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ENHANCING SPEAKING PROFICIENCY THROUGH INTERACTIVE VIDEO MEDIA: MATERIAL DEVELOPMENT

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Abstract. The purpose of this study is to assess the needs of students and teachers for improving speaking abilities and to validate the usage of interactive video in the classroom. The ADDIE model's research and development (R&D) methodology was employed in this study: analysis, design, development, implementation, and assessment. As a result, it validated the teacher's material requirements while also analyzing the students' demands. Three English teachers and 18 secondary school students from MTS Miftahul Ulum Lumajang participated in this study. Data for this study were gathered through class observation, interviews, and questionnaires. An interview, however, revealed that the teacher frequently experienced difficulties developing English material for the junior high school class, notably for the eighth grade, due to students' questions and opinions. A questionnaire survey found that the majority of teachers (66.7%) had trouble improving pupils' speaking abilities by asking and providing opinions. According to this survey's findings, most students (72.2%) struggle to improve their speaking skills through questioning and replying. As a result, interactive video must be used. This study has given the majority of teachers a favorable impression of the efficiency of interactive movies in improving speaking proficiency.

Keywords: English Teaching Material; Material Development; Speaking Proficiency; Interactive Video

I. INTRODUCTION

Language is a form of a tool for learning to express all forms of feelings experienced (Gupitasari, 2019). Language is also a very important aspect of human life. language also plays an important role in child development. By using language, children will grow and develop into adult humans who can get along in the midst of society. Language skills are not only shown by the ability to read, but also other abilities such as vocabulary mastery, comprehension, and communication (Sulistiyawati & Amelia, 2020). Language skills are needed for all individuals. This is because language skills are a model for developing students' intellectual, social, and character abilities. Language is the most important tool for communication. To be able to communicate well, there are four language skills that must be trained to students. The more often they practice, the more fluent and better their communication will be (Magdalena et al., 2021). These skills can only be mastered through continuous practice and training (Wabdaron & Reba, 2020). Speaking is one of the important

skills to master because it takes an important role in everyday life (Utami et al., 2021). Speaking is a very important communication tool, so it has a role in intellectual, social and emotional development (Kurniawati, 2014).

Speaking is the skill of utilizing language in interactive situations to convey messages efficiently, meaningfully, and accurately (Putra, 2017; Tanema et al., 2022). It is also a means of articulating one's thoughts, concepts, and emotions through spoken language (Wardani et al., 2020). Consequently, during the development of educational materials, these standards provide a basis for recognizing the importance of emphasizing speaking skills and producing teaching materials that motivate students to effectively develop and improve their speaking proficiency in genuine communicative situations. At the same time, the creation of educational resources requires a genuine communication environment where students can refine their capacity to express themselves effectively, amplify their points of view, and respond appropriately (Wardani et al., 2020). In essence, speaking involves using oral language to communicate effectively with others (Harmer, 2001). This definition

underscores the importance of using language in the right context and participating in communication. Therefore, the development of educational materials that concentrate on the theme of "expressing opinions" can assist students in improving their speaking skills by conveying their point of view confidently and effectively.

Through initial observations made at MTs Miftahul Ulum Lumajang, it shows that there are still many students who still lack speaking skills. Students' speaking skills can be improved by improving the teaching and learning process, one of which is by using innovative media (Kusumaningrum, 2021). Media is needed in the learning process because it has abilities or competencies that can be utilized. With the right learning media, it is hoped that it will increase student activity in learning so that learning outcomes can be improved (Amelia & Lindawati, 2019). One of the learning media that can be used to improve speaking skills is interactive video.

Interactive video is a form of media that can produce interactive and engaging educational materials that capture and engage students (Benkada & Mocozet, 2017). Through engaging with interactive videos, students can take an active role in the learning journey as they interact with the content, exercise control, and receive immediate feedback (Akçayır & Akçayır, 2017). Incorporating interactive videos as a multimedia element in creating instructional resources can elevate the quality of students' learning experiences and offer a more engaging and efficient method of conveying information and educational concepts. These interactive videos also contribute to the improvement of students' abilities in public speaking (Riswandi, 2016). Students can view and mimic real-life communication scenarios through interactive movies, refine their speaking skills with interactive activities, and receive immediate feedback regarding pronunciation, intonation and fluency. Moreover, as Abdulrahman (2016) found, interactive videos, particularly those available on YouTube, can offer authentic and contextually relevant real-life examples, allowing students to observe language use in a more genuine and applicable setting. In addition, according to Zaitun et al. (Zaitun et al., 2021), this interactive video can increase students' speaking enthusiasm and self-confidence by creating an interactive and encouraging learning atmosphere.

Previous research conducted by Putri et al. (Putri et al., 2022) stated that the creation of speaking-focused teaching materials involves offering chances for students to engage in direct speaking exercises, such as discussions, role-playing, and activities rooted in communicative contexts, with one example being the implementation of the Quality Questioning technique. Ningsih et al. (2018) Found that the creation of educational resources centered around "soliciting and presenting opinions" with video as a learning tool can encompass speaking activities that revolve around the skill of requesting others' viewpoints, delivering well-structured arguments, and responding openly to the opinions of others. Niswatun and Franzhardi (2022) discovered that by constructing instructional materials on "asking and giving opinions," students can use their speaking abilities responsibly and successfully when asking and delivering opinions. Consequently, one can deduce that the development of

speaking-focused instructional materials and those concentrating on "soliciting and presenting opinions" are mutually reinforcing, bolstering students' speaking proficiency and aiding them in evolving into persuasive communicators in real-life language contexts.

Speaking ability especially the ability to communicate "asking and giving opinions", is very important to produce educational materials. Students must be able to communicate clearly and effectively, use acceptable expressions, understand the context, and understand the right structure and vocabulary. So, the novelty of this research is to deepen the importance of speech and learning media in improving speech, especially interactive video learning media. MTS Miftahul Ulum Lumajang, requires a needs analysis to verify that the material "Asking and Giving Opinions" meets the needs of grade II students. Authentic communicative scenarios are also required in which students can practice and enhance their abilities to communicate their thoughts clearly, defend arguments, and deliver suitable responses. Considering the preceding research, this study focused on generating interactive video teaching materials about "Asking and Giving Opinions" for the second grade of MTS Miftahul Ulum Lumajang. It is anticipated to assist students improve their speaking skills so that they may convey their thoughts joyously, confidently, and effectively.

II. RESEARCH METHOD

The research and development (R&D) process of the ADDIE model, namely analysis, design, development, implementation, and evaluation, was used in this study to improve the speaking skills of MTs Miftahul Ulum Lumajang students by using "Asking and Giving Opinions" teaching materials. Research and Development (R&D) is a process or steps to develop a new product or improve existing products (Okpatrioka, 2023). This research procedure uses the ADDIE development model which consists of five stages which include analysis, design, development, implementation and evaluation, identifying that this development research is oriented towards product development where the development process is described as accurately as possible (Siregar & Rosmaini, 2021). This model was chosen because the ADDIE model is often used because the stages of the ADDIE model describe a systematic approach to instructional development (Sugihartini & Yudiana, 2018).

The study included 18 eighth-grade students and three MTs Miftahul Ulum Lumajang teachers. This study's data was gathered through classroom observations, interviews, and questionnaires. The data gathering stage began with interviews with English teachers, classroom observations, and the distribution of questionnaires to eighth-grade students at MTs Miftahul Ulum Lumajang. The collected data was evaluated descriptively, with a focus on the students' needs for improving their speaking abilities. The findings of this investigation form a crucial foundation for developing learning resources that meet the needs of students. The design stage entails creating learning materials based on the findings of the analysis stage. The learning resources are then grouped and tailored to the curriculum and the characteristics of the

pupils during the development stage. Furthermore, the materials will be used in the classroom of eighth-grade pupils during the implementation stage. Finally, during the evaluation stage, the effectiveness of the learning materials is assessed using a set of stages. This entire process strives to generate learning materials that are relevant, effective, and capable of meeting the needs of students in increasing their speaking skills, particularly in the area of "Asking and Giving Opinions."

III. RESULT AND DISCUSSION

This section delves into the results and dialogues concerning the requirements of asking for and expressing opinions while studying English, as perceived by both instructors and students. The research in this instance is centered on the eighth-grade level in junior high school. This study revealed that the teacher consistently encountered challenges in developing English materials for the junior high school classroom, particularly for the eighth grade, especially when formulating questions and articulating concepts. However, the method of instructing English to students ought to transform. Given that English is not a part of the students' everyday interactions, enhancing teachers' capability to produce speaking-oriented materials through interactive educational exercises offers an option for enhancing students' speaking abilities. Moreover, the ability to speak fluently necessitates proficiency in linguistic elements and the capacity to assimilate information and language naturally and adapt to various situations (Harmer, 2001). Therefore, the study uncovers the challenges educators face when instructing "soliciting and presenting opinions" and how interactive videos can aid them in surmounting these obstacles. The elaboration is as follows:

A. *The Result of Needs Analysis*

- 1) Teaching problems for the teacher Second-grade level opinion gathering and expression

During this investigation, the researchers identified that, while learning English as a foreign language, with a specific focus on speaking skills, the teacher often faced challenges in crafting English learning materials for the junior high school setting. These difficulties were particularly pronounced when creating content related to requesting and presenting opinions. Many students grappled with the comprehension of certain terms, encountered difficulty in verbal expression, and lacked confidence in this context.

"The issue is that students struggle to comprehend the significance of an expression. Then, pupils have difficulty pronouncing it (how to pronounce it) and subsequently lack confidence. It is challenging for pupils to comprehend the meaning of common expressions."

The previous statement highlighted the teacher's struggle in delivering English language instruction in the eighth grade of the intermediate level. What often happens is when students are invited to ask questions or have opinions. It is due to the lack of confidence among students. According to teachers, more than 70% of students still lack confidence in speaking English, especially when understanding idiomatic expressions.

Students feel nervous when speaking English due to poor pronunciation and thus lack confidence when trying to speak in a foreign language. According to Jaelani and Zabidi (2020), the majority of students experience communication difficulties due to their deficiencies in confidence and language skills, including pronunciation, vocabulary, and grammar.

"The most common problem is difficulty pronouncing and comprehending the meaning of foreign words. As for confidence, most of the 70 percent of the class who cannot do it are still confident, despite occasionally pronouncing it incorrectly."

According to the findings of this study, teachers usually directly produce information. The study found that the teacher's teaching style, asking questions, and expressing opinions on eighth-grade subject does not work successfully.

"The technique or method that I frequently employ when teaching, asking, and giving opinion material is a direct method (so I directly say the students imitate, then I will repeatedly repeat it one by one)."

This situation can be caused by students' lack of interest in English due to limited vocabulary, which hinders students' attempts to communicate with others. Additionally, this research reveals that the teacher often relied on outdated teaching methods, which could lead students to disengage during the learning process. As almost everyone is aware today, creating engaging and interactive educational materials for both classroom and extracurricular activities is crucial. This can directly aid students in enhancing their speaking skills.

"The media I use is, first and foremost, for speaking; I use it for listening so that a native speaker will express the expression, and then pupils will understand and imitate what the native speaker says (imitating). Then, when possible, I utilize the game. The game consists of two boxes; the first contains an English expression written in English, while the second contains an English expression describing its significance. Then, I divided it into several groups, and each group proceeded individually to match the English expression with its Indonesian counterpart."

According to the findings of this study, teachers use outdated media to engage students. As a result, teachers should create materials using interactive media to make teaching and learning more interesting, especially when learning English.

In terms of methods, teachers apply the direct method during learning, but it is still less effective. This is because the instructor constantly watches pupils struggle to understand the topic, particularly when expressing and soliciting opinions. Furthermore, the teacher commonly uses text-based instructional tactics, which might be discouraging to pupils during the learning process. As a result, creative development is essential to make teaching and learning more interesting. The use of media in accordance with speaking instructions allows students to communicate in English, making learning more interactive (Rokhayati & Widiyanti, 2022). Students' motivation to be active in class will naturally increase when the learning process is engaging. This is especially important in speaking classes. Students are expected to be active so that

their speaking skills improve. In order to achieve the learning objectives, the teacher needs to consider the selection of appropriate learning media.

2) The requirement for speaking abilities connected to asking and giving resources at the second-grade level.

The interview results acquired in this study suggest that teachers have a good attitude toward generating different types of media for learning in the context of secondary school students' demands connected to speaking ability. However, the primary difficulty in this circumstance is teachers' lack of awareness of students' needs when learning English as a foreign language. It should be stressed that this circumstance should not be viewed as a huge issue for the pupils, but rather in the context of their mother tongue background and the school learning environment. Because one of the variables influencing pupils' development in learning a foreign language is their environment.

"The most difficult media to use, uh, what media? All media can be used depending on how the teacher engages or employs the media, so there is no difficulty in teaching media when developing a material, in my opinion."

The study also found that the instructor had difficulty lecturing on the difference between singular and plural. In addition, she observed that the students had not understood when to say 'this, that, I, and me' (As a result, in this case, the instructor repeated the same material in every meeting). This statement shows that students and teachers know when to use part of speech>determiners (definite article, indefinite article, possessive, demonstrative, quantifiers, e.g., the, a, an, my, your, etc., this, that, these, those, some, many, few, etc.), especially for grade 8 at the junior high school level. Therefore, teachers must understand the needs of students in choosing suitable teaching materials by using interactive media such as video tutorials, digital platforms, digital applications, and so on. This can help students to improve their speaking ability.

"Due to language features, I still have difficulty teaching singular and plural material because my students are frequently confused about when to use these, when to use that, my, me... well, like that, they are frequently confused, so I often repeat the following information at each meeting."

The instructor also achieves her purpose of delivering, asking, and supplying opinion material so that children can understand the significance and express their thoughts and feelings about things in their environment.

"I hope that after teaching this material on asking and giving opinions, my students will be able to use the expression asking and giving opinions in a conversation and understand the conversation's meaning."

From the previous statement, the purpose of teaching English is to stimulate students to be able to communicate with their interlocutors and understand their meaning. However, in this case, it is very important to determine the media used during teaching and learning activities because speaking is one of the most important abilities that students must learn to be able to interpret the meaning of their speech (Kaniadewi et al., 2017; Kristiani & Pradnyadewi, 2021). The most important goal of learning to speak is to prepare students

to articulate communicative skills that are relevant and contextualized in real life.

3) The Needs of Teachers in Speaking Instruction

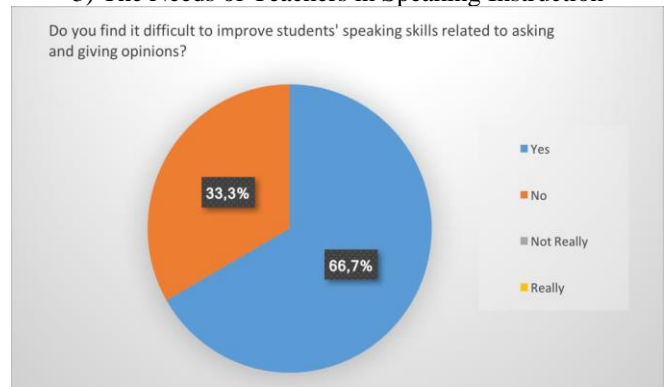


Fig. 1 Chart 1

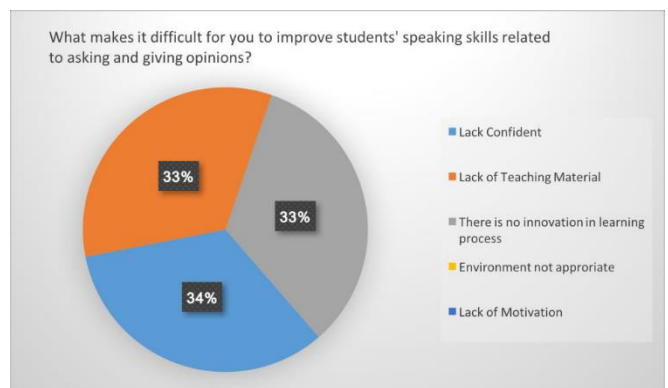


Fig. 2 Chart 2



Fig. 3 Chart 3

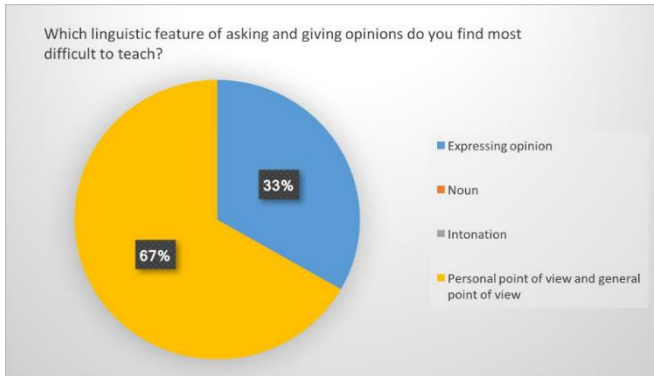


Fig. 4 Chart 4

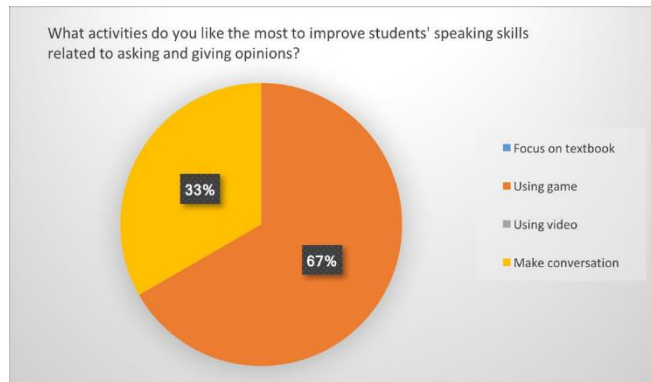


Fig. 5 Chart 5

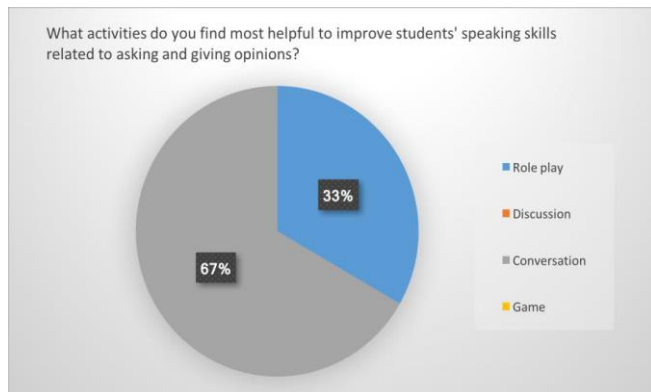


Fig. 6 Chart 6

According to the results, most teachers (66.7%) struggled to develop their students' speaking abilities when it came to questioning and communicating thoughts. Among these issues, 33.3% of pupils felt inadequate due to a lack of vocabulary and pronunciation. In addition, the classroom atmosphere is not favorable for students to improve their public speaking skills (33.3%). Also, teachers believe that students' motivation is still low (33.3%). According to the study's findings, a lack of confidence is the most major hindrance to students' English learning. As a result, individuals are afraid of making mistakes when speaking. This is due to the pupils' restricted vocabulary, which causes them to be concerned about being misunderstood when conversing with their partner. Fajriah (2022) recognize that anxiety, shyness, low self-confidence, lack of motivation, poor pronunciation, limited vocabulary,

and grammar problems are the main factors that cause students' difficulties in speaking English.

Alternatively, most teachers (66.7%) believe that focusing on speaking and ignoring grammar might help students improve their speaking talents when asking and presenting opinions. In terms of language, the majority of teachers (67%) feel it is difficult to teach themes about personal and universal perspectives. Only one instructor (33%) stated that expressing one's opinions was the most challenging topic. When it comes to questioning and sharing opinions, the majority of teachers (66.7%) prefer to use games to assist students develop their speaking talents. Similarly, one teacher (33.3%) loved the role of helping pupils improve their speaking skills by asking and expressing their thoughts. However, the majority of teachers (66.7%) feel that talking is a good way for pupils to strengthen their ability to speak by asking questions and expressing their opinions. discussion is an activity favored by students and often done by teachers in asking and answering questions, (33.3%).

Another good exercise is role playing. This activity enhances children' speaking skills for requesting and expressing ideas significantly (66.7%), making them more engaged and enthusiastic. According to Irkinovich (2022), role-playing activities depending on students' language ability. In addition, this study emphasizes the importance of role-playing in helping students apply their knowledge in English.

4) The Needs of the Students in Learning to Speak

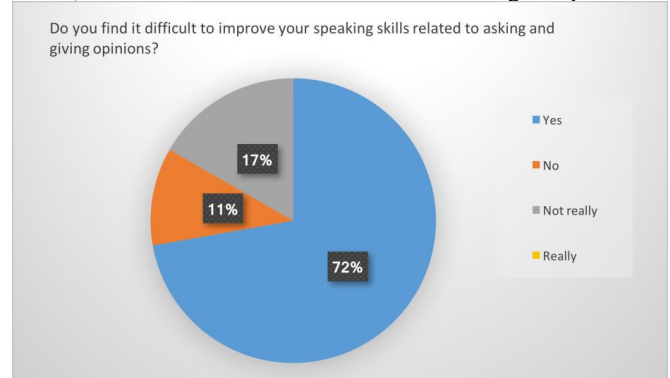


Fig. 7 Chart 1

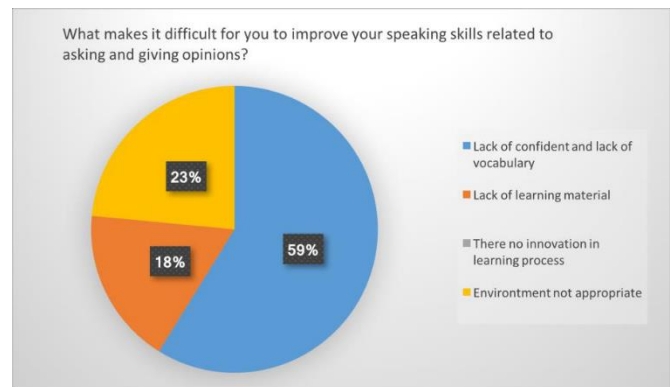


Fig. 8 Chart 2



Fig. 9 Chart 3

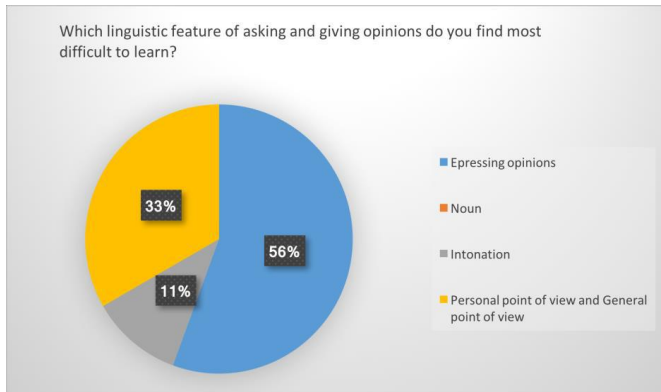


Fig. 10 Chart 4



Fig. 11 Chart 5



Fig. 12 Chart 6

According to the figure above, the majority of students (72.2%) have trouble strengthening their ability to speak as a result of asking and providing comments. The issue stems from a sense of inferiority (55.6% of students) when conversing in English due to poor pronunciation and a restricted vocabulary. To improve their oral communication abilities, the majority of students (66.7%) seek frequent pronunciation and vocabulary development training. When it comes to asking and providing students' opinions, expressing an opinion (55.6%) is one of the most challenging language aspects to learn. Conversation is their favorite activity, and they believe it is the most effective (39.9%) at enhancing their ability to speak in terms of questioning and providing opinions. Individuals can engage in a fluid interchange of ideas and opinions through dialogue, which allows them to naturally and interactively improve their speaking abilities. By raising questions and sharing their perspectives, they can gain experience expressing themselves effectively and clearly, which encourages children to listen to and respond to the opinions of others actively. This is a really beneficial part of the activity. Finally, the majority of students in this study struggled to enhance their speaking talents. This investigation discovered that the teaching style did not match the demands of the pupils as a result of this incident.

B. Interactive Video Media

1) Design and Development of interactive video media

The following procedures were utilized in the design and development of the study's materials:

1. First, in attempting to stimulate students, the study made use of pre-existing YouTube video tutorials with a specific theme. In this particular case, the time limitation needs to be taken into account to ensure that there are no monotonous parts within the video.
2. Second, the content generated in the video is drawn from a particular issue; for instance, the content specifically discusses "asking and giving opinion" at the junior high school level. In the example above, the author employs an attractive topic in an attempt to stimulate students' interest in the subject matter. For instance, the author emphasizes "asking and giving opinions" with a food-related theme in the movie. Additionally, the author creates and develops content utilizing video media based on the findings of the analysis of the needs of the students in the eighth-grade English textbook. This content is subsequently combined and modified in accordance with the contextual needs of the students.
3. Thirdly, after observing the video instructions, students will be given insightful inquiries.
4. Fourth, the study's objectives will be explained to the students. Through "asking and giving an opinion," the study seeks to help students recognize what they will learn from what is being studied.
5. Fifth, the material will be explained to the students in accordance with the study's objectives.
6. The sixth will provide students with the material's conclusion.

7. Seventh, the students practice using video conversations that focus on a specific theme. In this case, the students practice formal and informal discussion about "asking and giving an opinion about food."
8. Eighth, students will receive their first assessment, which will include some questions.
9. On the ninth, students will receive the second assessment, which will include some questions.
10. Finally, students are able to examine the answer key in the interactive video.

Meanwhile, related to the assessment, students are given two assessments: first, they must complete the dialogue, and then they have to complete an assessment on jumbled words, which have been constructed with interesting video media. In this case, the assessment must be provided through video substance in accordance with the determined theme, namely, food, so the background image on the video must be presented as interestingly as possible in order to stimulate students and make them engage in the assessment with a sense of enjoyment without realizing that they are concentrating on the assessment. Students will receive homework instructions at the end of the interactive video, which will ask them to practice the conversation using one of the video's instructions. Moreover, most importantly, in interactive media, videos provide as much closure as possible, whether through visual imagery or by providing students with duties in an exciting way.

C. Teacher Validation of Implementation about Interactive Video Media

This study highlighted the validation of the implementation of teaching materials using interactive video that was created after identifying a problem in this field; the interactive video was created to provide a more interactive and easy-to-understand teaching substance for the students. Here is the teacher's perspective and verification as a result of the researchers' interactive design:

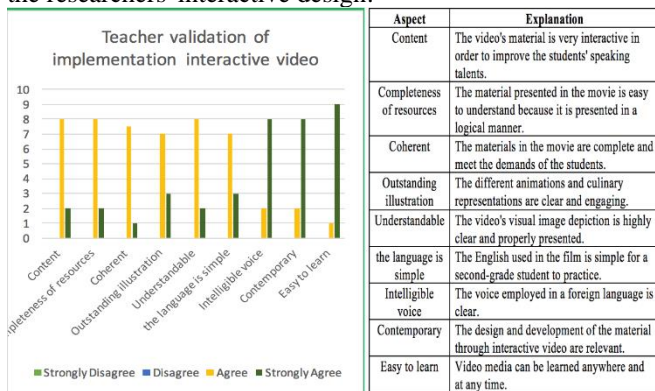


Fig. 13 Chart 7. Teacher Validation of Implementation Interactive Video

The figure above shows that most instructors agree that the interactive films cover all of the goals and learning objectives. All instructors agree that the video's content is presented in an ordered manner that is easy to understand. As a result, practically all instructors said that the video's material was simple for pupils to grasp. According to one of them, interactive films made it very easy for students to understand

the topic. The majority of instructors agree that the examples in the movie are especially relevant to the topic matter. Furthermore, the language used is fairly straightforward. According to all teachers, the voice in the video was quite audible, and the video's content was easily understood. The majority of teachers also claimed that the interactive movies given were in step with scientific and technical breakthroughs, allowing students to study information at any time. Finally, it should be highlighted that teaching and learning activities must be current and relevant. It has a technological foundation as a result of modern training and learning. According to Al-Hammouri et al. (2002), interactive video can boost students' enthusiasm to learn English as a foreign language. Furthermore, Hussin et al. (2020) claimed that interactive media helped students improve their speaking abilities.

These data show that all instructors have a good attitude and evaluation of the usage of interactive films in the teaching and learning process of asking questions and voicing comments. Almost all instructors feel that the video's material is comprehensive and connected with learning goals and objectives, demonstrating this. One of them shares the same viewpoint and says that the video content covers all of the learning objectives and targets. Furthermore, all teachers agreed that the content was delivered in an orderly manner. This aids pupils' understanding of the content. The vast majority of instructors echoed this sentiment. Most teachers also indicated that the visuals used were relevant to the material provided. The language used in the movie makes it easier for pupils to understand the subject given. All instructors agree that the audio in the video is clear, allowing the material to be easily assimilated. This is an important feature of interactive videos since the user will struggle if the audio is unclear. According to most instructors, interactive films are consistent with the growth of science and technology to facilitate the teaching and learning process. Videos can also be accessible at any time and from any location. Sosas (2021) claimed as a result of this example that technology-based speaking education can be linked with communicative instruction, allowing pupils to converse proficiently and competently. As a result of performing this research, the instructor gains fresh insights into producing teaching materials. The researcher closes with an example of creating an interactive film for teaching and learning English, specifically speaking abilities. We can also help pupils enhance their speaking skills through this research.

D. Result of the Implementation of Interactive Video Media

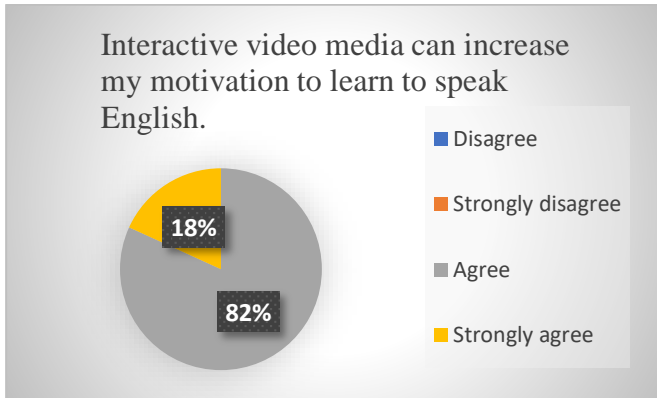


Fig. 14 Chart 8

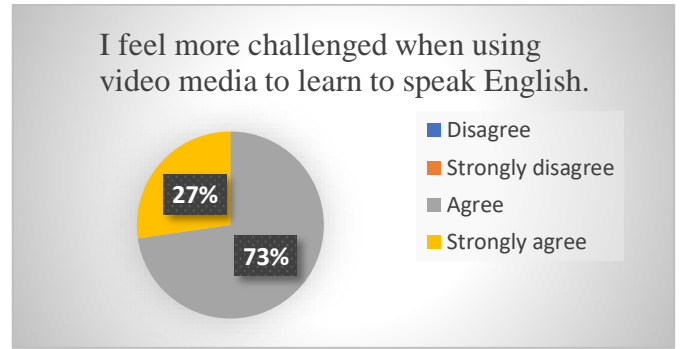


Fig. 18 Chart 12

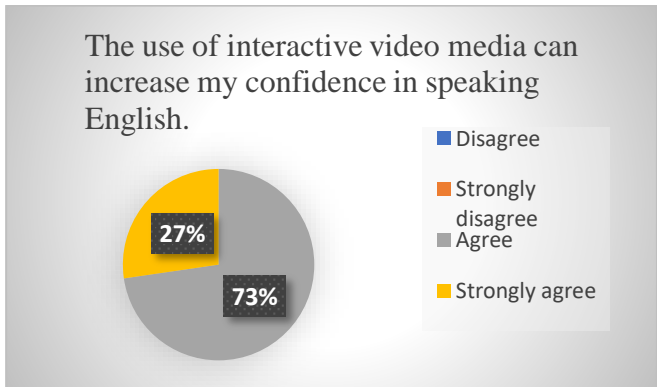


Fig. 15 Chart 9

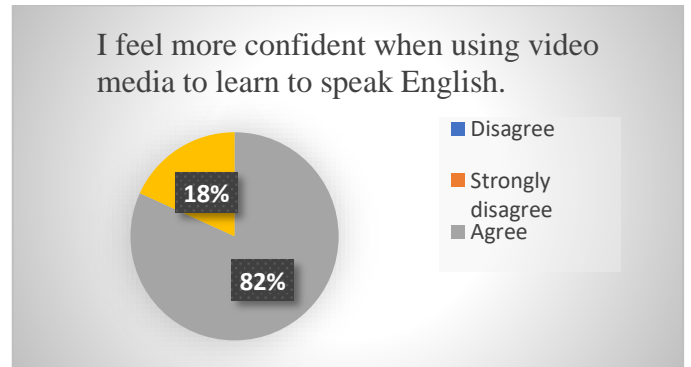


Fig. 19 Chart 13



Fig. 16 Chart 10

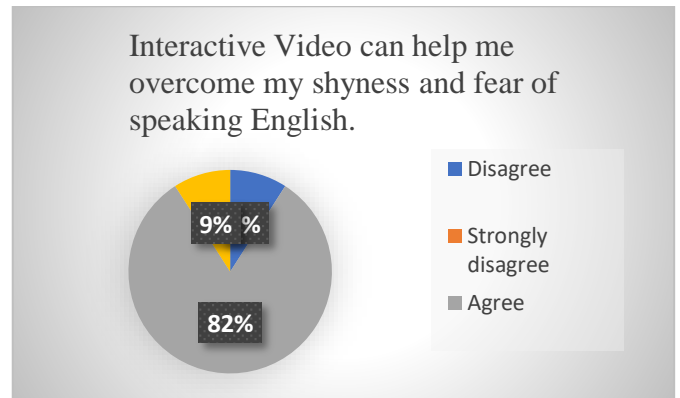


Fig. 20 Chart 14



Fig. 17 Chart 11

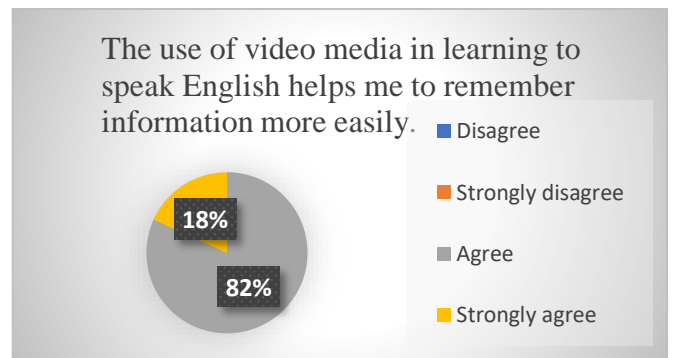


Fig. 21 Chart 15

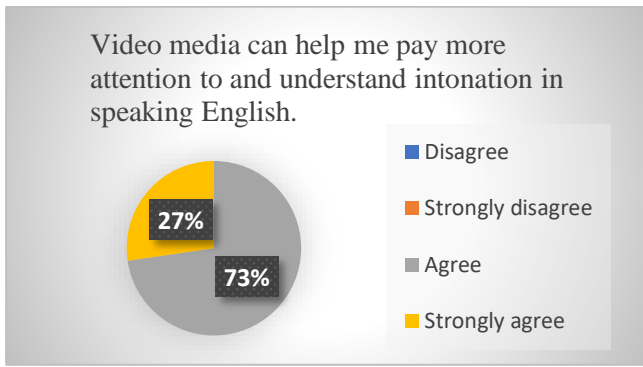


Fig. 22 Chart 16

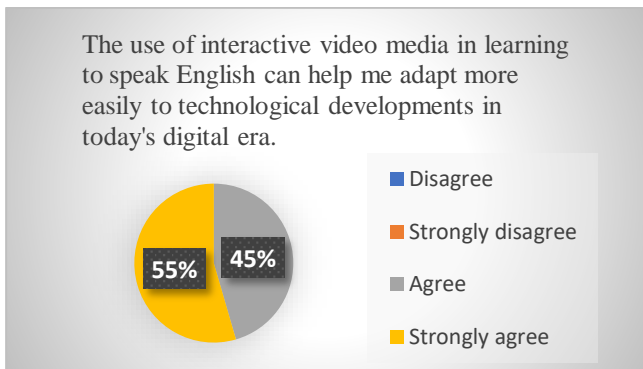


Fig. 23 Chart 17

According to Kaniadewi et al. (2017), students benefit significantly from video media learning by increasing their speaking skills, having fun in class, and subsequently being motivated to participate in the learning process. Meanwhile, the chart above from this study clearly shows that implementing interactive video media can be greatly advantageous for students to improve their speaking abilities. Chart 8 demonstrates this. It is apparent that approximately 82% of the students feel that the interactive media may enhance their motivation to speak a foreign language. While around 73% of students feel that using interactive video media increases their confidence in speaking a foreign language. While, charts 9 and 10 further demonstrate the outcome of the widespread implementation of interactive video media, It is obvious that approximately 73% of students feel that interactive video media makes learning more entertaining, enabling students to improve their speaking skills easily and enjoyably. As a result, around 54% of students believed that using interactive video media made correcting their errors when speaking English easier. Then approximately 46% strongly agreed on it. As a result of this figure, it is clear that the use of interactive video media can help students learn foreign languages more effectively.

Meanwhile, according to Chart 12, almost 73% of students indicated feeling more challenged, and approximately 82% agreed that they feel more confident when learning a foreign language through video media. Furthermore, it is associated with the enhancement of speaking abilities. As a result, according to Chart 14, 82% of students agreed that video media can help them overcome their shyness and

anxiety when speaking English. Furthermore, with video media, students can correct their classroom mistakes without fear of making mistakes. Furthermore, the students highlighted the importance of visual media in helping them understand the material. As a result, visual media can help students pay greater attention to the learning process. According to the chart, approximately 82% of people agree. Besides, approximately 55% of the students strongly agreed that using interactive video media to learn how to speak English will help students more easily relate to today's digital era. Technology provides many kinds of learning media that interesting and interactive for the students (Kristiani and Pradnyadewi, 2021). In this type of situation, the teacher should understand the students' current needs in order for the teacher to easily develop their abilities, particularly when studying a foreign language especially speaking.

E. Evaluation of the video media

The last but not least, this study also got some evaluations related to the whole content of the video media. In the assessment section, the speaker may have a pair of people read the conversation to make it more contextual to the substance or theme of the material. While, in terms of clarity and accuracy, the designer may include the grade and level of the students to identify who the video is intended for. Furthermore, depending on the level of difficulty, the designer may consider employing mixed language while explaining the topic through audiovisual media (we live in Indonesia, after all).

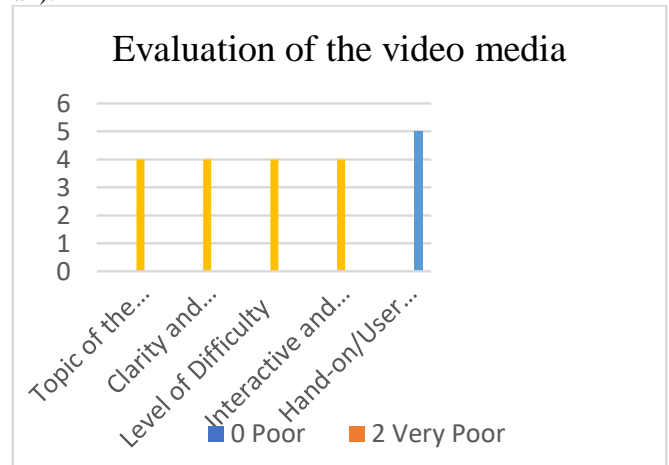


Fig. 24 Chart 18

Through the chart above, it can be concluded that, overall, the material is very well organized. While the clarity, accuracy, and level of difficulty got some evaluation, as has been explained in the paragraph before, Furthermore, in terms of hand-on or user-friendly, it is crystal clear that the material that is developed and implemented in the video media is easy to use in the classroom and also anywhere.

IV. CONCLUSIONS

Based on the findings of the research conducted through the ADDIE stage, it is concluded that interactive films for English language acquisition, particularly speaking abilities in asking

questions and expressing opinions, are extremely important. The video's wording makes it simple for children to comprehend the information offered. According to all instructors, the interactive video media is properly organized, so the material is easily assimilated. This is an essential feature of interactive videos. While the students emphasized that learning English through interactive video media is more enjoyable, more interesting, and easier, especially to practice and enhance speaking abilities. This study's findings can guide future research into the development of interactive video media or other learning approaches that can help students enhance their speaking skills. The findings support the use of interactive video media as an effective technique for enhancing students' speaking skills in a classroom setting.

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