is videos from 40 students of the Elementary School Teacher Education Study Program (PGSD) UPY uploaded to YouTube. The results of the study showed that before the action was carried out, students' speaking skills in linguistic and non-linguistic aspects were still inadequate, the data showed that 31% of 40 students achieved a passing grade. After cycle 1, the results were 60.6% and cycle 2 the results were 89.7%, there was a significant increase in students' confidence in speaking. So it can be concluded that the video-based assignment program carried out was declared valid, practical, and effective for use in the learning process and increasing students' confidence in speaking skills.

Kata kunci: Confident; Speaking Skills; Video-Based Assignment Program

Abstrak: Penelitian ini bertujuan untuk mengetahui tingkat kepercayaan diri mahasiswa Universitas PGRI Yogyakarta dalam berbicara dengan menerapkan program tugas berbasis video. Metode penelitian adalah penelitian tindakan kelas dengan model Kurt Lewin. Sumber data penelitian ini adalah video dari 40 mahasiswa Program Studi Pendidikan Guru Sekolah Dasar (PGSD) UPY yang diunggah ke YouTube. Hasil penelitian menunjukkan bahwa sebelum tindakan dilakukan, keterampilan berbicara mahasiswa dalam aspek linguistik dan non-linguistik masih kurang memadai, data menunjukkan bahwa 31% dari 40 mahasiswa yang mencapai nilai lulus. Setelah siklus 1, hasilnya 60,6% dan siklus 2 hasilnya 89,7%, terjadi peningkatan yang signifikan dalam kepercayaan diri mahasiswa dalam berbicara. Sehingga dapat disimpulkan bahwa program tugas berbasis video yang dilakukan dinyatakan valid, praktis, dan efektif digunakan dalam proses pembelajaran dan peningkatan percaya diri keterampilan berbicara mahasiswa.

Kata kunci: Percaya Diri; Keterampilan Berbicara; Program Penugasan Berbasis Video

Introduction

Communicating is a very important thing to do every day, the goal is to convey and receive messages. Students are required to be able to communicate well. In communication, there are speaking and listening activities. When someone wants to convey some information, it is necessary to have good speaking skills, so that the other person can understand the main point of the speaker. Confidence will affect the quality of students' speaking. Few of them feel afraid, tense and confused when speaking activities in lectures.

Elementary School Teacher Education (PGSD) students are prepared for a profession that builds a lot of interaction with other people. This happens because elementary school teachers have an important role to form a brilliant generation. SDtudents need to have good self-confidence to carry out this profession. Confidence has an important role in helping a person make good interactions with others. When an individual is good at blending in an environment, the higher self-confidence he will have. When students have good self-

confidence, it will help them achieve more in all things and make it easier for them to succeed in the future. However, if students have low self-confidence, it can hinder the development of their potential, will kill the creativity that exists within students, and can also blunt existing talents. That way, to know students' self-confidence level can be seen from their speaking skills.

Speaking activities range from speaking to reporting to persuasion and negotiation. Students currently have a role as agents of change where if a student does not know how to convey his thoughts and ideas verbally or does not know other language skills, everything becomes difficult. Not a few students have difficulty expressing themselves through speaking skills and conveying information or wishes correctly, so students find it difficult to express their desires, so speaking skills are very important to achieve the desired goals (Rosdayanti, Hamdu, & Kosasaih, 2021). The learning process is greatly influenced by communication between lecturers and students, one student with another student. As prospective teachers, they must understand the methods and applications of public speaking. With good speaking skills, a two-way process occurs in learning (Putri, 2021).

There are several things that can be said about the limits of speaking, namely (Amelia & Afrianto, 2022): (1) Speaking is self-expression. (2) Speaking is a mental motor skill. (3) Speaking is a symbolic process. (4) Speech takes place in the context of space and time. (5) Speaking is a productive language skill. Speaking skill is one of the skills that is quite difficult because when you want to have good, correct and beautiful speaking skills it requires practice by paying attention to linguistic and non-linguistic rules. Speaking is the main form of expressive language. Speaking is the ability to pronounce articulation sounds or words to express, convey thoughts, ideas and feelings. The purpose of speaking is not only to pronounce sounds but to inform and report, entertain, teach, persuade, convince and urge (Tarigan, 2008). To improve speaking skills, you can use a speaking skills assessment. Assessment of speaking skills can serve as a motivational tool for students to improve their speaking skills (Satenaw & Amare, 2018).

In addition, research was conducted by Silvester and Wilhelmus (2017) regarding the understanding of the phenomenon of weak language skills of STKIP Weetebula students, where this study attempted to find out more deeply from the respondents/informants what factors influenced these results. Learning Indonesian Influences the Development of Students' Language Difficulties The results of this study also show that there are two factors that are thought to theoretically influence the results of learning Indonesian. These two factors are psychological factors (attitude, interest and motivation) and non-psychological factors (the influence of regional languages, the influence of the language environment, learning Indonesian as a second language) (Nusa & Kii, 2017).

There are two factors that support the effectiveness of speaking skills, namely linguistic and non-linguistic aspects. The linguistic aspect consists of (1) accuracy of speech, (2) placement of relevant stress, tone, joints, and duration, (3) diction/choice of words and (4) accuracy of speech targets. While the non-linguistic aspects consist of (1) a calm, honest, and not rigid attitude, (2) the gaze is directed at the speech partner, (3) a willingness to respect the opinions of others, (4) appropriate gestures and expressions, (5) the loudness of the voice, (6) fluency, (7) relevance/reasoning, and (8) topic mastery (Tarigan, 2008)

Videos in learning made by students can support in improving the quality of their speaking skills. By giving students the freedom and leeway in developing their thinking

potential, they can improve the quality of learning (Subandi, 2013). By giving freedom and leeway to students, students will be able to speak in a relaxed manner without any pressure, so the videos of students' speaking skills become of high quality.

Based on the above background, efforts are needed to increase students' confidence in speaking. Therefore, researchers conducted a study on Improving Self-Confidence in Speaking in Elementary School Teacher Education Students through Video-Based Assignments. This study encouraged students to create speaking videos, giving them the freedom and flexibility to choose themes related to children's literature.

Method

This study employed Classroom Action Research. Classroom action research is research conducted by educators or researchers who design, implement, and reflect on actions to enhance or improve the quality of the learning process through specific actions within a cycle (Kunandar, 2010). The study population was all 80 students of the Elementary School Teacher Education Program (PGSD) at UPY, and the sample size was all 40 students of Class B of the Elementary School Teacher Education Program (PGSD).

The model used in this classroom action research is Kurt Lewin's model. Each cycle consists of four stages: planning, action, observation, and reflection. The researchers conducted planning, action, observation, and reflection on improving the speaking confidence of UPY Elementary School Teacher Education students through actions in a video-based assignment program. Data collection on the increase in speaking confidence was based on students' speaking skills, as assessed by aspects of pronunciation, word choice, fluency, intonation, pauses, and confidence. To calculate and analyze students' speaking skills, the researchers used the following formula:

$$P = \frac{\sum \text{Student complete}}{\sum \text{Student}} \times 100\%$$

Information:

P= completeness

$\sum$ = amount

The percentage results will indicate the number of students with a good level of confidence in speaking skills. Calculations were carried out after each action in cycles 1 and 2. In cycle 1, students were given actions in the language material aspect, which were filled by the researcher with materials. After the action, students made speaking videos and then uploaded them to YouTube. Students were given the freedom to choose the story material and video editing. Meanwhile, in cycle 2, the researcher carried out planning, action, observation, and reflection as in cycle 1. However, the difference with cycle 1 was that the researcher invited speakers from language and literature experts. The researcher delivered material on making creative and interesting videos, while the language experts provided material on strengthening speaking and literature aspects, especially for elementary school children (SD) and storytelling training.

RESULTS AND DISCUSSION

Results

Initial Conditions of Student Speaking Skills

From the results of student observations and videos made with free themes (poems, stories, fairy tales), data on students' speaking skills was obtained with the various aspects below.

Table 1. Students' Speaking Skills Before Action.

No.	Rated Aspect	Total Completed Students	Completeness Presentation
1.	Pronunciation	11	35,5%
2.	Choice of words	11	35,5%
3.	Smooth	15	48,4%
4.	Intonation and pauses	6	19,4%
5.	Confidence	5	16,1%
Total Completeness Percentage			30,9%

From the results of observations and assessments of student videos with free themes prior to action, only 30.9% of the 31 students completed the results with details: pronunciation accuracy 11 students completed (35.5%), word choice aspects contained 11 students complete (35.5%), aspects of fluency there are 15 students complete (48.4%), aspects of intonation and pauses there are 6 students complete (19.4%) and aspects of confidence there are 5 students complete (16.1%). From these results it shows that students' speaking skills are still low and inadequate, all aspects of speaking skills are still below 75%. Therefore, it is necessary to have actions that can improve students' speaking skills.

After obtaining data on students' speaking skills before being given action, the researcher designed an action in the video-based assignment program, starting from planning, action, observation and reflection. At the planning stage, the researcher planned the Sampun Tuo program by providing an understanding of making talking videos that contained children's literature.

Planning Stage

At the planning stage, the authors designed the video-based assignment program. At this stage, we do not only design programs, but also design training in speaking skills in storytelling which contains various aspects, namely pronunciation, choice of words, fluency, intonation, pauses and self-confidence. Apart from that, paying attention to the aspect of making videos and the place for students to upload their videos. Videos will be uploaded to google drive and YouTube to see the improvement.

If the student's speaking skills as seen from the uploaded video still do not meet the elements or aspects that are considered, namely below 75% of 31 students, then students will be given action until the final result reaches above 75% of 31 students. As planned, at the

beginning of observing students' speaking skills, videos were uploaded on Google Drive, then in the next stage, videos were uploaded on the student's YouTube channel.

Action Stage

At the action stage, students are given action in the material aspects of language which are filled in by the researcher with the material. After the action, the students made a talking video and then uploaded it to YouTube. Students are given the freedom to choose story material and video editing. Students can provide illustrations of running text, images, backgrounds, songs, media and so on according to student innovation. According to the results of observations and assessments on video cycle 1, data on students' speaking skills is obtained as follows:

Table 2. Students' Speaking Skills After Cycle I Actions

No.	Rated Aspect	Total Completed Students	Completeness Presentation
1.	Pronunciation	24	77,4%
2.	Choice of words	17	54,8%
3.	Smooth	25	80,6%
4.	Intonation and pauses	15	48,4%
5.	Confidence	13	41,9%
Total Completeness Percentage			60,6%

From the results of observations and assessments of student videos with the free theme of cycle I or after action was taken, a significant improvement was obtained in the form of 60.6% of the 31 students who completed with details: pronunciation accuracy, 24 students completed (77.4%)) experienced, in terms of choice of words, 17 students completed (54.8%), aspects of smooth, 25 students completed (80.6%), aspects of intonation and pauses, 15 students completed (48,4%) and aspects of confidence, 13 students completed (41.9 %).

From these results indicate that students' speaking skills increased significantly. However, from the standard assessment of aspects of speaking skills above 75% of 31 students there were only two aspects that met, namely aspects of pronunciation (77.4%) and fluency (80.6%). Because the result is that there are still aspects of speaking skills that are low and inadequate, especially on aspects of low self-confidence. Therefore, there is a need for further action in cycle II.

In cycle II, the researcher carried out planning, action, observation and reflection as in cycle I. However, the difference from cycle I was that the researcher invited speakers from language and literature experts. The researcher delivered material on making videos that were creative and interesting, while the linguists provided material on strengthening the aspects of speaking and literature especially for elementary school children and storytelling training. In this action, it can be seen that students are very enthusiastic in participating in learning because they immediately get material from practitioners. After the training and making videos are complete, researchers and students comment, assess student videos one by one. From the

results of the questionnaire, observation and video assessment of students, there is an increase in students' speaking skills as follows:

Table 3. Students' Speaking Skills After Action Cycle II

No.	Rated Aspect	Total Completed Students	Completeness Presentation
1.	Pronunciation	29	93,5%
2.	Choice of words	27	87,1%
3.	Smooth	29	93,5%
4.	Intonation and pauses	28	90,3%
5.	Confidence	26	83,9%
Total Completeness Percentage			89,7%

In the Action Cycle II, a significant increase was obtained in the form of 89.7% of the 31 students who completed with details: pronunciation accuracy, 29 students completed (93.5%) experienced, aspects of word choice, 27 students completed (87.1%), aspects of fluency, 29 students completed (93.5%), aspects of intonation and pauses, 28 students completed (90.3%) and aspects of confidence, 26 students completed (83.9%). From these results indicate that students' speaking skills increased significantly. All standard assessment aspects of speaking skills have reached above 75% of 31 students.

Observation Stage

Observation phase was conducted before and after implementing Cycle I and Cycle II, and until the students' videos were completed and ready for public display. Researchers conducted observations throughout the video-based assignment program, paying attention to pronunciation, word choice, fluency, intonation, pauses, and confidence.

Based on observations during the implementation of the intervention, students' speaking skills showed positive development. They appeared more actively engaged in the learning process, both when expressing their opinions in discussions and when presenting literary stories to the class. This improvement was evident in pronunciation, word choice, fluency, intonation, pauses, and confidence.

During class discussions, students began to demonstrate courage in expressing their opinions, asking questions, and responding to their peers' opinions. Most students were able to convey their ideas more coherently and relevantly to the topic at hand. Interaction between students was also more active than before the intervention. Students were not only listeners but also participants, able to provide arguments and input on various issues discussed. However, some students still appeared hesitant when expressing their opinions and were unable to develop their arguments in depth.

In the literary storytelling video assignment, students demonstrated improved ability to reiterate the story's content to the audience. Most students were able to narrate the story's plot coherently and clearly, from character introduction and conflict resolution. Furthermore, students began to use more precise intonation, volume, and pronunciation, enabling the story

to be better understood by listeners. Facial expressions and gestures also began to be evident in their performances, although the level of immersion in the story varied among individuals.

In addition to improvements in performance, the learning environment also became more interactive and communicative. Students appeared enthusiastic about participating in discussions and literary storytelling. The audience paid close attention while their peers spoke and actively asked questions, responded, and appreciated the performances. This demonstrates that the implemented measures not only improved individual speaking skills but also fostered a participatory learning environment. Overall, observations showed that students' speaking skills improved in pronunciation, word choice, fluency, intonation, pauses, and confidence.

Reflection Stage

In the reflection stage, the researcher observed and reflected on the activities from the beginning to the end of Cycle I and Cycle II. From this, conclusions can be made as follows: First, in Cycle I, the researcher's provision of material on speaking skills and the creation of storytelling practice videos that emphasized self-confidence impacted students' understanding of the importance of paying attention to pronunciation, word choice, fluency, intonation, pauses, and confidence when speaking. By paying attention to these aspects, students experienced improved speaking skills.

The implementation of learning activities has shown a positive impact on students' speaking skills in literary storytelling activities. Some students began to demonstrate courage in presenting themselves in front of the class and retelling literary works they had studied. Students appeared more enthusiastic about participating in learning activities than at the beginning of the study.

However, the results obtained have not yet achieved the established success indicators. When telling stories, some students still struggled to convey the storyline coherently and comprehensively. Their use of intonation, pronunciation, and expression was still lacking in variety, resulting in the story telling not being able to optimally convey the atmosphere or character of the characters. Furthermore, some students were still seen reading notes or memorizing text, resulting in diminished audience engagement. In terms of intonation, students were also not yet fully able to convey emotional elements appropriate to the story's content. When conveying key parts of the story, their use of facial expressions and body language was still limited, resulting in a less engaging narrative. Some students still displayed nervousness, characterized by frequent pauses and unclear voice volume.

Based on these reflections, improvements were needed in Cycle II. The researchers planned to provide examples of good literary storytelling, practice the use of expressions, intonation, and gestures appropriate to the story's characters, and provide more practice opportunities before students presented in front of the class. These improvements were expected to further enhance students' ability to present literary stories.

In Cycle II, training focused more on speaking and literary skills, particularly children's literature, delivered by speakers who were experts in language and literature, and continued with the creation of storytelling practice videos. Based on observations and evaluations in Cycle II, students' speaking skills in literary storytelling activities significantly improved. Students demonstrated greater confidence when presenting in front of the class. They were able to

convey stories with clearer voices, more varied intonation, and better eye contact with the audience.

Improvements were also evident in students' ability to organize the storyline. Students no longer relied heavily on notes, resulting in a more fluid and natural storytelling. Through immersion, students were able to display facial expressions, body language, and vocal variations appropriate to the story's atmosphere. They could differentiate between characters' dialogue styles, convey specific emotions, and create a more lively atmosphere. This led to increased audience engagement and engagement.

Students' linguistic skills also improved. Their word choice was more communicative, their pronunciation clearer, and their speaking tempo more regular. Students appeared more capable of bringing the story to life, effectively conveying the messages and values contained in the literary work to their audience.

Based on the results of the Cycle II reflection, the research's success indicators were achieved. Most students demonstrated improvements in pronunciation, word choice, fluency, intonation, pauses, and speaking confidence. Therefore, the interventions were deemed effective in improving students' speaking skills through literary storytelling activities, and the research was discontinued at Cycle II.

Discussion

The research results show that video-based assignments in lectures significantly improved the speaking confidence of UPY Elementary School Teacher Education (PGSD) students. Expert assessments of language skills aspects, namely pronunciation, word choice, fluency, intonation, pauses, and increased self-confidence, indicated that the video-based assignments were appropriate for increasing self-confidence based on language skills. These findings also align with findings that video-based learning improves students' confidence in public speaking. Students who initially exhibited anxiety, fear of making mistakes, and lacked self-confidence experienced increased courage and readiness to speak, both in classroom learning activities and in other presentation activities (Nupus, 2026).

Video-based learning has been proven effective in improving students' speaking skills, particularly in the areas of material mastery, fluency, intonation, use of body language, and the ability to structure presentations. The use of video provides students with opportunities for independent practice and self-reflection through recorded presentations, allowing them to identify their strengths and weaknesses and make gradual improvements through constructive feedback.

Through speaking skills, students can not only convey information, ideas, and feelings but also broaden their horizons and develop character through active and creative interactions. This aligns with research showing that one important factor influencing speaking skills is self-confidence. Students with high self-confidence tend to be more confident in expressing themselves, expressing their opinions, and communicating effectively. Conversely, low self-confidence can hinder public speaking or interacting with others (Waddu, 2025).

Speaking skills and self-confidence are closely related, where increased self-confidence can encourage students to speak more actively. Therefore, strategies for improving speaking skills should be directed at creating a communicative, enjoyable, and participatory learning

environment (Rengganawati, 2024). A high level of self-confidence also contributes to students' speaking skills. The higher a student's self-confidence, the more fluent their speaking skills. This aligns with constructivist theory and is supported by findings from previous research showing that project-based learning utilizing digital media can significantly increase students' activeness, courage, and communication skills.

Limitations

This study has several limitations that need to be considered, such as the module trial was conducted in one school with a relatively small number of participants, so the results of the study cannot be generalized in a broader context.

Conclusion

Based on the stages that have taken place from the beginning to the end of the activity by implementing a video-based assignment program in lectures, significant results have been obtained in increasing the speaking confidence of UPY PGSD students. This can be seen from various aspects of language skills, namely pronunciation, word choice, fluency, intonation, pauses, and increased confidence from before the action to cycle I and continuing to cycle II. This is shown from the results of speaking ability before the action of 30.9% increasing to 60.6% in cycle I. So there was an increase of 29.7%. Furthermore, the results shown in cycle II were 89.7%, resulting in an increase of 31.6% from cycle I. Thus, the results of this study provide evidence that the implementation of a video-based assignment program can increase confidence in students' speaking skills.

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