THE DEVELOPMENT OF VIDEO-BASED INTERACTIVE LEARNING MEDIA TO TEACH SPEAKING SKILLS AT X GRADE STUDENTS OF SMK NU DONOMULYO

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ABSTRACT

This study examines the process and results of the development of interactive video-based learning media to teach speaking skills to X-grade students. This research is an ADDIE model research and development. The sample of this research is X DKV SMK NU Donomulyo, which consists of 20 students. The data were gathered by using observation, unstructured interviews, questionnaires, and tests. The data were analyzed using the manual percentage formula and SPSS 25 version. The findings showed a positive result. The percentage of media expert validation reaches 92,5% which means "very valid", then the percentage of material validation reaches 93,75% which means "very valid". Meanwhile, the test obtains the N-Gain index, which reaches 0,548, meaning "average" or average significance. The total percentage of students' satisfaction questionnaire reaches 81,25% that deems "good" and "valid". In conclusion, interactive video-based learning media is ready to use by teachers as learning media. It is intended that other researchers would create video-based interactive learning media for various subjects and skills to assist active and participatory English learning in future studies.

INTRODUCTION

English communication skills are considered essential by Human Resources professionals in 96% of Indonesian companies (Saifuddin, 2021). Reading, writing, listening, and speaking are the four language abilities that make up communicative competence in English as a Foreign Language. In their daily work life, people may use one or more of these abilities, such as when they listen and talk during conversations (Chauvin et al., 2020). The four language abilities are defined as the capacity to comprehend and/or produce spoken texts and written texts. However, prospective workers need to master speaking, because oral communication skills should be prioritized over written communication skills (Kassim & Ali, 2010). Therefore, it is preferable if speaking is one of the English abilities that students need to cultivate and master, especially those pursuing careers.

From the analysis conducted by the researcher, many students still struggle with their speaking abilities, but they are also aware of how crucial English is in the workplace. This is problematic, especially for vocational high-school students which being groomed to be ready resources for employment. The teacher regrets

this very much and wishes that the students would be more engaged in their education. Thus, it can be concluded that creating a learning tool that aims to boost student engagement and activity in learning, can assist students in becoming proficient communicators.

Due to the discourse above, the researcher wants to develop an interactive learning media which can help students to increase their engagement, and activity. Interactive learning media is interactive multimedia that is used in the teaching and learning processes. The goal of interactive multimedia is to provide information in a way that is entertaining, engaging, understandable, and clear (Kustyarini et al., 2020). The researcher finds that interactive systems provide students with more responsibility and influence over their education. The interactive system increases interest in actively seeking out new information rather than just passively following instructions (Pratama, 2013).

A research conducted (Nikmah et al., 2022) by hows the outcome essentially demonstrates that interactive Powerpoint is adequate for usage as a teaching and learning tool to teach reading in junior highschool, and also the research conducted by (Rahayu et al., 2023) shows positive results which is the interactive Powerpoint to teach English is suitable for use in the learning process. It means interactive learning media might be applied in class. Here arise a question from the researcher, "How about using an interactive media to teach Speaking in X grade students?, Is it possible to be?". Then, the researcher considers to making a study about "The Development of Video-based Interactive Learning Media to Teach Speaking Skills at X Grade Students of SMK NU Donomulyo". The research objectives is describing how the process and the results of development an interactive video-based learning media to teach speaking skills. Then, the differences of the previous study is the platform that will be used (H5P), the material (Recount text), and the sample grade (X grade students).

LITERATURE REVIEW
Learning Media

Common definitions of learning media is a tool/media used to help teachers in the learning process with students. Learning media are tools, strategies, and tactics used to improve communication and interaction between teachers and students during the educational process in the classroom (Tamrin et al., 2017). It also means that learning media is including the use of instruments, processes, and strategies to improve the interaction and communication between teachers and students during the educational and instructive process (Ramdhani & Muhammadiyah, 2015). Teachers convey material in learning media, while students absorb the knowledge they need through learning media. The teaching approach and the learning mediums are the two key factors that affect how well students learn. These two parts are interdependent and unavoidable one from the other. This learning media helps teachers and students communicate the things that each of them needs in learning. Learning messages and information are transmitted through learning media. Learners will be substantially assisted in achieving learning goals by well-designed learning materials (Ramdhani & Muhammadiyah, 2015). The process of learning is greatly aided by learning media. Lesson material can be delivered more effectively by lecturers when learning media are used.

Teaching Speaking Skills

Speaking English requires speakers to be proficient in several important areas, including pronunciation, grammar, vocabulary, fluency, and comprehension (Leong & Ahmadi, 2017). In order to connect with others successfully and simply, learners should have a sufficient command of the English language. Teachers should discover key aspects that affect their students' speaking performance if they want to assist them in overcoming their speaking proficiency learning challenges. Performance conditions, affective factors, listening ability, and feedback during speaking activities all have an impact on how well learners talk (Leong & Ahmadi, 2017). The traits of effective speaking while teaching speaking, are (Fitriyani et al., 2020):

a. Students talk a lot. The students should take advantage of the opportunity to speak as much as they can during the teaching and learning speaking activities.

b. There is equal participation. There shouldn't be a minority of talkative students who dominate the speaking activities in the classroom. Every learner has the same opportunity to speak.

c. Motivation is high. If a topic piques their attention, all of the students will be eager to participate in speaking exercises. The teacher should therefore choose an engaging and enjoyable theme for the classroom exercise.

d. The language is appropriate. Language can be understood both in terms of grammar, pronunciation, and context-social meaning.

From the traits above, can be concluded that a teacher succeeds in teaching speaking if those learners can express themselves in speaking that is relevant, easily understood by others, and acceptable level of language accuracy.

Interactive Video

An interactive video is a video that incorporates engaging learning experiences so that students can learn deeply. Students are given the chance to actively engage in and contribute to the learning process through interactive videos in a variety of ways. When a teacher manipulates videos, it allows students to engage with the information in ways that align with the learning objectives, takes into account past knowledge of the students, the content, and any additional resources or components of papers or exams the teacher can conceive of (Gedera & Zalipour, 2018). It is obvious that creating connections and interactions between concepts can improve student learning.

Embedded questions, guided conceptual understanding, discussion starters, contemplative pause prompts, quick feedback, participation in the creation of relevant content, self-centered learning, and many more techniques can all be used to create interactive learning moments in videos. Students can obtain feedback from interactive videos, evaluate the value of the videos used in lectures in a manner like to that of "active media audiences", and transition from being passive recipients of information to actively participate to their learning (Gedera & Zalipour, 2018).

RESEARCH METHOD
Model of Development

In this research, the researcher used the ADDIE cycle to develop the product. ADDIE is suitable for creating educational goods and other learning resources because it is essentially a procedure that acts as a framework for complex

circumstances (Branch, 2020). The procedure of development of ADDIE has 5 steps, there are (1) Analysis; (2) Design; (3) Development; (4) Implementation; (5) Evaluation.

Data Source.

The data source of this study is tenth (X) grade students at SMK NU Donomulyo. The population is 75 students, meanwhile, the sample was 20 students of class X DKV. The sample is determined using the Cluster Random Sampling method, by putting 3 sheets of paper in a box (X TKR, X AKP, and X DKV), then the box is shaken by the researcher and one of the papers is taken from the box at randomly. The reason for using cluster random sampling is that the 3 classes are both in the same grade, have the same material, have the same curriculum, and have the same background. According to Gay (1987: 110), a cluster random sampling strategy is one in which each group's sample is chosen at random, and they share a similar set of characteristics (Sukma, 2015).

Data Collection

In the analysis step, the data analysis technique are using observation and unstructured interview. Then, some questionnaires for expert validation are required to measure the feasibility of the instrument (that will use to obtain data) and product (that will be used as teaching media). The validation step of this research contains three steps of validation questionnaires, there is (1) instrument validation; (2) media validation; (3) material validation. Then after that, the researcher also conducts a questionnaire to measure students' satisfaction. In terms to measure the product significance, the researcher designs a test (pre-test and post-test).

Data Analysis

The questionnaires there will measure using a formula as follows:

$$P = \frac{f}{N} \times 100$$

Description :
P: Percentage rate
f : Frequency
N : Total number frequency

According to that formula, the result will be drawn as the percentage, so the researcher uses the criteria below:

Table 1. Arikunto (2005) Assessment Percentage Criteria

Score Interval	Criteria	Validity Category
84% - 100%	Very Good	Very Valid
68% - 83%	Good	Valid
52% - 67%	Satisfactory	Average
36% - 51%	Poor	Less valid
20% - 35%	Bad	Invalid

Source : (Irvianti et al., 2020)

In this study, the researcher also uses pre-test and post-test. The results of the tests (post-test and pre-test) given to students will be used to determine the significance of the development of student's abilities after using the product. This data will be measured using SPSS 25, with the Gain Index criteria of Hake's (1998) theory as follows:

Table 2. Hake's Gain Index

Index <g>	Criteria
$(<g>) > 0,70$	High
$0,30 < (<g>) < 0,70$	Average
$(<g>) \leq 0,30$	Low

Source : (Hake, 1998)

FINDING AND DISCUSSION
Finding
Analysis

In the first step, an analysis of students' needs and the teaching-learning environment is required to do. The researcher analyzes the data through observation and the teacher's unstructured interview. The results of the analysis indicate that, even though Vocational High-school students are those who are prepared to be ready for the workforce, their low English proficiency is significantly out of proportion to their requirement for employment (Saifuddin, 2021). The teacher deeply regrets this and favors active, collaborative learning, particularly in speaking. Due to overcome this, researchers create interactive media on a video-based that might entice students to actively participate in learning.

Design

Before the researcher gains the data for product development, the instrument was developed by the researcher to used for obtaining the product data. The researcher asks an instrument expert to check the instrument that has been made, which then produces the following results:

Table 3. Instrument Validation Result

No.	Questionnaire Statement	Score	Percentage	Criteria
1.	The title of the questionnaire is easy to understand	4	100%	Very Valid
2.	The instructions for filling out the questionnaire are clear and easy to understand.	4	100%	Very Valid
3.	Questionnaire items are clear and easy to understand	4	100%	Very Valid
4.	The accordance of statements with expected answers	4	100%	Very Valid
5.	Item's statements related to research objectives	4	100%	Very Valid
6.	Item's statements by the aspects to be measured/achieved	4	100%	Very Valid
7.	Item's statements do not contain bias	4	100%	Very Valid
8.	The use of language that is clear, easy to understand	4	100%	Very Valid

9.	The use of language is effective and unambiguous	4	100%	Very Valid
10.	Writing terms according to EYD Bahasa Indonesia	3	75%	Valid
	Total Score	39	97,5%	Very Valid

According to the total percentage that reach 97,5%, the instrument was deemed as a "very valid" instrument. Then, after the instrument is ready, there the researcher goes to the product design. Starts from preparing the script, editing footages in Adobe Premiere Pro, rendering the video, uploading the video on YouTube, then the last, editing the video for being more 'interactive' in H5P.

Development

Before the product was used as teaching media in class, the researcher conducts some validations from media experts and material experts. Then, the media expert validation produces the following result:

Table 4. Media Validation Result

No.	Questionnaire Statement	Score	Percentage	Criteria
1.	Media can assist teachers in achieving learning objectives	4	100%	Very Valid
2.	Media can help teachers facilitate students in learning	3	75%	Valid
3.	Media contains elements that should be in the video's interactive	4	100%	Very Valid
4.	Media can provide active and participatory learning conditions	4	100%	Very Valid
5.	Media stimulates students to think (two-way), not just listen	3	75%	Valid
6.	Media is easy to access and operate	3	75%	Valid
7.	The media delivers content well	4	100%	Very Valid
8.	Attractive animations and illustrations	4	100%	Very Valid
9.	Audio-visual and graphic support	4	100%	Very Valid
10.	Good video quality	4	100%	Very Valid
	Total Score	37	92,5%	Very Valid

From that result, the media expert validation reaches 92,5% which means a "very valid" product. Meanwhile, the material validation obtained this data result:

Table 5. Material Validation Result

No.	Questionnaire Statement	Score	Percentage	Criteria
1.	The content on the video matches with Core Competence and Basic Competence on the syllabus	4	100%	Very Valid
2.	The content presented is in accordance with the learning objectives	4	100%	Very Valid
3.	The material delivery is easy to understand	3	75%	Valid
4.	The interactive material delivery can make students stimulated to learn	4	100%	Very Valid

5.	Material delivery can make students active and participative	4	100%	Very Valid
6.	Media is synced with the material and can be used to train students to learn	3	75%	Valid
7.	The media is in sync with the material and can motivate students in practicing Speaking	4	100%	Very Valid
8.	Media is synced with the material and useful for developing students' abilities in Speaking Skills	4	100%	Very Valid
Total Score		30	93,75%	Very Valid

The percentage of material validation reaches 93,75% which means "very valid" product. The expert also stated that the product does not need revision to be applied in class which means the product is ready to use as teaching media. After conducting validation from experts, the researcher uses the product as teaching-learning media in a trial class.

Implementation

As stated before, to measure the product's significance, the students were given a pre-test before using the product and a post-test after using the product. Then, the test results are as follows:

Table 6. Pretest and Post-test Results

No.	Label	Score
1.	Pre-Test Mean (PrT)	60,31
2.	Post-Test Mean (PoT)	82,18
	Variance (PoT-PrT)	21,87
	N.Gain Index	0,548

As appear in the results table, the N-Gain index reaches 0,548 which means "average". It means that the product is 'effective enough' to use as teaching media on Speaking Skills.

Then, besides using tests to measure significance, the researcher also used students' satisfaction questionnaires to measure the level of satisfaction when using the product. The questionnaires have resulted as follows:

Table 7. Students Satisfaction Questionnaire

No.	Questionnaire Statement	Total Score	Percentage	Criteria	Validity Criteria
1.	The content contained in the video is obvious and interesting	64	80%	Good	Valid
2.	The material presented in the video is obvious and easy to understand	65	81,25%	Good	Valid
3.	Interactive video media can inspire my urge to learn English.	64	80%	Good	Valid
4.	Interactive video media made me interested in exploring other materials from Recount Text.	59	73,75%	Good	Valid

5.	Interactive video media makes me want to learn more about Speaking Skills	64	80%	Good	Valid
6.	Media has great animations and illustrations.	68	85%	Very Good	Very Valid
7.	Media has good audio-visual quality	68	85%	Very Good	Very Valid
8.	The media is easy to understand and learn repeatedly.	66	82,5%	Good	Valid
9.	Media can facilitate learning.	68	85%	Very Good	Very Valid
10.	Media makes learning interesting and fun.	64	80%	Good	Valid
Total Score		650	81,25%	Good	Valid

According to the table above, the total percentage reaches 81,25% that deems "good" and "valid", so it means that the product is good to use as a teaching-learning media, and is also classified as a valid product.

Discussion

This research starts with an analysis. The analysis phase includes observation and unstructured interview with teacher. The problems obtained are the lack of speaking ability which is inversely proportional to the needs of the employment, and the level of participation in student learning is low. There, in addition, teacher also maintain that students are frequently unmotivated, which results in their lack of interest in their studies. As a result, learning frequently becomes ineffective and one-way, with poor feedback from students. The fact that learning a foreign language (especially speaking English) takes many practice and a series of steps, one of which involves participating in class, makes this regrettable. The results of the analysis indicate that, even though Vocational High-school students are those who are prepared to be ready for the employment, their low English proficiency is significantly out of proportion to their requirement for employment (Saifuddin, 2021). The teacher deeply regrets this and favors active, collaborative learning, particularly in speaking. Due to overcome this, researcher creates interactive media on a video-based that might entice students to actively participate in learning, and motivate them to practice more on speaking.

Well-designed learning materials will significantly help learners achieve their learning objectives (Ramdhani & Muhammadiyah, 2015). Learning media significantly speed up the learning process. When learning media are employed, teachers can present lesson material more effectively, and students will be motivated to participate in the learning process. As stated in the introduction, the background problem of this study is how to make students participate actively in learning, especially in speaking. Interactive multimedia aims to convey information in a fun, interesting, intelligible, and concise manner (Kustyarini et al., 2020).It can be characterized as a type of educational media that incorporates interactive multimedia principles into its use during the teaching-learning process and aids students in overcoming their learning obstacles. Interactive systems encourage active information searching rather than rote compliance with instructions (Pratama, 2013).

An interactive video includes fun educational activities to help students learn the material thoroughly. In the development phase, the researcher develops the product using H5P. The HTML 5 Package, or H5P, is an plugin for current publishing platforms that enables content creators to develop and create more engaging content such as presentations, interactive videos, games, and quizzes. It is not only used by content creators for business and marketing, but also can be used in education (Wicaksono et al., 2021). This interactive video has some tools that stimulate students to pacticipate in two directions not just listen. The inclusion of H5P content in the course material gives students the chance to reflect critically on what they are learning, while also supporting the requested flexibility by expanding the learning environment (Singleton & Charlton, 2020). It can be a quiz, some bubble/pop-up information that needed to read, direct link that directly connect to a website, etc (Kolas, 2015).

According to the theory above, the researcher goes to make an interactive video. Before making the product, the researcher was made a instrument validation to measure the data instrument that will be used to gain/obtain the data. The instrument validation reaches 97,5% which means 'very valid', it means the instrument is ready to used to gain the data. Then, after the instrument is ready, there the researcher goes to do the product design. Starts from preparing the script, editing footages in Adobe Premiere Pro, rendering the video, uploading the video on YouTube, then the last, editing the video for being more 'interactive' in H5P. The video attached by some description button, Quizzes and some another button to make it more interactive. It also contain a summary quiz at the end of the video to make sure the student's comprehension. In the long term, testing for student understanding cuts down on the amount of class time required to present the material because it avoids the need to pause practice exercises to go over the material again. As a result, testing for understanding extends the lesson's allotted activity time (Rauschenbach, 1994).

Then after the design phase, this study continues to the development product, specially validation process. In findings, the score of product validation is very good. On table 4, the media validation reaches 92,5% and the material validation (in Table 5) reaches 93,75% which both of them deemed "very valid". It means that the product is ready to use as a beta-test/trial in the learning class. In the implementation phase on the class, students was given a questionnaire to measure their satisfaction level. It results is reach 81,25% that deems "good" and "valid", so it means that the product is good to use as a teaching-learning media, and is also classified as a valid product. Then, to measure significance of product, the researcher use test (pre-test and post-test). The test results is reaching 0,548 that means 'average'. As stated in Table 2, the criteria of N.gain < 0,70 is average significance.

On table 2, the N-Gain score reaches 'average', it means that the significance and effectiveness of the product is average (not good enough and also not bad enough). There is finding an obstacle when applying the product in class. The use of English in the videos received criticism by many students. Students admit that it is challenging to understand proficient English speakers. They enjoy using the interactive videos and quizzes, but they struggle to understand the content without the teacher acting as a translator. The solution is teachers must recap to

their students, what the interactive video's content is. It is in line with the teacher's role in class. The teacher's role includes presenting new language material. The portion of a class where students concentrate on text before completing an accompanying assignment is frequently referred to as input. In this case, it is teacher's responsibility to introduce the language (Johnson et al., 1998). So, it is necessary to do when students can not catch the content of the material, teacher has a responsibility to explain to them. At this research, according to the result score of the test on the table 6 and students satisfaction questionnaire on the table 7, it can indicate that the interactive video-based learning media is effective when used to engage the students and boost their motivation to learn more active and participative, but not directly effective to develop their Speaking skill.

CONCLUSION AND SUGGESTION

As stated in the findings and discussion, media experts and material experts, validate the finished product throughout the development. According to the results of the validation, the product is certified as "very valid" which means very good. Then, when the product is implemented in class, students are then given a pre-test and post-test to gauge its impact, and a satisfaction questionnaire to gauge how satisfied they were when using the product. The test findings indicate that the product's significance is classified as "average", however, the results of the satisfaction level of students when using the product is 81, 25% or deemed as "good" and "valid".

The researcher hopes this research can give a contribution to English teaching and learning. It has two scopes, there are theoretical and practical implications. In theoretical implications, this research gives a solution to finding out the appropriate media learning for teaching speaking skills. Then, in practical implications, there are 3 scopes that the researcher wishes to be. First, for the students. This research can be used as an additional reference to develop and get their competencies through the learning media. Second, for the teachers. The result of this research can help the teacher get the objectives of learning. Third, the other researchers. The researcher hopes that it will give additional information to another researcher who wants to conduct further research on the related field.

The researcher also hopes in the future, there will be another researcher that wants to develop the same product. In preventing the study broaden, this research is only limited to some cases. The product is only used on X-grade students, only contains Recount Text Matter, Basic Competence 3.7 and 4.7, Core Competence 3 and 4, and is only used for teaching Speaking Skills. As a result of this limitation, it is expected that the scope of this research will be expanded in the coming years by additional researchers who are interested in conducting it. For example, it is suggested that future researchers develop more intriguing questionnaires, add fresh materials or develop new materials, experiment with other learning media, and, of course, conduct a more in-depth analysis than this research.

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