

# Developing Video-Based Learning Media Through Role Play Strategy in Teaching Speaking of Recount Text

Wardatul Halwah<sup>1</sup>, Alimin<sup>2</sup>

Universitas Qomaruddin, Indonesia

<sup>1</sup> wardahalwah062@gmail.com, <sup>2</sup> aliminjaya956@gmail.com

## Abstract

This research focuses on the development of video-based learning media through role-play strategies in teaching speaking of recount text for the tenth graders. This research was carried out to address students' problem in speaking skills by developing appropriate, interesting, and contextual learning media based on the curriculum and the needs of teachers and students. This research used the Research and Development (R&D) method with the ADDIE model, which consists of five stages, there were analysis, design, development, implementation, and evaluation. The subjects of this research were an English teacher and tenth graders at SMA ASSA'ADAH Bungah. The data collection instruments used in the needs analysis stage included questionnaires and interviews. In addition, the instruments used in the evaluation stage included questionnaires for students and teacher to respond the developed media, observation sheets, and field notes. All data obtained were analyzed descriptively. The final product of this research is video-based learning media in MP4 format with a duration of 8 minutes and 10 seconds. The media was developed based on the Merdeka Curriculum and student needs. This learning video encourages active student participation, increases confidence in speaking, and creates a more interactive learning atmosphere.

**Keywords:** Video-Based Learning Media; Role Play; Speaking Skill; Recount Text

## INTRODUCTION

In the current era, English proficiency is very important and must be taken seriously for students' communication skills. English communication is now recognized as an essential component and the lifeblood of all daily activities. Communication in the English language is considered an integral part of every activity in our daily lives, not as a way of life (Adawiyah, D., & Gumartifa, 2022). As highlighted by Windriya et al., (2025), In the context of second language acquisition, speaking plays a crucial role in communicative interaction and the formation of communicative competence, where learners often face obstacles such as speaking anxiety, lack of exposure to authentic communication situations, and a focus on writing or reading in formal language learning. Speaking is an interactive process of creating meaning that entails generating, receiving, and processing information (Brown, 2000). A large number of students in Indonesia continue to participate passively in speaking exercises. Students' ability to express themselves clearly in English is frequently hampered by elements including anxiousness, a fear of making mistakes, a lack of vocabulary, and still focus on theory and written exercises. Another research by Franscy & Ramli (2022), Indonesia shows that students face major problems in linguistic aspects such as grammar, vocabulary, fluency, and pronunciation when speaking English. They also experience non-linguistic barriers such as lack of confidence and fear of making mistakes, which exacerbates their speaking abilities. Although EFL teachers have long encouraged their students to talk in class, the majority of EFL students still feel anxious about their speaking abilities (Wardani & Zakiyah, 2021).

Speaking lessons in English classes still often focus on theory and written exercises rather than communicative speaking practice. Teachers tend to emphasize grammar and vocabulary without giving students the opportunity to interact verbally. As a result, students' speaking skills do not develop optimally. Several researches, such as those conducted by Ningsih et al., (2024), show that in the context of English language learning in secondary schools, teaching methods often still focus on theory and written exercises rather than communicative speaking practice. Therefore, media and strategies that enable students to speak actively and interactively are needed.

The learning media used by teachers in English classes are often still conventional, which are less able to attract students' interest and active participation. According to Akmal et al., (2024), in Islamic secondary schools in Aceh found that teachers still widely use whiteboards, overhead projectors, and flashcards in their teaching, and these media are considered by students to be less interactive and do not always trigger high motivation to learn.

In addition to these general issues, the selection of SMA Assa'adah Bungah as the research location was based on several academic considerations. The results of observations and discussions with English teachers when the researcher was working on a week project from the university at the school showed that tenth graders still had difficulties in terms of fluency, pronunciation, and confidence when speaking, so more interesting and interactive learning media were needed. Discussing the case above, learning media is very important for creating an interesting and enjoyable learning environment. According to Alimin (2021), Using media in the teaching and learning process will change the classroom environment. Therefore, the researcher assumes that teaching English speaking through video-based learning media combined with role-play activities can be an effective solution to improve students' speaking ability. Video-based learning provides real and contextual examples of how language is used in communication, while role-play gives students opportunities to practice speaking in meaningful and interactive situations.

From the result of observation by Nuriyanti (2024), there was an increase in student activity, with an average of stating that video media was an innovation in English language learning, this removed the idea that the learning English is challenging and helped pupils become more at ease and enjoy the process. Effective role-play strategies help students practice speaking in contexts that resemble real life. According to Renanda et al. (2025), the role-play strategies is effective in developing students' speaking ability, motivation, and confidence in EFL classrooms. Thus, role-play becomes a relevant and interesting strategy for learning to speak English. Previous research about using video-based learning media and role-play in teaching speaking have been done by Ridayani, R., & Purwanto, A., (2024), their research was the role-play combined with multimedia technology, including video, to enhance students' speaking skill. The other research was conducted by Khoirina et al. (2025). She developed interactive video-based learning media to teach speaking skills, featuring conversation models and practice activities similar to role-play. There is also (Hidayat, 2023), also applied role play activities to improve students' speaking performance and participation.

However, these research tend to focus on the use of role play as a classroom activity or video as a learning media, without developing integrated instructional approaches that sistematically combine both, particulary in the context of teaching speaking of recount text. Thus, this research aimed to adress this gap by developing video-based learning media through role play strategies in teaching speaking of recount text.

## METHOD

This research focused on the development a video-based learning media through role play activities in teaching speaking of recount text for tenth graders. Since the focus was on product development, the appropriate research design was a Research and Development (R&D). Research and Development (R&D) was a research method for creating new products, enhancing current ones, or changing them. According to Richey & Klein (2007), R&D is used for product and tool research and research to produce a model. The purpose of this research was to develop and produce a product for English teacher and students. This product could be utilized in the classroom. The product to be developed was a video-based learning media through role-play strategy. Therefore, this product was highly engaging as a learning media. This product development process followed the steps recommended by the ADDIE model adapted from Branch (2009). The researchers chose this model because it was highly suitable and could facilitate the development of learning media. The ADDIE model consists of five steps: analysis, design, development, implementation, and evaluation.

The respondents in this research included of tenth-grade students of SMA ASSA'ADAH Bungah, an English teacher, and expert validators. The tenth-grade students were involved in the needs analysis, try-out, and evaluation stages of the developed video-based learning media. They provided data on learning needs and responses to the use of the media in speaking activities. The English teacher participated in the process of needs analysis, validation, and evaluation of the product. The teachers' opinions focused on the suitability of the media with the curriculum and the students' speaking ability needs. In addition, expert validators were involved to assess the quality of the developed product. These validators include English experts and IT experts. The English expert was a lecturer from the English Education Department, while the IT expert was a lecturer from the Engineering Department. Both were the lecturer of Qomaruddin University. The involvement of students, teachers, and expert validators was intended to ensure that the developed video-based learning media met instructional needs, were pedagogically appropriate, and were technically feasible for use in teaching speaking of recount text at the senior high school level.

Several instruments were administered to collect data during the development process. The instruments included questionnaires, interview guidelines, a validation form, observation sheets, and field notes. These instruments were designed to collect data on students' needs and the feasibility of the developed video-based learning media.

Questionnaires were used in the needs analysis stage and evaluation the product. The needs analysis questionnaire was administered to students and the English teacher to identify problems in speaking instruction and students' learning needs. In addition, an evaluation questionnaire was given after the try-out to gather students' and teachers' perceptions of the developed media. Interview guidelines were used to support the needs analysis by obtaining more in-depth information from the English teacher. An expert validation form was used to evaluate the quality of the developed product. The validation results were applied as the foundation for revising and improving the media before implementation. During the try-out, the observation sheets and field notes were used to record students' participation and responses while using the media.

The data collection techniques in this research were conducted through several stages in accordance with the Research and Development (R&D) process. Data were collected during the needs analysis, product development, and evaluation stages of the video-based learning media. At the needs analysis stage, data were obtained through questionnaires administered to

tenth-grade students and the English teacher to identify problems in speaking instruction and students' learning needs. In addition, interviews with the English teacher were conducted to gain more in-depth information. During the product development stage, data were collected using expert validation sheets. The validation was conducted by an English education expert and an IT expert to assess the feasibility of the developed product. At the implementation stage, researchers conducted an observation using observation sheet and field notes when the video-based learning media was implemented to record students' participation and responses during speaking activities. Meanwhile, during the evaluation stage, data were collected using an evaluation questionnaire. Evaluation questionnaires were distributed to students and the teacher after the try-out to obtain their responses about the media. All collected data were used to revise and improve the developed learning media.

## RESULTS AND DISCUSSION

### Results

#### Need Analysis

The preliminary step to obtain the data in research and development was conducting a need analysis. Data was gathered through teacher questionnaires, student questionnaires, and teacher interview involving tenth grade students and English teacher. The need analysis was conducted on 11<sup>st</sup> December 2025 at SMA ASSA' ADAH Bungah.

Based on the questionnaire results, the English teacher who responded had approximately 13 years of teaching experience and implement the Merdeka Curriculum in their teaching in tenth and eleventh grade. In practice, speaking lessons still focused on vocabulary mastery, sentence structure, and drilling before students were asked to speak. However, students still experienced difficulties in grammar, pronunciation, limited vocabulary, and low self-confidence, so they tended to be passive during speaking activities. Moreover, the use of learning media was still dominated by non-digital media such as books, worksheets, and pictures, while videos have not been fully utilized to teach speaking. Although role-play strategy was considered effective in increasing student motivation and courage, their application has not been optimal without clear guidance. Therefore, teacher hoped for the development of video media equipped with subtitles, clear narration, attractive visuals, appropriate duration, and systematic instructions so that it could serve as a practical guide in speaking learning.

The second questionnaire in the need analysis was a questionnaire student. There were 16 questions directed to students. The following was a description of the questions grouped by aspect that were answered by students in the questionnaire.

The first aspect for students was about experience in learning English. The questionnaire was analyzed using five response categories. There were strongly disagree, disagree, netral, agree, and strongly agree. In this aspect, it showed that out of a total of 30 students, some still face obstacles when speaking English. This can be seen from the 36% of students who agreed and 24% who strongly agreed that they had difficulty speaking. Meanwhile, 28% of students chose the undecided category, indicating that they are not yet fully confident or do not have sufficient speaking practice in class. On the other hand, only 12% of students disagreed and strongly disagreed, so it could be understood that speaking was a problem experienced by the majority of students. The second aspect was about students' speaking skills. The highest percentage was in the strongly agree category at 30% and agree at 29%, indicating that students find speaking difficult and need more practice to improve their speaking skills. However, there were still 26% of students who chose to be undecided, which may indicate that they are not yet fully confident in their speaking abilities

The next aspect was perceptions of video-based learning media through role play strategy. From a total of 30 students, there were 14 students strongly agreed and 13 students agreed that video media helped them understand English material. It meant 90,84% from the total of students. This means that more than 90% of students feel the benefits of using videos in the learning process. Meanwhile, 6.67% of students chose to be undecided and only 2.50% stated that they disagreed, and there were no responses that strongly disagreed. The last aspect was about feedback on the use of video-based learning media through role play. From a total of 30 students, there were 15 students strongly agreed and 11 students agreed that they were interested in the use of video learning media through role play. It meant 86,66% from the total of students. In addition, only 4 students were in the undecided category, and no students chose to disagree or strongly disagree. It meant 13,33% from the total of students.

The results of interview with English teacher showed that speaking activity in the classroom still face various challenges. In practice, many students were actually capable of writing simple sentences, but still experienced difficulties when asked to express them orally. She also revealed that the main obstacles in speaking learning include limited vocabulary, lack of grammar understanding, pronunciation errors, and low student confidence. Additionally, the use of learning media, especially videos, was still not being utilized optimally, even though visual media was considered capable of increasing student interest and engagement. However, she believed that videos combined with role-play strategies could help students understand the context of conversations more realistically while providing more focused practice opportunities.

### **The Designed Media**

Based on the results of the needs analysis, the researchers designed video-based learning media tailored to the needs of teachers and students. There were two stages to designing the media. At the initial stages, the researchers identify the learning material. In accordance with the tenth graders curriculum and syllabus, one of the materials that must be mastered was recount text. Therefore, researchers chose recount text as the main material in developing this media. The recount text material determined by the researchers was taken from online sources and was appropriate for the students' needs. After the material was determined, the next step was creating the template. In this stage, researchers created template based on product specifications and the results of teacher and student questionnaires so that the media developed can meet learning needs and increase student interest. The video was designed to be approximately ten minutes long and was created with a realistic feel. The video structure was systematically arranged, consisting of an opening section, main section containing the presentation of recount text material, recount text examples, role-play activity instructions, and concluded with a closing section. In the media design process, the researchers utilized several Artificial Intelligence (AI)-based technologies. HeyGen and Flow were used to create the video display. Then, the background music was created using Suno AI and edited using the CapCut.

### **The Developed Media**

After the design stage was completed, the researchers proceeded to the media development stage. This stage aimed to realize the design that had been created into a video-based learning media that was ready to be used in the learning process. This video presented an understanding of the recount text material and a monologue story with the theme of school outdoor activities, which students will turn into a dialogue for role-play activity.

In creating the video, the researchers determined the sections of the video, which consisted of an opening section, a main section, and a closing section. Details of the sections of the video can be seen in the following table:

**Table 1.** The sections of the video

No	Section	Activities
1.	Opening Section	Intro video Introduction Informed the topic of the material discussed was “Recount Text”.
2.	Main Section	Delivery of material topics. <ul style="list-style-type: none"> <li>Explained the definition of recount text</li> <li>Explained the purpose of recount text</li> <li>Explained the Generic structure of recount text</li> <li>Explained the language feature of recount text</li> </ul> Provided a list of vocabulary related to the theme of the story before watching the example of a recount text and then read it together. <ul style="list-style-type: none"> <li>Verb</li> <li>Noun</li> <li>Adjective</li> <li>Time Conjunction</li> </ul> Showed the example of a recount text in the form of a video monologue by a people. <ul style="list-style-type: none"> <li>Intro video (showed the theme)</li> <li>Orientation</li> <li>Event</li> <li>Re-orientation</li> <li>Outro video</li> </ul> Informing the tasks that must be carried out in role play activities <ul style="list-style-type: none"> <li>Work in group (2-3 students)</li> <li>Discuss the story</li> <li>Create short dialogue from the story</li> </ul> Perform role play
3.	Opening Section	Summarized activities and closing statement Outro video

In the creating the video, researchers began the video production process using Artificial Intelligence (AI) technology. There were HeyGen and Flow. HeyGen was used to produce monologue videos to explain the material and tell stories, while Flow was used to produce cinematic videos with realistic visual characters. Next, the researchers added supporting audio in the form of background music created using Suno AI. In the editing stage, researchers used CapCut application. The researcher combined all video components according to the previously designed structure. The researcher also added English subtitles to help students understand pronunciation and recognized vocabulary. In addition, the researcher ensured that the audio and visual quality were clear and produced in high 1080p quality. The developed video was approximately eight minutes long.

### The Expert and Teacher Validation

After the media has been developed, the next step validated the media. There were three validators in this validation process, namely IT expert, English expert, and English teacher. Generally, the experts judged that the media developed were good.

The first validator of the video media was IT expert. The IT expert was a lecturer at the Faculty of Engineering at Qomarudddin University. There were five aspects that were assessed by IT expert, namely design and layout, presentation flow, audio-visual quality, technical performance and stability, and accessibility and compatibility. The validation results from IT expert received a good rating on almost all indicators. However, IT expert recommended making the text and subtitles clearer and larger to make them easier to read. The second expert was an English Expert. She was a lecturer at the Faculty of Education and Teaching at Qomarudddin University. She also assessed that the media was good and appropriate. Nevertheless, it was recommended that punctuation be added to the subtitles to make them clearer. There were four aspects related to the material in the video that she assessed. There was content, language use, role-play instruction, and learning presentation. Next, validation by the English teacher. She was assessed the media as good in five aspects, including content quality, clarity of understanding, role-play strategies, engagement in learning, and implementation in the class. However, she still offered some suggestions for improvement. She suggested adding vocabulary drills and varying the themes of the recount texts. Overall, the validation results indicated that the learning media developed was suitable for used in teaching speaking skills for recount texts, subject to a few minor revisions.

### Revision

The revision stage was carried out after video-based learning media completed the validation process. Revision was made to the media based on suggestions from the validator. The revisions made were minor and focused on improving the quality of the media. Several aspects were revised, including text clarity, punctuation, vocabulary additions, and story variations.

The revisions were made by clarifying the subtitles to make them easier to read, correcting punctuation in the text, adding vocabulary drilling sessions, and varying the themes of the story examples. The revision in detail would be explained in the following tables.

**Table 2.** The revision of the media

No	Validator	Before Revision	After Revision
1.	IT Expert	Clarify the text and subtitles to make them more readable.	Enlarged the size of some text that appeared small in the video and added shadow colour to the subtitles so they became more clearly visible.
2.	English Expert	Revise the use of punctuation in the subtitles	Correct the punctuation from the beginning to the end of the video and added periods and commas.
3.	English Teacher	Add a section for vocabulary drilling	Added a section vocabulary drilling before the story example. The vocabulary related to the theme of the story
		providing a variety of story themes	Added several examples of stories with other themes, such as “planting rice together” and “the struggle to win the Olympics”

## The Implementation

The implementation of video-based learning media through role-play strategies was carried out directly in the classroom with tenth grade students at SMA ASSA' ADAH Bungah at the first hour of class. While the implementation process, the researchers observed the learning activities guided by the English teacher to determine the suitability of the media for teaching speaking of recount texts. Data at this stage was obtained from the responses of teachers and students.

Based on the results of the observation sheet, the learning process went according to plan. The learning videos were clearly displayed so that all students could pay attention to the material. The use of videos as a learning medium elicited a positive response from the students, as seen from their attention and interest during the activity. Clear visuals, easy-to-understand language, and structured presentation of the material helped students understand the recount text before practicing speaking. Furthermore, the integration of role-play activities encouraged active student involvement in learning. Most students were involved in collaborating with their groupmates to compose dialogues. Some students also appeared more confident when performing role-plays in front of the class, which showed that this media was capable of creating a more communicative learning atmosphere.

In addition to the result of observation data, the researcher also recorded several findings in field notes. These notes describe the classroom situation and obstacles that occurred during learning that were not fully included in the observation sheet. The researchers found minor technical obstacles in the form of frequent interruptions to the Bluetooth connection to the sound speaker, therefore the researcher had to reconnect after pausing the video. The researchers also noted that two students asked questions related to the task instructions. This indicated that the students were trying to understand the activity. After the teacher provided additional explanations, the students were able to continue the task well. In addition, many students appeared enthusiastic, remained focused while watching the video, and actively contributed to the group.

## The Evaluation

After the implementation stage, the researchers distributed evaluation sheets to English teachers and students to obtain feedback on the learning media that had been developed. The teacher evaluation instrument covered seven aspects, namely material suitability, language clarity, learning design, learning strategies, media and technical quality, attractiveness, and practicality of use. Based on the evaluation results, almost all teachers gave good ratings on all aspects. Teachers concluded that the media was suitable for use in teaching speaking recount texts because it was able to support the communicative learning process and increase student interest in learning. Based on the evaluation results, almost all teachers gave good ratings on all aspects. Teachers concluded that the media was suitable for use in teaching speaking recount texts because it was able to support the communicative learning process and increase student interest in learning.

The evaluation was not only conducted by teacher, but also involved students as media users. After the learning activities were completed, students were asked to fill out a questionnaire to assess the video-based learning media. The student questionnaire covered four aspects, namely responses to the media and materials developed, the appearance and presentation of the media, the implementation of role-play activities, and the attractiveness and practicality of the media. Therefore, the results of the students' evaluation questionnaire were shown in the table below:

**Table 3.** The results of the students' evaluation questionnaire

No.	Aspect	Indicator	Student Respons'	Total	Percentage		
1.	Content and Materials	The content of the video relates to the topic of recount texts.	Poor	0	0%		
			Fair	3	10%		
			Good	27	90%		
		The explanations in the video are easy to understand.	Poor	0	0%		
			Fair	6	20%		
			Good	24	80%		
		The examples provided help students understand recount texts.	Poor	0	0%		
			Fair	8	28%		
			Good	22	73%		
		The material is appropriate for Year 10 students.	Poor	0	0%		
			Fair	1	3%		
			Good	29	97%		
		The video helps students understand the structure and linguistic features of recount texts.	Poor	0	0%		
			Fair	5	17%		
			Good	25	83%		
		2.	Appearance and presentation of the media	The steps involved in the role-play activity are clearly explained.	Poor	0	0%
					Fair	11	37%
					Good	19	63%
Role-play helps me practise speaking English.	Poor			0	0%		
	Fair			8	28%		
	Good			22	73%		
The role-play scenarios are relevant to everyday life.	Poor			1	3%		
	Fair			17	57%		
	Good			12	43%		
Role-play makes me more active in my learning.	Poor			0	0%		
	Fair			15	50%		
	Good			15	50%		
Role-play boosts my confidence.	Poor			2	7%		
	Fair			15	50%		
	Good			13	40%		
3.	The implementation of role-play activities			The video is engaging and not boring.	Poor	0	0%
					Fair	17	57%
					Good	13	43%
		The images and text in the video are clear.	Poor	0	0%		
			Fair	2	7%		
			Good	28	93%		
		The audio in the video is clear.	Poor	0	0%		
			Fair	2	7%		
			Good	28	93%		
		The video's duration is appropriate for the lesson.	Poor	0	0%		
			Fair	7	23%		
			Good	23	77%		
		The video is easy to follow from start to finish.	Poor	0	0%		
			Fair	4	13%		
			Good	26	87%		
		4.	Motivation and Practicality	Videos make me more interested in learning to speak.	Poor	0	0%
					Fair	13	43%
					Good	17	57%
Poor	0				0%		




Videos boost my confidence when speaking.	Fair	11	37%
	Good	19	63%
Video is an easy medium to use in learning.	Poor	1	3%
	Fair	1	3%
	Good	28	94%
Videos help me learn more effectively.	Poor	0	0%
	Fair	10	33%
	Good	20	67%
This medium is well worth using in speaking lessons.	Poor	0	0%
	Fair	4	13%
	Good	26	87%

Based on the result above, it can be concluded that the tenth graders were able to complete these activities successfully and enthusiasm. This indicates that the use of video media and role play strategies was well-suited to the students' need and abilities.

### Final Product

After all stages of research were carried out and evaluated, it can be concluded that the final product, which was video-based learning media using the role-play strategy, has been successfully developed. The validation and evaluation results show that the media does not require major revisions and is declared suitable for use in speaking lessons on recount text material. This final product was packaged in MP4 format with a duration of 8 minutes and 10 seconds. The video can be played on computers, laptops, and classroom projectors. This media focused on teaching speaking skills for recount texts. The video could be accessed on Youtube with the following link <https://youtu.be/oPpLbXNPN9A?si=CNioBj2VTnqtM7NO>. The final product can be seen in the following table:

**Table 4. The final product**

Section	Video Displays	Activities	Time Allocation
Opening Section		Intro video	00.00 – 00.006
		Introduction	00.06 – 00.12
		Informed the topic of the material discussed was "Recount Text".	00.12 – 00.26

Main Section		Delivery of material topics.	00.26 – 02.45
		Provided a list of vocabulary related to the theme of the story before watching the example of a recount text and then read it together.	02.45 – 03.39
		Showed the example of a recount text in the form of a video monologue by a people.	03.39 – 06.45
		Informing the tasks that must be carried out in role play activities	06.45 – 07.28
		Summarized activities and closing statement	07.28 – 08.00
		Outro video	08.00 – 08.10

**Discussion**

The results of the research indicated that video-based learning media through role-play strategy was suitable for teaching speaking of recount texts. The findings from the needs analysis revealed that students experience difficulties in pronunciation, limited vocabulary, and fear of making mistakes when speaking. The media developed was able to address these needs by presenting the material visually and contextually, including explanations of the material, story examples, and clear role-play instructions to help students understand and practice speaking.

This finding was in line with the research by Ridayani and Purwanto (2024), which stated that the combination of role-play and multimedia technology such as video could significantly improve students' speaking skills because it provided a more interactive and meaningful learning experience. As expected by the researchers, implementation in the classroom also showed that students were more active and engaged in the speaking learning process. This supported the findings of Khoirina et al. (2025), who developed interactive videos for speaking learning and found that interactive video presentations can improve students' fluency and motivation. Thus, videos not only served as a media for delivering material, but also as an effective means of practicing speaking. Furthermore, student evaluation results showed positive responses in each aspect. Students appear more enthusiastic and confident when practicing speaking. These finding was consistent with the research conducted by Hidayat (2023). Which concluded that the application of role-playing activities could improve students' speaking performance and participation in English language learning in the classroom. Therefore, the integration of video and role-play strategies in this research has been proven to create more communicative, engaging, and student-centered speaking learning.

## CONCLUSION

From the results of the research and discussion, the researchers concluded that this research aimed to develop video-based learning media through role play strategy in teaching recount texts for tenth graders at SMA ASSA'ADAH Bungah. This media was developed systematically using the ADDIE Model, which included the stages of need analysis, design, development, implementation, and evaluation. The product media in this research was in the form of learning video created using artificial intelligence (AI). The video focused on recount text material and were created based on the independent learning curriculum and student needs, which indicated the need for media that was more interesting, contextual, and supports students in overcoming speaking difficulties. The videos had a duration of 8 minutes and 10 seconds. Overall, the results of this research indicate that video-based learning media using role-play strategies could create more communicative and enjoyable learning experiences. Student evaluation data showed that most students responded positively to the use of role-play-based video. They were interested in the media and were willing to participate in role-play in front of the class during the implementation process. For further research, it was recommended that the development of video-based learning media through role-play strategies be applied at different levels of education or in more diverse school contexts in order to obtain a broader picture of its application.

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