

THE IMPACT OF SPORTS DEMONSTRATION VIDEOS ON STUDENTS' SPEAKING FLUENCY AND ACCURACY

¹Rimma Sianipar*, ²Andromeda Valentino Sinaga

^{1,2}Universitas Negeri Makassar

¹rimma.sianipar@unm.ac.id*, ²andromedavalentinosinaga@unm.ac.id

Abstract

This study aims to examine how creating sports demonstration videos influences students' speaking fluency and accuracy in English. The research subjects were first-semester students of the Physical Education, Health, and Recreation Program at Universitas Negeri Makassar. Data were collected through video transcript analysis and student questionnaires. The findings indicate that practicing instructional delivery in videos enhances speaking fluency, as shown by reduced pauses and word repetitions. However, in terms of accuracy, errors were still found in grammar, word choice, and pronunciation of technical sports terms. The primary factors affecting accuracy were the lack of speaking practice in academic contexts and insufficient direct correction. This study confirms that project-based tasks, such as video creation, can be an effective strategy for improving students' speaking skills in second language learning.

Keywords: *accuracy, fluency, sports demonstration videos, second language learning, speaking skills.*

INTRODUCTION

Speaking skills are one of the essential aspects of second language learning, as they enable students to communicate effectively in real-life situations. Ambalegin et al. (2023) emphasize that mastering public speaking plays a crucial role in enhancing communication skills. Tampubolon (2020) also adds that speaking is considered an essential skill because it is in line with the student's mastery of the English language. Good speaking ability not only involves fluency in expressing ideas but also accuracy in using language structures, vocabulary, and pronunciation. Therefore, learning methods that can improve both aspects in a balanced manner are needed so that students can communicate confidently and accurately in the target language. Nurhantoro et al. (2021) highlight that developing English-speaking skills requires a systematic approach and continuous practice.

Students often face various challenges in speaking English fluently and accurately. One of the main obstacles is limited vocabulary and grammatical structures, which make it difficult to construct sentences correctly. Additionally, psychological factors such as nervousness, lack of confidence, and fear of making mistakes can also hinder speaking fluency. Inaccurate pronunciation, as well as difficulties in understanding English intonation and rhythm, pose further challenges. Therefore, learning strategies that gradually help students improve their speaking fluency and accuracy are essential. Meylina (2022) highlights that English public speaking training plays a crucial role in enhancing communication skills.

Project-based tasks, such as creating sports demonstration videos, play a crucial role in improving students' English-speaking skills. Through this project, students not only practice using the language actively but also develop fluency and accuracy in delivering instructions. The process of planning, recording, and reviewing videos allows students to correct language errors and enhance their confidence. Rita (2022) emphasizes that English learning involving interactive methods can improve students' language skills. Additionally, this task encourages language use in real-life contexts, helping students become more familiar with appropriate language structures and proper intonation in speaking. Thus, project-based tasks can be an effective method in second language learning.

The experience of giving instructions in sports demonstration videos has the potential to significantly impact students' speaking fluency and accuracy. In the video creation process, students are required to organize, pronounce, and deliver instructions clearly and systematically. This activity allows them to practice speaking repeatedly, improving fluency in pronunciation, and reducing excessive thinking pauses. Additionally, students become more aware of correct language structures as they must convey information accurately and in a way that is easily understood by the audience. Megawati et al. (2022) highlight that interest in certain media can play a role in improving English-speaking skills. Therefore, this experience can be an effective tool for enhancing speaking skills in English as a second language.

The task of creating sports demonstration videos can make a significant contribution to improving students' confidence and speaking skills. Through this task, students have the opportunity to practice speaking in English independently without the pressure of direct communication. Repetition in recording and refining their instructions allows them to become more confident in using the language. Additionally, by reviewing their own recordings, students can identify mistakes and areas for improvement, making them more aware of their speaking development. Through this experience, students not only become more fluent but also more confident in using English in both academic and professional settings. Astuti et al. (2023) state that learning methods involving active interaction can help enhance students' speaking skills.

The experience of giving instructions in sports demonstration videos can significantly contribute to improving students' fluency and accuracy in speaking English. Heryanto and Susilo (2021) argue that learning strategies involving active speaking activities can help enhance communication skills in English, particularly in terms of fluency and confidence. During the video-making process, students are required to deliver instructions clearly and systematically, encouraging them to speak without excessive pauses or errors in sentence structure.

In terms of fluency, students learn to speak more smoothly as they practice expressing sentences spontaneously and naturally. They also become more confident in delivering information without relying too much on notes or written texts. Meanwhile, in terms of accuracy, this task helps students become more aware of correct grammar usage, appropriate vocabulary selection, and clear pronunciation to ensure that their instructions are easily understood. Through repeated practice, they can reduce grammatical errors and improve sentence structure accuracy.

Thus, the experience of providing instructions in videos not only enhances students' speaking skills but also helps them understand the importance of effective communication in English.

Project-based tasks, such as creating sports demonstration videos, provide opportunities for students to develop various linguistic aspects in English. Through this process, several key aspects can be identified as the most developed: fluency, accuracy, pronunciation, as well as grammar and vocabulary usage. In terms of fluency, students become accustomed to speaking for longer durations without excessive pauses or word repetitions. They also gain more confidence in delivering instructions in a structured and natural manner. Regarding accuracy, students tend to be more careful in selecting words and constructing sentences to ensure they align with the instructional context. Their awareness of correct grammar usage also increases, as they must convey information clearly.

From the pronunciation perspective, students who repeatedly record their videos become more conscious of their English word articulation. According to Shaqila et al. (2024), the use of technology in language learning can enhance speaking skills by providing interactive and flexible methods. This enables students to improve their articulation and intonation to sound clearer and more understandable. Lastly, in terms of sentence structure and vocabulary usage, students learn to adjust word choices and sentence patterns to fit the context of sports instructions. They begin to understand the use of imperative phrases, action verbs, and technical terms relevant to sports in English. Thus, this task not only trains students' overall speaking skills but also helps them improve various linguistic aspects essential for second language acquisition.

METHOD

This study employs a qualitative approach with a descriptive analysis method to explore how the experience of giving instructions in sports demonstration videos influences students' speaking fluency and accuracy.

Research Subjects

The subjects of this study were selected using purposive sampling and consisted of 30 first-semester students from the Physical Education, Health, and Recreation Study Program at Universitas Negeri Makassar. They were divided into five groups, with each group responsible for creating an instructional video explaining sports movements in English as part of a project-based assignment.

Research Instruments

This study employs two main research instruments. First, Video Transcript Analysis is used to assess students' fluency by analyzing the number of pauses, repetitions, and the smoothness of idea delivery. It also evaluates accuracy based on grammatical correctness, sentence structure, and vocabulary selection. Second, Questionnaires and/or Interviews are conducted to understand students' experiences in composing and recording instructions in English. These instruments

explore the challenges students faced and their perceptions of how this task impacted their speaking skills.

Data Collection Procedure

This study was conducted through several stages as follows:

1. Video Production

Students were instructed to create a sports demonstration video explaining movements in English. The videos were recorded independently and submitted as research data.

2. Linguistic Analysis

Video transcripts were analyzed using a fluency and accuracy assessment rubric to identify students' speaking skill development. The analysis results were used to examine language usage patterns and assess the extent to which the project-based task helped improve students' fluency and accuracy.

3. Questionnaire and/or Interviews

Students were asked to complete a questionnaire or participate in an interview to share their learning experiences through video creation. The collected data were analyzed to identify perception patterns and challenges faced during the task.

Through this method, the study aims to provide insights into the effectiveness of project-based tasks in enhancing students' English-speaking skills, particularly in terms of fluency and accuracy.

FINDINGS AND DISCUSSIONS

This study aims to analyze the impact of the experience of giving instructions in sports demonstration videos on students' fluency and accuracy in speaking English. The analysis results include aspects of speech fluency, language accuracy, the relationship between these two aspects, and students' perceptions of this experience.

1. Fluency Analysis

Fluency in speaking was assessed based on speech rate, the number of pauses, and word repetition in the instructions given by students. From the transcript analysis of the videos, it was found that most students spoke more fluently as they gained more practice in creating videos, as indicated by a decrease in long pauses and word repetition. 65% of students were able to deliver instructions with a stable speaking rhythm, while 35% still experienced hesitation, particularly in using technical sports terms in English. The main challenges in fluency were a lack of spontaneous vocabulary and discomfort speaking in front of the camera, which caused some students to speak with an unstable rhythm or repeat certain words to fill pauses.

2. Accuracy Analysis

Accuracy in speaking was measured based on grammatical correctness, word choice, and pronunciation in the instructional videos. The results showed that 60% of students were able to

use simple sentence structures correctly, but there were still errors in the use of tenses and prepositions.

Aspects Analyzed	Indicators	Research Findings	Common Errors	Influencing Factors
Grammar	Accuracy in the use of tenses and sentence structures	60% of students were able to use simple sentence structures correctly	Errors in tense usage (e.g., "standed" instead of "stood") and prepositions.	Lack of understanding of sentence patterns in instructional contexts.
Vocabulary	Appropriate word choice in instructional contexts	Most students could use common verbs and phrases in their instructions.	Errors in word order within sentences (e.g., "You must your arms stretch" instead of "You must stretch your arms").	Limited practice in using instructional phrases in English.
Pronunciation	Clarity and accuracy in pronouncing sports-related terms	Some students struggled with pronouncing technical sports terms.	Mispronunciations of words such as <i>stance</i> , <i>dribble</i> , and <i>agility</i> .	Limited exposure to technical terms in prior learning.
Supporting and Hindering Factors	Impact of practice and direct correction	Students who practiced more frequently demonstrated better accuracy.	Lack of immediate correction while speaking led to uncorrected errors.	Limited feedback from lecturers or peers during speaking practice.

3. The Relationship Between Fluency and Accuracy

The relationship between fluency and accuracy shows that students who speak more fluently are not always more accurate. Some students who speak quickly tend to make more grammatical and vocabulary errors. However, practicing speaking in an instructional context through video creation helps them develop awareness of sentence structure and word choice. Students with a better understanding of sentence structure tend to speak more accurately, although some of them speak at a slower pace. The process of repeatedly giving instructions in videos helps students adjust their word choices and gradually improve their fluency. Speaking practice in an instructional context allows students to connect language with movement, enhancing their overall communication skills.

4. Students' Response to This Experience

Students' responses to the experience of giving instructions in video demonstrations indicate that the majority felt more confident after completing this task. 80% of the students reported an increase in confidence, primarily because they had the opportunity to practice speaking independently before recording the final video. According to Misbahillah et al. (2023), improving English-speaking skills plays a crucial role in building self-confidence, as good communication skills help individuals feel more comfortable and fluent when interacting in the language.

Overall, this study demonstrates that project-based assignments in the form of instructional sports videos have a positive impact on students' speaking skills, both in terms of fluency and accuracy. However, some challenges still need to be addressed, particularly in improving grammatical accuracy and pronunciation. Therefore, additional practice focused on direct feedback and vocabulary enhancement can be an effective strategy to support students' development in English-speaking skills.

Table 1. Evaluation Results of Students' Fluency, Accuracy, and Confidence

Aspect	Key Findings	Challenges Faced	Influencing Factors
Fluency	- 65% of students spoke more fluently after practice. - Reduced long pauses and word repetitions.	- Lack of spontaneous vocabulary - Discomfort speaking in front of the camera.	- Frequency of speaking practice - Familiarity with sports-related terms in English.
Accuracy	- 60% of students were able to use simple sentence structures correctly - Common errors in tenses, prepositions, and word order.	- Incorrect use of verbs - Errors in word arrangement, and mispronunciation of technical terms.	- Lack of direct correction - - Limited experience speaking in an academic context.
Relationship Between Fluency and Accuracy	- Students who spoke more fluently were not always more accurate. - Speaking practice through video helped increase linguistic awareness.	- Difficulty in balancing fluency and accuracy.	- Repeated practice in an instructional context.
Students' Responses	- 80% of students felt more confident after completing the task. - Increased awareness of sentence structure and vocabulary.	- Difficulty constructing spontaneous sentences - Discomfort speaking English in front of the camera.	- Opportunity for independent practice - Experience using language in a practical context.

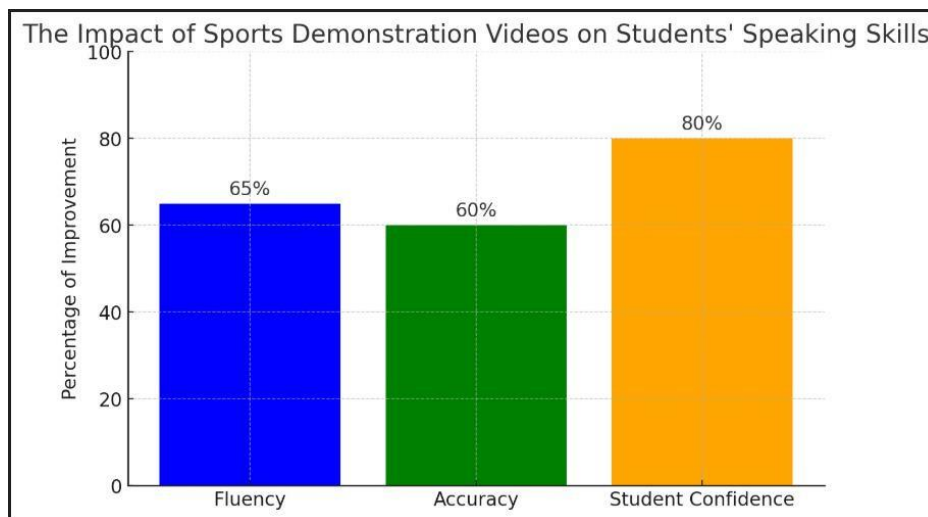


Figure 1 : The impact of sports demonstration videos on students' speaking skills in terms of fluency, accuracy, and confidence.

The bar chart illustrates the percentage of improvement in students' speaking skills after creating sports demonstration videos. The three measured aspects are fluency, accuracy, and student confidence.

- Fluency improved by 65%, indicating that students became more comfortable and natural in delivering spoken instructions.
- Accuracy showed a 60% increase, reflecting better grammatical correctness and appropriate vocabulary usage.
- Student confidence experienced the highest improvement at 80%, suggesting that the task of creating videos significantly boosted their self-assurance in speaking English.

These findings highlight the effectiveness of task-based learning, particularly through video creation, in enhancing students' oral communication skills.

The results of this study indicate that creating sports demonstration videos with instructions in English has a positive impact on students' speaking abilities, particularly in terms of fluency, accuracy, and confidence. These findings align with the Second Language Acquisition (SLA) theories of Krashen (1982) and Swain (1985), which state that using language in real-world, task-based contexts can effectively enhance speaking skills. This study supports the task-based language teaching (TBLT) approach in language learning, where the use of authentic tasks helps students develop better communication skills. Therefore, implementing similar strategies in the classroom can be an effective alternative for improving students' speaking abilities, especially in the context of English learning for academic and professional purposes.

CONCLUSION

Based on the research findings, creating sports demonstration videos with instructions in English has a positive impact on students' speaking skills, particularly in terms of fluency, accuracy, and confidence. In terms of fluency, students demonstrated improvements in speech smoothness, with a reduction in pauses and word repetition during instruction delivery. However, some students still struggled to maintain a consistent flow of speech. Regarding accuracy, most students were able to use appropriate grammar and vocabulary in instructional contexts. Nevertheless, common errors in sentence structure and pronunciation were identified, which could be improved with further practice. Additionally, this project-based task contributed to enhancing students' confidence in speaking English. The majority of students reported feeling more comfortable and confident in giving instructions after completing this task. Overall, the experience of providing instructions in sports demonstration videos not only helped improve students' fluency and accuracy but also encouraged them to communicate more confidently in English. Therefore, this method can serve as an effective teaching strategy in language instruction, particularly in task- and project-based learning contexts.

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