Development of Interactive Video as Learning Media to Teach English Speaking Skills for High School Students

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Abstract

This study aims to develop and evaluate an interactive video as a learning media to teach students' English-speaking skills. The research follows the Research and Development (R&D) with ADDIE model, consisting of five stages: analysis, design, development, implementation, and evaluation. In the analysis stage, classroom observations and student questionnaires were conducted to identify learning needs. Based on the findings, the design stage involved determining the appropriate interactive video content, creating scripts, and structuring the video. The development stage included video editing using CapCut, followed by expert validation. The results showed high validity scores: instrument validation (92.5%), media validation (87.5%), and material validation (92.5%), all categorized as "very valid." During implementation, pretests and post-tests were conducted, revealing a 10% increase in students' speaking performance, demonstrating the effectiveness of the interactive video. Finally, in the evaluation stage, a student satisfaction questionnaire resulted in an 80% score, categorized as "very feasible." These findings indicate that the developed interactive video is a valid, feasible, and effective tool for improving students' English-speaking skills.

Keywords: Learning Media; Interactive Video; Speaking Skill

INTRODUCTION

According to Agatha & Inayah (2022), language is one of the most valuable outcomes of human cultures. Language allows humans to communicate and interact with people from all over the world. In addition, Ilyosovna (2024) states that our primary communication tool is language. There are thousands of languages worldwide, with the numerous regionally specific local languages, every nation has its own national language. Some languages are used by millions, while others are spoken by only a few thousand individuals. One of the most common language in the world that use by million people is English. English holds significant importance as it is an international language frequently utilized for communication among people from diverse backgrounds (Jaelani & Zabidi, 2020). English can bridge the communication of two parties with different cultural and linguistic backgrounds in the context of international relations. In this era of globalization, various stakeholders related to international relations continue to encourage the ability to speak English so that business activities, cooperation, and others between countries run effectively. It makes sense that English is very important to learn, including students. Students need to master English to compete with other nations. It cannot be denied that English is the most widely used language in the world. However, there are still many who do not have awareness regarding mastering English well for students.

Based on observation made by researchers at students at MA Hasanuddin Siraman by looking for problems experienced by 10th grade students through distributing questionnaires to collect information about their difficulties in English, the results of the questionnaire showed that students were weakest in English speaking skills with a percentage of 79.2%. In addition,

researchers also conducted classroom observations to support the data obtained from the questionnaire, the result are students found it difficult to answer using English when the teacher asked. Most of the students said that they were afraid of making mistakes. It can be happen because of the lack of knowledge of students both in grammar and vocabulary of English, where students cannot think of anything to say. It is the same as (Fikriyah, 2019) said that students were active less in class because they have difficulty in understanding parts of the conversation and lack of vocabulary knowledge. In addition, several things such as anxiety, lack of self-confidence, and the habit of using mother tongue also affect students' difficulty in developing English speaking skill. Based on this, there is a problem that students have difficulty in speaking skills, so the lack of students' speaking skills in learning English causes a lack of student contribution in learning. This is certainly a challenge for teachers how to make learning in the classroom more interesting and can train students' speaking skills in English. It aims to prepare students to face future challenges, both in their education and career. In education, English speaking skills are important for MA Hasanuddin students in preparing for higher education. In addition, English speaking skills can increase opportunities for MA Hasanuddin students to get jobs. In the world of work, English speaking skills allow individuals to build a wider professional network, interact with people from different backgrounds, and create relationships that are beneficial to their careers. According to (Maulidiya et al., 2023), interactive video is a media can use by teachers as learning media to assist active and participatory English speaking skills. Therefore, the use of learning media also greatly affects student motivation in learning. By applying more innovative learning media, it can increase students' enthusiasm to practice speaking skills in the English language learning process. It can be applied with the usage of interactive video in English learning.

Interactive video is a form of media that can hold students' attention by presenting instructional content in an interesting and exciting method (Benkada & Moccozet, 2017). In addition, interactive video is a type of media that combines video elements with interactivity, allowing viewers to actively participate in the content being shown. In interactive videos, viewers can make choices that affect the storyline, answer questions, or interact with other elements in the video. This is the same as what is said (Hassan & Obeidat, 2022) that the usage of interactive video media stimulates students' attention by appealing to a variety of senses, increasing their attentiveness and curiosity about the material being given. By letting users interact with the content, set their own learning pace, and get immediate feedback, interactive films empower students to actively participate in the educational process. Adding interactive films to multimedia-based teaching materials improves student learning and provides a more engaging and efficient method of presenting instructional material. Furthermore, interactive films help pupils improve their public speaking abilities. Students can improve their speaking skills by seeing and imitating real-life communication situations, taking part in interactive exercises, and getting prompt feedback on their pronunciation, intonation, and fluency. Furthermore, as noted by Zaitun, Hadi, M. S., & Indriani (2021), interactive videos can enhance students' interest and confidence in speaking by establishing an interesting and pleasurable learning environment. A number of researchers have conducted this research, one of which is Halimatussa'diyah, Hartono, dan Sudiran (Halimatussa'diyah et al., 2022), the title is "Development of interactive video media to improve students' speaking skills". This study aims to identify the requirements of students and teachers for enhancing speaking skills and validate the use of interactive video in the classroom at the MTs Miftahul Ulum Lumajang. This research indicated, by a questionnaire, that most teachers (66.7%) faced challenges in improving students' speaking skills by facilitating discussions and sharing opinions. Additionally, it found that a significant number of students (72.2%) experience difficulties in advancing their speaking abilities through asking and answering questions. As a result, the usage of interactive videos is necessary. The

study also showed that most teachers hold a favorable view regarding the interactive videos' ability to improve speaking ability. The similarities between the previous research and this research both developed interactive video as media in teaching English speaking skill and both use observation of class and questionnaire as a data collection technique. The difference between previous research and this research is that in previous study using second grade class of Junior High School as subjects and using interview, in this study using first grade class of Senior High School as subjects and not use interview as a data collection technique.

From the data and problems above, it can be concluded that 10th grade MA Hasanuddin Siraman students are more motivated by learning English, especially speaking skills using interactive media such as videos. Therefore, the researchers developed interactive videos as a learning media to help students enhance their English, especially their speaking skills.

METHOD

R&D is a research methodology used to create certain items and assess their efficacy (Sugiyono, 2013). In addition, R&D is an approach that focuses on developing innovations and improving practices through systematic research. R&D aims to find solutions to problems encountered and produce products that are applicable and relevant to user needs. The R&D process is usually iterative, where the results of each stage can be used to improve and refine the product to be developed. The use of the ADDIE model in developing learning product can help in meeting teaching and learning objectives as it uses a systematic approach that meets students' needs. It same as Ibrahim Maulana Syahid et al. (2024) said that ADDIE helps teachers in creating a meaningful and suitable learning process for students. The ADDIE model is known for its flexibility and its ability to be applied in a variety of learning contexts. ADDIE helps ensure that learning development is planned and structured, resulting in effective and meaningful learning experiences for learners.
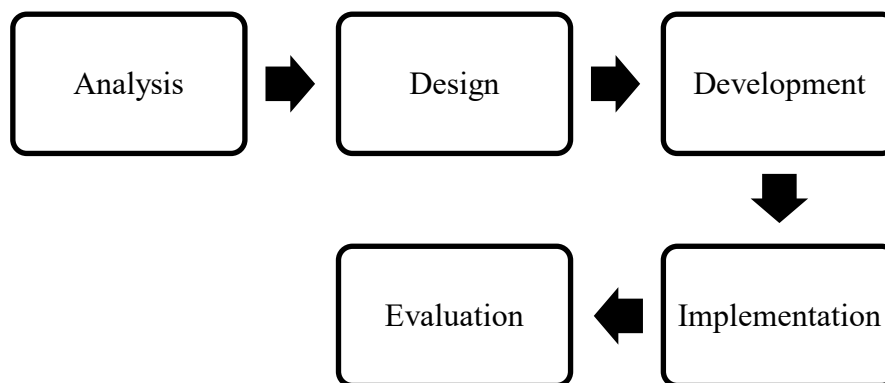

Figure 1. ADDIE Model (Mulyatiningsih, 2012)

The population in this study are all of 10th grade students of MA Hasanuddin Siraman with 24 students. This is based on recommendations from the teacher because considers the class to have problems that can be researched. It is also called purposive sampling technique. It same as Sugiyono (2013) said that purposive sampling is utilized to collect specific information from relevant groups, which enriches the data and research findings. In addition, there are also Validators, namely instrument expert, media expert and material expert.

The data analysis methods in this research utilize both qualitative and quantitative approaches. The qualitative data, researchers utilized field notes to document the information gathered while observing learning processes and the needs of students. The quantitative data in this study used a questionnaire with a Likert scale a test with scoring rubric. The Likert scale is one of the important rating scales used as a measurement tool in social science research (Mumu et al.,

2022). While the scoring rubric is a tool that provides clear guidelines and criteria for assessment, ensuring consistency and transparency in evaluation. In this study, it aims to see students' responses during learning and measure the speaking skills of grade 10th MA Hasanuddin Siraman students. According to Sugiyono (2017), the response to each instrument item on a Likert scale has grades from highly positive to very negative, which are explained in numerous words, including:

Table 1. Scale range (Sugiyono, 2017)

Scale types	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

Furthermore, to find out the results of the Likert scale, researchers use the following formula:

$$P = \frac{x}{N} \times 100\%$$

P = Score percentage   N = Maximum score
x = Total score

The developed product will be validated by instrument experts, media experts, and material experts. Based on that, the percentage of validity obtained is then categorized according to the table below:

Table 2. Eligibility category for expert validation (Arikunto, 2019).

Score percentage	Category
0 – 49%	Invalid
50 – 59%	Less valid
60 – 79%	Valid
80 – 100%	Very valid

After the implementation of the product, the researchers also prepared a satisfaction sheet that would be filled in by students. This student satisfaction sheet aims to understand user experiences and gather valuable feedback for future improvements. The students' satisfaction percentage achieved is subsequently classified into feasibility categories based on the table provided below:

Table 3. Eligibility category for students satisfaction (Arikunto, 2019).

Score percentage	Category
0 – 49%	Very Infeasible
50 – 59%	Infeasible
60 – 79%	Feasible
80 – 100%	Very feasible

In this study, the researchers employs both pre-tests and post-tests. The outcomes of these tests, administered to students, will be analyzed to assess the significance of the improvement in students' abilities following the use of the product. The data will be measured using scoring rubric, as follows:

Table 4. Scoring Rubric for speaking

Aspect	Score	Description

Fluency	5 ☐	Speech is smooth and fluid, with minimal hesitations and no noticeable searching for words; the volume is excellent.
	4 ☐	Speech remains smooth and fluid, featuring few hesitations and minor instances of searching for words; one or two words may be inaudible.
	3 ☐	Speech is fairly smooth, though there are some hesitations and unevenness due to rephrasing and searching for words, with fluctuations in volume.
	2 ☐	Speech often hesitates, with some sentences left unfinished; the volume is quite soft.
	1 ☐	Speech is slow, hesitant, and strained except for brief memorized phrases, making continuity difficult to perceive; some words may be inaudible.
Pronunciation and accent	5 ☐	Pronunciation is outstanding, demonstrating a strong effort in accent.
	4 ☐	Pronunciation is good, with a solid effort towards an accent.
	3 ☐	Pronunciation is decent, with some effort at accent, but it clearly indicates a non-native influence.
	2 ☐	Pronunciation is acceptable, with no attempts made to adopt a native accent.
	1 ☐	Pronunciation is poor and difficult to understand, showing no effort towards a native accent.

The results of the student test from the scoring rubric will be calculated using the following formula:

$$P = \frac{Achieved\ score}{Maximum\ score} \times 100\%$$

RESULTS AND DISCUSSION

Results

Analysis

The researchers identified the needs of 10th grade students at MA Hasanuddin Siraman and established the learning objectives to be achieved through this interactive video. The researchers also analyzed the students by observing the class and distributing questionnaires to understand the characteristics and preferences of the students so as to determine the relevant content. The reason why the researchers chose 10th grade is based on the results of the researchers's discussion with the MA Hasanuddin Siraman School and the identification of problems that are more visible in 10th grade.

Design

At this stage, the researchers begins to create a storyboard or initial sketch of the interactive video. Visual and audio elements are designed to create an engaging experience. The storyline is carefully determined, including the interactions that will occur in the video. Additionally, the researchers established the format and platform that were used.

Development

The researchers started producing the video by editing video of the selected material using CapCut. During this process, interactive elements were added according to the design. Descriptive text was integrated with the animated video, accompanied by narration that provided context, as well as background music and sound effects to enhance the atmosphere.
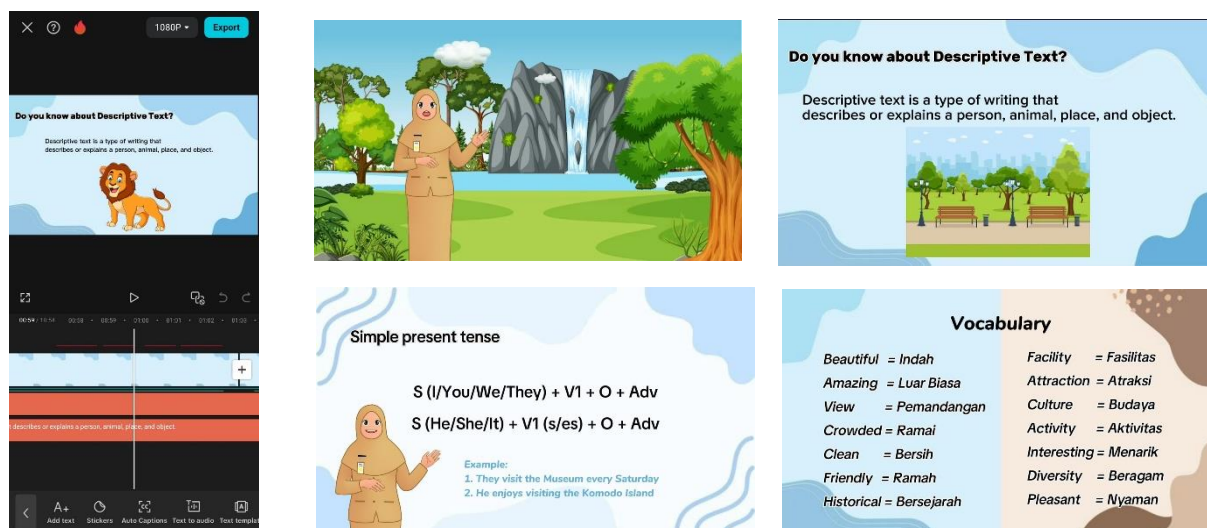
Figure 2. Image media

After all the elements were combined, the researchers conducted a validation test to instrument expert, media expert and material expert to ensure that each part functioned properly and the interaction ran smoothly. Then made product revisions if the validation stage still resulted in product revision notes.

Table 5. Instrument validation result

No.	Indicator	Score	Percent	Category
1	Clarity of questionnaire title	4	100%	Very valid
2	Clarity of statement items	4	100%	Very valid
3	Clarity of instructions for filling out the questionnaire	4	100%	Very valid
4	Accuracy of the statement with the expected answer	4	100%	Very valid
5	The statement is related to the research objectives	3	75%	Valid
6	The statement is in accordance with the aspects to be achieved	4	100%	Very valid
7	The statement reveals the correct information	4	100%	Very valid
8	The language used is easy to understand	4	100%	Very valid
9	The language used is effective	3	75%	Valid
10	Writing in accordance with EYD	3	75%	Valid
Total		**37**	**92.5%**	**Very valid**

Table 6. Media validation result

No.	Indicator	Score	Percent	Category
1	Color combination	3	75%	Valid
2	Clarity of instructions	3	75%	Valid
3	Writing layout	4	100%	Very valid
4	Appropriateness of font type	3	75%	Valid
5	Appropriateness of font size	3	75%	Valid
6	Readability of text/sentences	4	100%	Very valid

No.	Indicator	Score	Percent	Category
7	Appropriateness of background color and writing color	3	75%	Valid
8	Attractiveness of images and animations	4	100%	Very valid
9	Language accuracy	4	100%	Very valid
10	Sentence accuracy	4	100%	Very valid
Total		**35**	**87.5%**	**Very valid**

Table 7. Material validation result

No.	Indicator	Score	Percent	Category
1	Suitability of material with learning objectives and the flow of learning objectives	3	75%	Valid
2	Clarity of learning flow	4	100%	Very valid
3	Clarity of the material presented	4	100%	Very valid
4	Completeness of material	3	75%	Valid
5	Ease of understanding the material	4	100%	Very valid
6	Quality of exercise questions	3	75%	Valid
7	The material is designed interestingly.	4	100%	Very valid
8	The material can arouse student curiosity	4	100%	Very valid
9	The material on the learning media developed can help the learning process	4	100%	Very valid
10	The material supports the development of speaking skills, such as pronunciation, intonation, and expression.	4	100%	Very valid
Total		**37**	**92.5%**	**Very valid**

According to outcomes of the validation of the instrument, media and material experts are all classified as very valid and appropriate for use in educational activities.

Implementation

The interactive video is launched to the students through the pre-determined platform. The learning process starts with administering an initial questionnaire to measure students' learning interests and a pretest to assess their initial understanding of the cognitive domain material. Following this, interactive video media is utilized for instruction. Throughout this phase, observers monitor the learning activities, documenting everything according to a pre-prepared lesson plan. The findings are then analyzed to inform the final adjustments of the developed learning tools. The learning concludes with posttest questions and a final interest questionnaire to evaluate students' interests and learning outcomes after the instruction. This stage also seeks to assess the effectiveness of interactive videos as educational media. The following are the results of the pretest and post test:

Table 8. Pre-test and Post-test result

Responden	Pre-test	Post-test
R1	70	80
R2	60	80

R3	70	70
R4	60	70
R5	70	80
R6	60	80
R7	80	80
R8	50	70
R9	70	80
R10	60	80
R11	80	90
R12	70	70
R13	80	80
R14	70	80
R15	80	80
R16	60	80
R17	70	90
R18	70	70
R19	70	70
R20	70	80
R21	60	80
R22	80	80
R23	60	80
R24	70	80
Total	**1640**	**1880**
Average	**68,33%**	**78.33%**
Percentage	**10%**	

Table 8 demonstrates that students achieved higher scores on the post-test compared to their pretest scores, suggesting a significant improvement in their speaking abilities after utilizing interactive videos as learning media. Below are the results of students' satisfaction with the use of interactive video media.

Table 9. Students satisfaction result

Responden	Question Items										Total
	1	2	3	4	5	6	7	8	9	10	
R1	3	3	3	3	3	3	3	3	3	3	**30**
R2	3	2	3	3	1	3	3	3	3	2	**26**
R3	3	2	3	3	1	3	3	3	2	2	**25**
R4	3	3	3	3	3	3	3	3	3	3	**30**
R5	3	2	3	2	3	3	3	3	4	3	**29**
R6	3	3	3	2	2	3	4	3	3	2	**28**
R7	3	3	4	3	3	3	3	4	3	3	**32**
R8	3	3	4	2	3	2	3	4	3	3	**30**
R9	2	3	4	2	3	3	4	3	3	3	**30**
R10	3	3	4	3	4	4	3	3	4	3	**34**
R11	4	4	3	3	4	4	4	4	4	3	**37**
R12	4	4	4	3	3	3	4	4	4	3	**36**
R13	4	4	4	4	3	3	3	3	3	3	**34**
R14	4	4	4	3	4	3	4	4	3	4	**37**
R15	4	4	4	3	4	4	4	4	3	4	**38**
R16	4	4	3	4	3	4	3	4	4	4	**37**
R17	3	4	4	3	4	4	4	4	4	3	**37**
R18	3	4	4	4	3	3	4	4	4	4	**37**
R19	4	3	3	3	4	3	3	3	3	4	**33**
R20	2	2	2	1	3	2	3	3	2	3	**23**

R21	3	4	3	3	4	3	4	4	3	3	**34**
R22	3	4	4	3	2	4	4	2	2	4	**32**
R23	3	3	3	3	3	3	3	3	3	3	**30**
R24	3	3	3	3	3	3	3	3	3	3	**30**
Total	**77**	**78**	**82**	**69**	**73**	**76**	**82**	**81**	**76**	**75**	**769**
Percentage = 80%											

The results from both the pretest and posttest, along with the students' satisfaction feedback, strongly indicate that the interactive video media is highly suitable for use in an educational setting. The improvement in speaking scores demonstrated by the higher posttest results compared to the pretest scores showcases the effectiveness of this media in enhancing students' learning outcomes. Furthermore, the positive satisfaction rating of 80% reflects students' appreciation for this method of instruction. Therefore, it can be concluded that interactive video media is a 'very feasible' option for learning.

Evaluation

At this stage, researchers conducted an evaluation to see how effective the interactive video is in achieving learning objectives based on the posttest results from students. The feedback received is analyzed to identify the strengths and weaknesses of the product. Based on the evaluation results, the researchers makes necessary revisions and improvements to enhance the quality of the interactive video, ensuring that the final product is not only informative but also appealing to students.

Discussion

According to Mega & Sugiarto (2020), the first method of communication is speaking.. Speaking skills involve the capacity to convey messages effectively through spoken communication (Saifudin & Mubarok, 2024). This encompasses the ability to articulate ideas, opinions, and emotions in a clear and organized manner. Speaking skills play a crucial role in various aspect of life, such as education, professional settings, and social interaction. According to the questionnaire at preliminary study at MA Hasanuddin Siraman, the result showed that students were weakest in English speaking skills with a percentage of 79.2%. One effective media for enhancing this ability is interactive video. Interactive video offers a more engaging and enjoyable learning experience. Through this format, students not only watch but also actively participate in activities that encourage them to speak.
Interactive video is a form of media that combines audio-visual elements with interactivity, allowing students to actively participate in the content presented. Hassan & Obeidat (2022) state that the use of interactive video media enhances student interest by stimulating all senses, leading to increased attention and curiosity about the material. Students are able to play an active role in their education, take charge of their experience, and get fast feedback by using interactive films. Multimedia teaching materials that include interactive video can improve the level of students' educational experiences and offer a more interesting and efficient means of presenting concepts and information. Additionally, interactive films help students become more proficient public speakers.
The researchers used the ADDIE model in this study because this model has a clear structure and can be adapted to various types of projects or contexts. In the analysis phase, the researchers conducted classroom observations to understand the learning conditions and distributed questionnaires to students to identify their needs in English language learning. In the design phase, based on the analysis results, the researchers selected an appropriate interactive media, specifically an educational video. The researchers then began drafting the script, video flow,

and elements to be included in the video to meet students' needs. During the development phase, the researchers edited the video using the CapCut application in accordance with the previously established design. Subsequently, validation was carried out by several experts, resulting in instrument validation at 92.5% (very valid), media validation at 87.5% (very valid), and material validation at 92.5% (very valid). These validation results indicate that the interactive media is suitable for use in teaching and learning.

In the implementation phase, the researchers administered pre-tests and post-tests to the students to measure the effectiveness of the interactive video. The results indicated a 10% increase in post-test scores compared to pre-test scores, demonstrating that the interactive video is effective in enhancing students' speaking skills. The final phase is evaluation, where the researchers distributed questionnaires to gauge student satisfaction with the developed learning media. The findings revealed an 80% satisfaction level, categorized as very feasible, indicating that this media can be effectively utilized in English language instruction.

The study's results indicated that the interactive educational video effectively improved students' speaking skills. Experts rated the media highly, with validation scores of 92.5% for instruments, 87.5% for media, and 92.5% for materials, all classified as very valid. During implementation, students showed a 10% increase in post-test scores compared to their pre-test scores, highlighting the video's positive impact on their speaking abilities. Additionally, an evaluation revealed an 80% satisfaction rate among students regarding the learning media, categorized as very feasible. These results suggested that the interactive video is a valuable tool for enhancing English language learning.

CONCLUSION

In conclusion, the study successfully demonstrates the efficacy of an interactive video as learning media for enhancing English language speaking skills among high school students. Through meticulous analysis, design, development, implementation, and evaluation phases, the research confirmed that the media met the identified needs of students while receiving high validation scores from experts. The significant 10% improvement in post-test scores further attests to the video's effectiveness, coupled with a commendable 80% satisfaction rate from students with 'Very feasible' category indicating its practicality. These findings suggest that the use of interactive media can significantly contribute to more engaging and effective language learning experiences, making it a valuable resource for educators aiming to facilitate students' proficiency in English.

ACKNOWLEDGMENTS

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