

Designing Interactive Video Media to Boost Speaking Skills in 11th Grade English Classes

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Abstract

This study focuses on the development of interactive video media to improve the speaking skills of grade 11 students at MAs Sunankalijogo. The study found that 75% of students had difficulty expressing opinions in English due to lack of confidence and practice speaking in real situations. To overcome this problem, researchers designed interactive videos with interesting visual and audio elements, so that the learning process becomes more enjoyable and motivates students. This research uses a Research and Development (RnD) model with a systematic approach in product development. The interactive video was validated with a high percentage, reaching 97.5%, indicating the product is "Very Valid." The implementation of interactive video media received positive feedback, with 85.9% of students expressing interest in the learning materials developed. The study concluded that the use of interactive videos not only improved students' speaking skills but also created a more engaging and effective learning environment, in line with the goals of the Independent Curriculum to create active and collaborative learners. This research contributes to English language education by providing an innovative tool that can enhance students' confidence and ability to communicate effectively in English, preparing them for future challenges in a globalized world.

Keywords: Learning Media; Speaking Skill; Interactive Video

INTRODUCTION

English is one of the important international languages in the current era of globalization. The ability to speak English is not only necessary in an academic context but also in the workplace and social interactions. In Indonesia, proficiency in English has become one of the indicators of students' readiness to face global challenges. However, even though there is a curriculum that supports English language learning in schools, students' interest in studying the language often varies. 11th-grade students, as part of the upper secondary education level, are at an important phase in the development of their language skills. At this stage, students are expected to have a strong foundation in English, but their interest in continuing and improving those skills can be influenced by various factors, such as intrinsic motivation, the learning environment, and the teaching methods applied by the teacher. Lack of desire from within, such as the desire to learn for pleasure or personal satisfaction, is also a major factor that makes them less motivated in learning English (Mubarok, 2019). So students think that English is only a foreign language and a language that is rarely used. The English proficiency of high school students is still lacking due to a lack of motivation, low self-confidence, and limited English vocabulary. The social environment also influences, therefore the curriculum becomes an important aspect in English language teaching (Studi & Bahasa, 2023). The curriculum plays a very important role in English language learning because it provides a structured framework for teaching the language effectively.

The Independent Curriculum is an innovation in the education system in Indonesia aimed at providing schools with the freedom to design curricula according to the needs and characteristics of the students (Rohimajaya et al., 2022). One of the main focuses of this curriculum is the development of critical and creative thinking competencies, which are highly relevant in English language learning, especially in the material "Asking and Giving Opinion." In the context of rapid globalization, the ability to communicate in English has become very important. The material on asking and giving opinions not only trains speaking and listening skills but also equips students with the ability to express their opinions effectively and appreciate others' perspectives. This is in line with the goals of the Independent Curriculum, which aims to create active, critical, and collaborative learners.

The learning objective for the material on asking and giving opinion is to express opinions clearly and accurately in both spoken and written forms. The obstacles that arise in learning this material are that students still find it difficult to express their opinions confidently, use the appropriate vocabulary, and construct sentences well. The English vocabulary that has been learned due to the lack of practice in using that vocabulary, both orally and in writing (M. Suri & Halimatussakdiah, 2023). In English learning in the 11th grade of high school, especially on the topic of asking and giving opinion, there are several problems that are often encountered. One of the main challenges is the low confidence of students in speaking English.

Based on observations conducted by researchers at MAs Sunankalijogo, 75% of students experience difficulties in arguing in English due to their lack of self-confidence. Many students feel anxious and hesitant to express their opinions, so they tend to be passive in discussions. In addition, the difference in language proficiency levels among students also poses a challenge, where more proficient students often dominate the conversation, while less confident students find it difficult to participate. The lack of speaking practice in real situations and their unfamiliarity with facing controversial topics can also hinder their ability to think critically and construct logical arguments. This results in students not only having difficulty expressing their opinions but also in understanding and appreciating other people's perspectives. Considering the points above, it is clear that the development of speaking skills should be a focus in high school education to prepare students for future challenges.

Based on the above problem, the use of engaging learning media can be a solution to improve students' English language skills. Learning media are all forms of tools or resources used to support the teaching and learning process. This media functions to convey information, explain concepts, and enhance student understanding. Learning media is very important in enhancing the effectiveness of teaching. By using the right media, educators can convey information in a clearer and more engaging way, making it easier for students to understand and remember the material being taught. One of the media for learning English is interactive video. Interactive video is a learning medium that combines video elements with interactivity, allowing students to interact with the content, such as choosing story paths or answering questions (Saragih et al., 2021). With the use of interactive videos, students' attention can be better captured compared to traditional learning materials, and students can adjust to their own pace and learning style. In addition, interactive videos can help clarify the context of English usage in a real and visual way, which supports better understanding of vocabulary, sentence structure and pronunciation (Munir et al., 2023). Interaction in videos allows students to receive immediate feedback, reinforcing their understanding.

The use of interesting learning media will have an impact on students' interest in learning. According to Ananda, (2020) in his journal discusses the use of video blogs (vlogs) as a learning media in teaching English speaking among high school students. The use of vlogs as a learning media in speaking lessons successfully increased students' interest and positive perception. Students felt that the learning became more engaging and was no longer considered difficult or boring. From the research, the use of video blogs is considered to have a positive impact on the

development of speaking skills. In this research, the researcher hopes that the resulting product in the form of interactive videos as a more innovative and varied learning medium can assist in the English language learning process, especially in improving students' speaking skills.

The appearance of learning media also influences students' interest in the learning process. According to Laksmi et al (2021), the use of engaging visual and audio elements makes the learning process more enjoyable. With interactive elements, learning becomes more enjoyable. Students tend to be more enthusiastic when they can interact with the content, which makes them more motivated to learn. With the use of interactive videos, it also provides visualization for students, as stated in the journal P. Suri et al (2024), interactive videos provide the necessary visualization for speaking activities, which can help students understand context and meaning in language learning.

Although many researchers have developed interactive videos as a medium for learning English, there has yet to be a comprehensive study discussing how interactive videos can enhance students' confidence in speaking English. This research aims to fill that gap, with the expectation that the learning media product developed by the researchers can be useful in helping students in their English learning. From the explanation above, this needs analysis shows that teaching asking and giving opinion in 11th grade high school should be designed to be interactive and relevant to students' lives. By considering the student profile and the learning context, it is hoped that students can develop the communication skills necessary to face challenges in the real world.

METHOD

The Development Model used in this research is based on the theory of Borg and Gall known as Research and Development (R&D). The Borg and Gall Development Model is defined as educational research and development (R&D) is process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consist with studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies on found in the field testing stage. In indicate that product meets its behaviorally defined objectives (Assyauqi, 2020). Development learning media is the process of designing, creating, and testing tools or learning resources used to support the learning process (Natsir et al., 2022). Refers to the systematic process of creating, enhancing, or improving educational tools and strategies. In this context, it involves the design and implementation of interactive video media aimed at enhancing the teaching and learning experience.

Research and Development (R&D) is a systematic approach used to develop new products, methods, or systems and improve existing ones. R&D is often used in various fields, including education, technology, health, and industry. In the context of education, R&D contributes to the development of tools and teaching methods that can improve the quality of education (Sugiyono, 2020). With a systematic R&D approach, it is expected that the resulting interactive videos can meet students' needs and contribute to the improvement of learning quality. Research procedures are the steps that must be taken or followed by researcher in creating a product. The researcher used the Borg and Gall research model because this theory provides clear and structured stages in product development. By following these steps, the researchers can ensure that all important aspects of interactive video development are taken into account, from planning to evaluation. This theory encourages the identification of problems and needs in the field. By understanding students' needs in learning English, researchers can design relevant and engaging videos, enhancing their learning motivation. Thus, with a systematic approach, focus

on evaluation, and user engagement, this model is very suitable for the development of modern learning media.

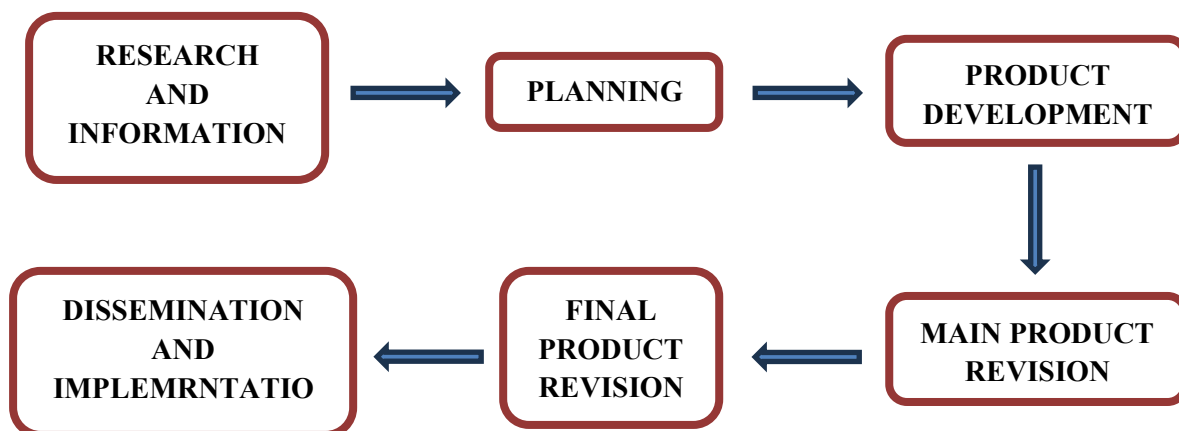


Figure 1. Procedures of The Research

In this research, the researchers limited the research procedure to six steps. This is because with these six steps, data collection is considered sufficient and systematic. With just six steps, the research process becomes easier to understand and follow, thereby minimizing confusion for researcher. The selected steps cover important elements in the research process. By focusing on key steps, researchers is encouraged to reflect more on and analyze each stage, strengthening their understanding of the research process. The development of this learning media is only tested and used at MAs Sunankalijogo. 1. In this study, the researchers used stratified sampling, thus taking the entire population of research subjects, namely the 11th-grade IPS students of MAs Sunankalijogo, Ngadri, consisting 14 students. In this way, each subgroup can be well represented in the sample, which can produce more accurate estimates compared to simple random sampling (Corlay & Pagès, 2015).

In this research, researchers used qualitative and quantitative approaches to measure the validity of the products created, which uses a Likert scale code with the categories strongly agree, agree, disagree and strongly disagree. Then, the collected qualitative data is converted into a predetermined score weight, namely with a score of 1 to 4. The data is then calculated using the following formula.

$$\Sigma = \frac{X}{N} \times 100\%$$

Information:

- Σ : Percentage Result
- X : Total Score Obtained
- N : Maximum Score

Table 1. Validity Category by Arikunto (2010)

No.	Percentage	Validity Category
1	85% - 100%	Very valid
2	70% - 84%	Valid
3	55% - 69%	Less Valid
4	40% - 54%	Invalid

RESULTS AND DISCUSSION

Results

This research model is RnD which develops interactive videos as learning suggestions for MAs Sunankalijogo students to improve their speaking skills. The purpose of this development is to create Interactive Video learning media so that students can learn and access materials easily and without being bored. In addition to the learning model being interesting and not boring, interactive videos certainly have an attractive design too, such as animation, exercises, and easy-to-understand delivery of material.

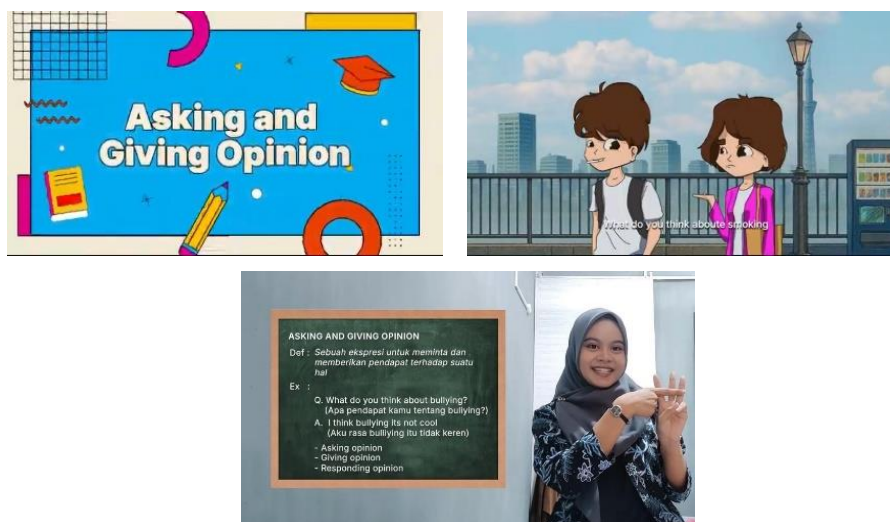


Figure 2. Image Media

After conducting product development, the researchers implemented the learning media product to grade 11 students of MAs Sunankalijogo. The following is a table of student questionnaire results.

Table 2. Trial Learning Model

RESPONDENT	QUESTIONS										TOTAL SCORE
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
A1	4	3	3	2	4	4	3	3	4	4	34
A2	3	3	4	3	4	4	4	3	3	4	35
A3	4	4	4	3	4	4	3	3	2	4	35
A4	4	3	4	3	4	3	3	3	4	4	35
A5	4	4	3	3	4	4	3	3	4	4	36
A6	4	4	3	4	4	3	2	3	3	4	34
A7	4	4	3	3	3	4	4	3	3	3	34
A8	4	3	3	3	3	4	3	2	3	4	32
A9	3	3	4	3	3	4	3	4	3	3	33
A10	4	4	4	3	4	2	4	2	3	3	33
A11	4	2	4	2	4	3	4	4	4	3	34
A12	4	4	4	4	4	3	4	3	2	3	35
A13	4	4	4	4	3	4	4	3	4	4	38
A14	4	2	4	3	2	4	3	3	4	4	33
TOTAL SCORE	481										
TOTAL MAXIMAL SCORE	560										
PERCENTAGE	85,9%										

The results of the questionnaire showed that 85.9% of students were interested in the learning media developed by the researchers. In the validation of this interactive video product development model, there are 4 validation aspects, namely instrument validation, material validation, media validation, and student responses. The following are the results of the four aspects.

Table 3. Result of accumulated validation

NO	ASPECT	PERCENTAGE	CATEGORY
1.	Instrument Validity	97,5%	Very Valid
2.	Material Validity	92,5%	Very Valid
3.	Media Validity	100%	Very Valid
4.	Student responses	85,9%	Very Valid

Based on the table 2, the responses from 14 students from class 11 MAs Sunankalijogo got a score of 481 from a total maximum score of 560. So the percentage result of student responses is 85.9% of students are interested in interactive video learning media with category “Very Valid” according to (Arikunto, 2010) . From table 3, it can be seen that the validation instrument received a percentage of 97.5% so it is included in the "Very Valid" category. The assessment of the material aspect received a percentage of 92.5% which is included in the "Very Valid" category. While the assessment of student responses received a percentage of 85.9% which is included in the "Very Valid" category. Overall, the results of the assessment of the effectiveness

of Interactive Video learning media can help improve speaking skills in the English learning process. So, that the use of learning media and continuous improvement of learning media will have an impact on improving students' speaking skills.

Discussion

Speaking skills are the ability to express thoughts, ideas, and feelings using spoken language. This is one of the important aspects of communication and language learning, which allows individuals to interact effectively with others. But, many students face problems in learning to speak, such as lack of motivation and an unpleasant learning atmosphere (Prameswari et al., 2024). Effective speaking skills are necessary in formal situations, such as presentations, interviews, and public speaking. Good speaking skills help students convey their ideas, desires, and opinions (Miranda & Wahyudin, 2023). So, this allows students to better understand others in social interactions.

English language learning in the classroom is currently undergoing various changes and innovations to enhance effectiveness and student engagement. More interactive and task-based teaching methods can create a more dynamic learning environment (Mulyadi et al., 2021). Learning English now focuses more on communication skills rather than just mastering grammar. Students are taught to speak, listen, read, and write in relevant contexts, so they can use the language practically in their daily lives. In the current era, English language teaching also involves the integration of technology, such as learning applications, online platforms, and interactive videos to make learning more engaging. In addition, collaborative learning that involves students working in groups, project-based learning that requires the active use of English, and encouraging students to actively engage in the learning process through discussions, role-playing, and simulations. English learning in the classroom today is very diverse and adapts various methods and technologies to enhance the learning experience.

Apart from learning methods, learning media is also a factor that influences the achievement of learning objectives. In this context, "teach" refers to the process of imparting knowledge, skills, or competencies to students. Learning media is generally defined as tools or platforms used to support the teaching and learning process (Arifianto & Izzudin, 2021). Learning media refers to various tools, materials, or resources used to support the teaching and learning process. These media serve as a bridge between teachers and students, helping to convey information, concepts, and skills in a more effective and engaging manner. It involves various instructional strategies and methodologies aimed at facilitating learning, particularly in developing speaking skills. As mentioned Aslan, (2023) learning media includes various tools and technologies used to deliver educational content, such as radio, video, computers, and the internet.

Interactive video media is a type of learning media that combines video elements with interactivity, allowing users to interact with the displayed content. The use of learning videos makes it easier to understand the material, because videos can present information visually and auditorily, so that students can more easily understand the concepts being taught (Santuri et al., 2022). Unlike conventional videos, which are one-way, interactive videos provide viewers with the opportunity to actively engage in the learning process. The use of Interactive Video learning media has been proven to increase students' confidence in speaking with the interactive feature contained in the learning video. In the case of MAs Sunankalijogo, it was shown that the use of interactive video media helped students become more confident and participate in answering questions in the video. Interactive videos are an effective tool in enhancing students' learning experiences and helping them develop their English speaking skills in a more engaging and interactive way (Ananda & Mardiah, 2020). Unlike conventional videos that are one-way, interactive videos provide viewers with the opportunity to actively engage in the learning process.

The results of this study, with a validity score of 85.9%, further confirm the effectiveness of Interactive Video as a learning medium to increase students' confidence in speaking English. Attractive learning media has been proven to increase student participation in learning English. By including Interactive Video as a curriculum can be an effective innovation in the English learning process.

CONCLUSION

In this study it can be concluded that the use of Interactive Video as a learning media is very effective and interesting for grade 11 students of MAs Sunankalijogo with positive feedback and a score reaching 85.9%. This study confirms that the use of Interactive Video can create interesting learning, encourage student participation, and increase student enthusiasm in speaking English. Overall, the use of interactive methods such as Interactive Video in the curriculum can be an effective innovation to improve language skills in the world of English language education.

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