

INTEGRATING LOCAL WISDOM THROUGH PEUNAJOH-INDATU VIDEOS TO ENHANCE EFL STUDENTS' SPEAKING SKILLS

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Abstract

Numerous studies have investigated the use of videos as a medium for teaching English; however, there remains a significant gap in research on the utilization of local wisdom-based videos, particularly in the Indonesian context. This study examines students' perceptions of employing *Peunajoh-Indatu*, a local wisdom-based procedure text video, as a tool to enhance their speaking skills. A quantitative research approach was adopted, with questionnaires serving as the primary data collection instrument. The study involved 25 final-year high school students from SMA Negeri 1 Kutablang. The findings reveal overwhelmingly positive responses from the students, with 80% agreeing that the use of local wisdom-based videos significantly motivated them to improve their speaking abilities. The integration of culturally relevant materials heightened their enthusiasm for learning and practicing speaking. Moreover, the accessibility of the videos allowed students to engage in independent learning by re-watching and practicing outside the classroom, further reinforcing their speaking competence and overall confidence.

Keywords: *local wisdom; perception; peunajoh-indatu; speaking skill*

1. Introduction

Technology impacts our lives, particularly in education, where the primary focus is on teaching and learning. Modern classrooms often include new features such as smartboards and data-show projectors. Nowadays, the education world is dominated by cutting-edge digital technology, including smartphones, iPads, and YouTube videos, as well as sophisticated ICT applications. Educators, curriculum designers, and EFL pedagogy specialists recognize the necessity for a shift in teaching and assessment methodologies across all levels of education to adapt to the rapid advancement of educational technology (Saed et al., 2021). The current situation necessitates the use of education technology, potentially paving the way for blended or full-fledged online learning in the near future (Dhawan, 2020; Martin et al., 2022).

This study examines the students' perception towards the utilization of local wisdom procedure text videos *peunajoh-indatu* to improve speaking skill. Speaking is a crucial skill

for second language learners to engage with both native and non-native speakers and to partake in authentic settings (Fathi et al., 2024; Jabber & Mahmood, 2020). Speaking English as a global lingua franca is the objective of nearly all educational institutions and organizations (Gao & Tay, 2023). Nevertheless, in the context of English as a foreign language (EFL), speaking skills development challenges originate from impediments, including inadequate fluency, accuracy, vocabulary, and grammar competence (Rahimi & Fathi, 2022). Therefore, they are often not motivated to practice speaking, become anxious in speaking, and have poor speaking skill.

Speaking challenges like this contribute to a reluctance to engage in verbal conversation, impeding students' ability to enhance their speaking skills (Botes et al., 2022; Tevfik, 2023). To address this issue, internet platforms are thought to make it easier for students to participate in interactive speaking exercises (Asratie et al., 2023; Yang et al., 2022). With technological advancements, increasing accessibility, and the variety and appeal of English-language digital content and communities, today's young EFL learners have more options to obtain spoken material outside of the classroom via various social media platforms (Al-safadi et al., 2023; Dewi et al., 2023; Zhussupova & Shadiey, 2023).

Integrating local wisdom into teaching materials in English language teaching is rarely conducted by the educators, leading to disengagement between students and their cultural heritage (Ottu et al., 2024). This study examines the integration of Aceh local wisdom into teaching materials by developing Peunajoh-Indatu videos to improve students' speaking skills. The videos were developed for high school students, specifically procedure text where the researchers chose three famous culinary from Aceh. It incorporates cultural practices into practical activities and involves the cultural values in the learning process.

2. Literature Review

Social media is a technology used by 49% of the global population (Barrot, 2023; Wong & Yunus, 2023). YouTube is now recognized as one of the most popular instructional learning platforms in the digital age (Widiantari & Dewi, 2023). With the rapid growth of technology, video has become an effective tool in educational settings (Shoman, 2023; Yermekbayeva, 2023). YouTube videos enable students to learn activities that improve their speaking, vocabulary, and grammar skills (Hussain et al., 2024). YouTube is a prominent instructional platform that provides a wealth of valuable knowledge in a variety of subjects, including English (Simanjuntak et al., 2021). Most of the content available on YouTube can assist students improve their speaking skills (Wahyuni & Utami, 2021). Many studies have examined students' perceptions and improvements in students' speaking skills by utilizing YouTube videos as a teaching tool. Research by Alkathiri (2019) showed that utilizing YouTube as a tool for learning English has the capacity to lessen students' anxiety over pronouncing foreign words, improve their comprehension of the lesson, and be highly valued by students as a valuable resource for mastering English.

In addition, a study conducted by Syafiq et al. (2021) investigated the effectiveness of YouTube videos as training tool and discovered that they can improve students' English skills, particularly speaking, when utilized in online learning. In addition, a study conducted by Balbay and Kilis (2017) investigated students' perspectives on the use of YouTube videos as a teaching aid. The results showed that students viewed this resource as beneficial because it stimulated classroom discourse and enriched the course content. They provide evidence that YouTube has the capacity to significantly improve students' oral communication skills.

Investigating students' perspectives on the use of instructional media can help assess the effectiveness of such media in teaching effective speaking strategies and enhancing English language acquisition.

Based on the results of previous studies, the researchers decided to develop digital learning media in the form of videos that can be accessed by students via YouTube. The researchers integrated the local wisdom into the teaching material because it has recently emerged as the most hotly debated educational topic as the Indonesian lose the awareness of their national identity (Irwan et al., 2019). Local wisdom can be interpreted as a local value that contains policies or life viewpoints to shape human beings to be wiser in undergoing their lives (Irwan et al., 2019; Sulistyowati & Surachmi, 2020). Every community has its own set of values passed down through generations. Understanding a region's cultural values is crucial for gaining insight into its wisdom.

Researchers integrated local wisdom values from Acehnese culinary specialties into the procedure text material. Learning videos that raise the theme of Acehnese culinary specialties in the Procedure Text material have never been studied before and this has a novel value in providing English teaching materials for high school students. Aceh is a province in Indonesia with diversity found in its community, including culture. The researchers take the Acehnese culinary to be integrated in the learning material, specifically for procedure text to improve students' speaking skills. Three types of famous food in Aceh were used such as *Timphan*, *Bulukat*, and *Apam*. Procedure text is a type of text that provides clear instructions or directions on how to perform a specific task. In this context, the researchers chose recipes that provide detailed instructions, such as what tools and ingredients we need, and how to cook them in sequence.

3. Research Method

3.1 Design

The purpose of this study is to explore students' perceptions of using procedure text videos *Peunajoh-Indatu* based on local wisdom to upraise their speaking skills. The study used a quantitative approach to describe the result of the research. Therefore, to analyze this study, 25 high school students from SMA Negeri 1 Kutablang, answered 15 close-ended questionnaires. The study uses questionnaires as research instruments to investigate the students' perceptions of utilizing teaching media to elevate their speaking skills. The Likert scale is used to help answer the study questions. Respondents use a symmetric agree-disagree scale to indicate their level of agreement or disagreement with a set of items while answering a Likert questionnaire item. The Likert scale was chosen to measure the intensity of an individual's feelings towards a certain item.

Qualitative research involves the collection, analysis, and interpretation of data that are not easily reduced to numbers (Anderson, 2010). These data relate to the social world and the concepts and behaviors of people within it. Qualitative data can come from various sources such as questionnaires administered in either paper or electronic (online) form. She further explained that the qualitative data could be collected from other sources such as interviews, observations, or automatic processes.

3.2 Participant

The sample of this study consisted of 25 high school students of SMA Negeri 1 Kutablang, specifically the third grade students who take English subject. There were some

justifications for selecting the third grade students from this school as the research sample. The participants were more easily accessible than students from a different school. Since this study aimed to focus on the students' perception on the use of teaching media namely procedure text videos *Peunajoh-Indatu* based on local wisdom, thus the students were a suitable choice as they are exposed to the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom in their speaking class. Hence, this study was interested in identifying their perceptions of using procedure text videos *Peunajoh-Indatu* based on local wisdom to elevate their speaking skills.

3.3 Instrument

To collect the data, close-ended questions were utilized as the instrument in this study. 15 questions were employed to gather the students' perception towards the use of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to enhance students' speaking skills. The questions were obtained through the Likert Scale like Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3, and Strongly Agree (SA) = 4.

3.4 Data Collection Technique and Analysis

Before collecting the data, the participants had been informed about the aim of the research. They were informed about the secrecy of their identities and how the data would be analyzed. The questionnaires took about 20 minutes to complete after the participants were involved in the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve students' speaking skills. Furthermore, the data were analyzed using descriptive analysis and presented using percentages. Respondents' answers were scored based on the Likert Scale type, namely Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3, and Strongly Agree (SA) = 4.

4. Results and Discussion

4.1 Result

After the students being exposed to procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve their speaking skills, they were asked to answer the questionnaires. Their perception was used to confirm if it helped them to improve their speaking skills. A total 15 questions were employed to expose students' perception in speaking performance. Each item provides four options of answer, such as Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3, and Strongly Agree (SA) = 4. Table 1 showed all responses in the form of frequency and percentage.

Items	SD		D		A		SA	
	f	%	f	%	f	%	f	%
1. Learning English with <i>Peunajoh-Indatu</i> Procedure Text Videos based on local wisdom makes me excited to learn.	0	0	0	0	12	48	13	52
2. I don't care if I don't understand the material missed in the <i>Peunajoh-Indatu</i> Video Procedure Text based on local wisdom.	8	32	11	44	4	16	2	8
3. The <i>Peunajoh-Indatu</i> Procedure Text video based on local wisdom that is displayed looks boring.	8	32	12	48	4	16	1	4
4. I did not turn away (focus) during the <i>Peunajoh-Indatu</i> Video Procedure Text based on local wisdom in learning English	0	0	2	8	20	80	3	12

5. Showing <i>Peunajoh-Indatu</i> Procedure Text Videos based on local wisdom, making learning English fun.	0	0	1	4	13	52	11	44
6. I never cared about the discussion in the <i>Peunajoh-Indatu</i> Video Procedure Text based on local wisdom.	4	16	15	60	3	12	3	12
7. I hope the school will give a day of special lessons to show English videos.	1	4	3	12	13	52	8	32
8. When the <i>Peunajoh-Indatu</i> Procedure Text Video based on local wisdom learning was played, it became an opportunity for me to learn.	0	0	2	8	12	48	11	44
9. I feel anxious about taking English lessons using videos.	6	24	15	60	4	16	0	0
10. I quickly understood English lessons when studying with the <i>Peunajoh-Indatu</i> Video Procedure Text based on local wisdom.	0	0	4	16	11	44	10	40
11. I hope the English learning videos are short.	0	0	3	12	18	72	4	16
12. The <i>Peunajoh-Indatu</i> Procedure Text video based on local wisdom that was shown made me actively pay attention and practice pronunciation.	0	0	0	0	18	72	7	28
13. I am not enthusiastic about participating in English learning even though I use the <i>Peunajoh-Indatu</i> Video Procedure Text based on local wisdom.	6	24	15	60	3	12	1	4
14. I will ask the teacher to re-explain the parts that I don't understand in the <i>Peunajoh-Indatu</i> Procedure Text Video based on local wisdom.	0	0	1	4	15	60	9	36
15. The display in the <i>Peunajoh-Indatu</i> Procedure Text Video based on local wisdom shows local wisdom that is relevant to the students' environment.	0	0	0	0	19	76	6	24

Table 1 showed students' feedback toward the perception on the utilization of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve their speaking skills. The students had positive response and agreed that they were motivated to learn English after the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom. The highest rate (80%) was 'agree', meanwhile the lowest percentage (0%) was 'strongly disagree'. Furthermore, the students' responses and percentages to each item will be elaborated further below.

The first question refers to students' excitement in learning English after the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media in teaching speaking. All the students enjoy the learning process and they are excited in practicing speaking. A total of 52% of the students were strongly agree and 48% of the students were agree that this teaching media could increase their interest in learning speaking. Furthermore, nobody chose disagree and strongly disagree for this item.

The second question is related to students' concern for understanding the material through procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media. The question was given in negative form and their answers showed positive result. 44% of the students were disagree and 32% were strongly disagree, meanwhile 16% chose agree and 8% chose strongly agree. It means that they pay attention to the material presented in the videos and they entirely understand the content. Hence, their speaking ability can also improve through this implementation.

The third question deals with students' opinion about the quality of the content in the video. The question was presented in the negative form and their response was highly positive. 32% of them were strongly disagree and 48% were disagree that the display looks boring. Most of them showed their interest in watching the video that they believe could improve their speaking skill. There were only 16% of them chose agree and 8% chose strongly agree. It indicated that they are interested in using the video as their teaching media in learning speaking.

In the fourth question, we asked about the students focus while perceive the video as the teaching media in learning English, especially for speaking skill. Their responses were positive where many of them were in agreement, 80% were agree and 12% were strongly agree. It means that they concentrate on the instructional materials that are offered. Meanwhile, 8% of the students were disagree, yet none of them strongly disagree to the statement.

The fifth question showed that procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media could create a fun learning atmosphere. There were 52% of them were agree and 44% of them were strongly agree that this teaching media brings pleasure in the teaching process. It affects the level of student mastery of the material being studied. However, 4% of them were disagree, but nobody chose strongly disagree about the item.

The result of the sixth question showed that students have great interest to procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media. They were entirely involved and actively participated in the learning process. The question was assigned in the negative form and the students gave the positive response to this item. There were 60% disagree and 16% were strongly disagree, meanwhile 12% were agree and 12% strongly agree.

The seventh question was used to know the students opinion about the use of video as a teaching media by integrating the local wisdom value into it. Their response was highly positive where 52% were agree and 32% were strongly that they need the school to facilitate them on using videos as teaching media in learning English. Whereas 12% were disagree and 4% were strongly disagree about the item.

The eighth question tried to figure out whether students feel that this is a good opportunity to study seriously when the material presented is appropriate to their needs. The result showed the positive respond from the students where 48% were agree and 44% were strongly agree to the statement. Meanwhile, 8% of them were disagree and none of them chose strongly disagree to the statement.

The ninth question investigated the students' anxiety when learning English using video. This question was given in the negative form, while the students give positive response to this item. The result showed that 24% of the students were strongly and 60% were agree on the statement that they don't feel anxious while learning using video. Meanwhile, rests of them were agree (16%), yet none of the students chose strongly agree.

The tenth question referred to students' understanding toward the material that had been given in the learning process through procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media in teaching speaking. A total of 44% of the students were agree and 40% of them were strongly agree on the question. Whereas, rest of the students were disagree (16%), yet none of them were strongly disagree.

The eleventh question dealt with students' expectation related to video duration display whether or not the video should be short. Their response showed that they hope the learning video could be short enough to avoid boredom. There were 72% agree and 16% were strongly agree about the statement. Meanwhile, 12% of the students were disagree, yet none of them chose disagree item.

The twelfth question based on students' willingness to pay attention to the video and their activeness to practice the pronunciation. The result showed that 72% of the students were agree and 28% were strongly agree. None of the students chose disagree and strongly disagree options. It means that students were actively involved in the learning activity.

The thirteenth question was about students' enthusiasm in participating the English learning using procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve students' speaking skill. The question was in the negative form, yet the students' response showed a positive result. Overall, 60% of the students were disagree and 24% were strongly disagree. Meanwhile, the rest 12% of the students were agree and 4% were strongly agree.

In the fourteenth question, students were asked about their view on asking further explanation when they did not understand certain parts of the learning material in procedure text videos *Peunajoh-Indatu*. Almost all of the students (60% were agree and 36% were strongly agree) were shared the same opinion to ask teacher about the material which is not yet well mastered. Nevertheless, the rest of the students (4%) were disagree, yet none of them chose strongly disagree.

The last question was about the relevance of local wisdom material (culinary of Aceh) to the student's environment. There were 76% of the students agree and 24% were strongly agree that the material on the videos showed the connection with the local wisdom in their area. It became one of the reasons why they were entirely involved in the learning process. However, no student chose disagree and strongly disagree to this question.

4.2 Discussion

Based on the result of the students' response, it showed that they have positive responses toward the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve their speaking skills. They are encouraged to study English, specifically speaking skill as they were exposed to procedure text video (*Peunajoh-Indatu*). They said that they can do independent learning by re-watching the videos outside the classroom and practice it until their pronunciation is correct. They also feel more enthusiastic when learning because the audio visuals are interesting. After the video was implemented, students became interested to learn using videos for other topics. These videos are appropriate media to improve students' speaking skills. Therefore, this teaching media is good to develop and implement at high school. It is in line with the previous studies that have been done by Syafiq et al. (2021) and Balbay and Kilis (2017). They found that students have significant progress toward their speaking mastery and performance.

The limitation of this study was the use of a small sample size. The questionnaires were only employed to 25 students from class XII.1 because they have been exposed to the implementation of procedure text videos *Peunajoh-Indatu* based on local wisdom as a teaching media to improve speaking skills. It happened due to the implementation of the videos *Peunajoh-Indatu* to the third grade students of SMA Negeri 1 Kutablang through one

group pre-test and post-test experimental research. The researchers then took data to determine students' perceptions through questionnaires which became the research question in this study.

5. Conclusion

The implementation of *Peunajoh-Indatu* procedure text videos based on local wisdom as a teaching medium has proven to be effective in enhancing students' speaking skills and engagement in English learning. The students demonstrated overwhelmingly positive perceptions, as evidenced by the questionnaire results. Key findings include high levels of excitement, focus, and motivation, with 100% of respondents agreeing or strongly agreeing that this medium made learning more enjoyable. The videos fostered enthusiasm and active participation, with students paying attention and practicing pronunciation effectively. Furthermore, the content's relevance to local wisdom resonated with students, increasing their interest and understanding. While some students expressed a preference for shorter videos, the overall response showed a high level of satisfaction with the material. Students also indicated a readiness to seek clarification on unclear topics, reflecting their commitment to mastering the material. These results affirm that integrating local wisdom into teaching media can create a meaningful and engaging learning experience, enhancing both motivation and skill development in speaking English.

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