

Development of Interactive Video to Teach English Speaking Skills for Seventh Grade Students

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Abstract. This study aims to develop an interactive video media to teach English speaking skills in seventh grade. This research uses RnD with the ADDIE model. With a research sample of 32 students in seventh grade of MTs Sunan Kalijogo Ngadri. Data collection was done by giving questionnaires, unstructured interviews, and tests. The results showed a positive response. The results of the media validator reached 97,5% which means "very valid". The results of the material validator reached 95% which means "very valid". The test results for students in the form of pre-test and post-test with N-Gain index reached 0,7900 which means "high". The total student response satisfaction questionnaire after using the media reached 88,125% which means "very feasible". Thus, the interactive video as a learning media for English speaking skills can be used especially in the seventh grade of junior high school.

Keywords: Interactive video, Speaking skill, Teaching English

1. INTRODUCTION

In the era of globalization and technological advancement, the ability to communicate effectively in a second language, particularly English, has become increasingly essential. The role of English is increasing throughout the world due to the influence of globalization. Speaking skill is an important part of language learning that should be mastered by students nowadays. Speaking is an activity that happens when two people are engaged in talking to each other. According to A. Ebrahimi and K. Church in their research [1], emphasizes that although English is often considered the lingua franca of scientific research, scientific literature is multilingual. The entire world has transformed into a global village, where people connect and interact using a shared language, namely English [2]. English is also constantly evolving and being influenced by other cultures, languages and technological advances, resulting in a very diverse and dynamic vocabulary [3]. English has become the dominant language in global communications, influencing international trade, education, research, and technology [4]. English has become indispensable in key fields such as international business, science, diplomacy and digital communications [5]. The acquisition of English speaking skills is not only crucial for academic success but also for their future career opportunities. English is a widely spoken language across various fields, including scientific research, education, business, the internet, travel and tourism, media and journalism, software, medicine, engineering, information and technology, entertainment, banking, and many others. Developed countries maintain a high level of globalization of scientific communication, which does not vary between scientific disciplines [6]. The study also notes that China has significantly increased the globalization of its scientific system.

Students find it very difficult to pronounce it his words are fluent and his vocabulary is very small [7]. The level of students in introducing themselves can be said to be very weak based on the results of interviews and questions. Students may struggle with speaking skills for various reasons. One common challenge is the difficulty in producing sentences on the spot, especially for foreign or second language learners who may lack the necessary grammatical structures, vocabulary, and pronunciations that are not commonly pronounced [8]. Speaking English is a complex skill that requires interaction with at least one interlocutor, making it more demanding than other language skills [9]. Learn and understand important information about English major students' speaking difficulties and effective strategies for overcoming them [10]. Speaking English is a complex skill that requires interaction with at least one interlocutor, making it more demanding than other language skills. Problems Generating Ideas

Encountered in English in Writing [11]. Learners need not only grammar and lexical knowledge but also an understanding of socially appropriate language, which adds to the complexity. English as a Foreign Language (EFL) learners experience difficulties and anxiety when communicating, students face significant challenges in mastering pronunciation, which is a fundamental aspect of effective communication [12]. Pronunciation difficulties can lead to misunderstandings, reduced self-confidence, and a lack of motivation to engage in oral interactions. Students also experience difficulties in developing the ideas they want to convey. This is evident when the teacher asks students to speak in front of the class. The absence of learning media is also an important factor in determining the success of teaching speaking [13].

A number of scholars have been responsible for conducting the earlier research on speaking [14]-[16]. Increasing the student's level of motivation will result in an increase in their skills [15], [17]. Because of the freedom it offers, students from Australia who are in their first year of university are more likely to opt for asynchronous learning in speaking [18], [19], [20]. Through consistent practice, students in secondary school are able to overcome their anxiety and find a solution to the difficulty of spoken English.

This research found problems experienced by seventh grade students through the results of distributing questionnaires by collecting information from students about their experiences and difficulties in speaking. The results obtained are the lack of students' ability to speak English in English subjects [21]. That inaccurate pronunciation can hinder a student's ability to communicate effectively and can stem from the influence of their native dialect. Pronunciation errors can affect students' speaking confidence and competence, negatively impacting their participation in oral interactions [22]. Monotonous learning can hinder students' academic and personal development, so it is important to apply more varied and interesting learning methods [23]. Students exhibit a deficiency in utilizing supplementary learning resources beyond school hours. This data offers an extensive overview of the obstacles students encounter in English speaking proficiency and can serve as a foundation for formulating more effective interventions in English language instruction. The objective is to equip students to confront challenges in their future educational and professional endeavors. Drawing from the collected data, the researchers aim to enhance students' speaking abilities through media that can be employed effectively and efficiently to engage students in the acquisition of English-speaking skills.

The research about media in ELT has an important role in the teaching and learning process in the classroom so that a teaching and learning process runs effectively and efficiently. The utilization of learning technology is needed to support effective learning media, this is due to the importance of media in the learning process [24]-[27]. Teachers consistently utilize media as an instructional tool to support students in reaching their learning objectives. A teacher can prepare learning media before starting the learning process so that the class becomes more interesting [28]. Traditional teaching methods often fail to engage students and may not adequately address individual learning differences, particularly in language acquisition. As a result, educators are continually seeking innovative and interactive approaches that can enhance the learning experience and improve student outcomes. One promising avenue is the integration of video media into language instruction. Motivation is very important for students in learning activities [29]. Video-based learning has been shown to increase student engagement, motivation, and retention of material by transforming the learning environment into a more dynamic and interactive space [30]-[32]. In addition, this media has been proven to be easy to use, and understand, and by the characteristics of students, making it a suitable and practical tool for teaching speaking skills. The integration of video-based learning into English language teaching has gained significant attention, especially for improving speaking skills. Several studies have explored this approach, highlighting the effectiveness and challenges faced during implementation.

Students reported an increase in their ability to pronounce words and speak more fluently after engaging with the video also conveyed in their study that incorporating interactive video as a multimedia element in creating instructional resources can improve the quality of students' learning experiences and offer a more engaging and efficient method for delivering educational information and concepts [35]. By utilizing the right teaching materials, teachers can create learning experiences that are more engaging and interactive and motivate students to be active in the learning process. The results of the study show that there is a positive view that interactive video media is ready to be used in teaching speaking skills to students.

The use of interactive video as a medium for teaching speaking skills to students is believed to be able to make students more interactive and effective in the learning process. In this study, the researchers use the material to describe people. The material "Describing People" was chosen because it is relevant to students' lives, they often interact with friends, family, and teachers in their daily lives. This makes

the material easier to understand and practice. This is a fundamental aspect of speaking skills that allows students to practice various elements of language, such as vocabulary, grammar, and pronunciation. Describing people allows students to practice various linguistic elements, such as vocabulary related to physical appearance, personality traits, and the use of adjectives [36][37]. This focus is also aligned with increasing students' confidence and fluency in speaking English, as they learn to articulate descriptions effectively.

In the learning of speaking skills, digital media usage was widely applied to improve learning effectiveness. However, most previous studies still focused on conventional methods such as dialogue practice or oral presentations without much digital interaction. In addition, interactive videos were more often used in teaching listening and reading skills rather than speaking skills. Therefore, innovation in learning methods was needed, not only relying on direct interaction in the classroom but also utilizing digital technology to create a more engaging and interactive learning experience. Students were more interested in learning with familiar digital media, so this method could increase their engagement and motivation compared to conventional methods. From the data and problems obtained from seventh-grade students of MTs Sunan Kalijogo, it can be concluded that students need interactive media to learn speaking skills. This is because students are more motivated to learn English using more modern media, namely videos, especially in speaking skills. Through the above statement, the researchers took the title "Development of Interactive Video to Teach English Speaking Skills for Seventh Grade Students" which will be implemented on the material describing people.

The urgency of this research lies in the need for more effective and engaging learning tools for seventh-grade students in mastering certain skills. Conventional learning is often less interactive, which can reduce student motivation and understanding. With the development of technology, the utilization of interactive videos as learning media is a potential solution. Interactive videos not only present material visually and auditorily but also allow students to actively participate in learning. The objectives of this research are to describe the process of developing an interactive video to teach English speaking skills to seventh-grade students and to describe the result of the development of an interactive video to teach English speaking skills to seventh-grade students.

2. METHOD

This section discusses the research methodology used in this study. It consists of several subsections explaining the research design, participants, data sources, data collection procedures, and data analysis methods.

Research Design

This research uses the Research and Development category. According to F. Moris [38], R&D is defined as creative and systematic work undertaken to increase the stock of knowledge including knowledge about people, cultures, and societies and to develop new applications of available knowledge. R&D is an industry-based development model in which research results are used to design new products and procedures, which are then tested in the field, evaluated, and systematically refined until they meet certain criteria for effectiveness, quality, or similar standards. Therefore, R&D is referred to as a multifaceted process that is essential for the continuous advancement of knowledge and technology.

This study aims to develop an existing product, and then refine it according to the needs in the field. So this becomes one solution to reduce problems in learning in schools. Interactive video is a product produced in this study. This product is a media used to help students in teaching speaking skills, namely how to convey words or sentences in English correctly. In this study, the researchers used the theory from ADDIE which has 5 research steps, namely Analysis, Design, Development, Implementation, and Evaluation.

Participant

The subjects of this study are 32 seventh-grade students from MTs Sunan Kalijogo Ngadri. These students will serve as research subjects and participate in the learning media in the form of interactive videos developed by the researchers. Additionally, the seventh-grade English teacher from MTs Sunan Kalijogo also participates as a material validator throughout the study.

Data Sources

Data was taken from need analysis result of seventh grade students in MTs Sunan Kalijogo Ngadri. Additionally, the researchers also gained the primary data from unstructured interviews to strength the need analysis result and 3 validators result. The validator result includes of matter, media, and instrument validation.

Data Collection

The data collected from questionnaires and unstructured interviews with the seventh-grade English teacher. There are 3 kinds of questionnaire used by the researchers (1) need analysis questionnaire, (2) Students' satisfaction questionnaire which would be given after product trial stage, (3) expert validation questionnaire. Additionally, Pre-test and post-test was also conducted to gather feedback on the material and media feasibility more objectively that was developed by the researchers.

Data Analysis

In this data analysis, the researchers uses qualitative and quantitative methods. The qualitative data analysis technique is conducted using descriptive qualitative analysis, which passed the process start from data reduction, data display, and data verification or making conclusion. Meanwhile, quantitative data is obtained from the results of questionnaires using a Likert scale of 1-4 to measure the satisfaction levels of experts and students. In addition, it is also obtained from the results of tests that have been carried out in the implementation process. In this study, researchers used a Likert scale with four answer options, namely:

Table 1. Scale Range [39]

No	Scale Type	Score
1	Strongly disagree	1
2	Disagree	2
3	Agree	3
4	Strongly agree	4

The results of the values of the questionnaire would be calculated using a formula to obtain conclusions from:

$$\text{Presentase} = \frac{\sum x}{\text{SMI}} \times 100\%$$

Information:

$\sum x$: Number of scores

SMI: Ideal Maximum Scores

The results of the value of each validator with the criteria results from the formula are as follows:

Table 2. [40] Validity Category

Statement	Range	Qualitative Analysis
1	40% - 54%	Invalid
2	55% - 69%	Less Valid
3	70% - 84%	Valid
4	85% - 100%	Very Valid

A valid measuring instrument ensures that the data collected truly reflects the variables being studied, so that the conclusions drawn can be trusted [41]. Furthermore, a questionnaire is used to evaluate students' responses to the developed product. Feedback from students will be categorized according to some suggested criteria [40], which can help evaluate how they perceive and respond to the product.

Table 3. [40] Eligibility Category

Range	Explanation Eligibility Criteria
21% -40%	Less Feasible
41% - 60%	Feasible Enough
61% - 80%	Feasible
81% - 100%	Very Feasible

Source: [24]

In conclusion, the product is valid if the percentage is over 70% in the valid category, and feasible if the percentage is over 61% in the feasible category.

With the final results of the pre-test and post-test scores, the researchers convert by determining the student's final score. The calculation of the final score using the N-Gain is as follows.

$$G = \left(\frac{\text{Score Post-test} - \text{Score Pre-test}}{\text{Maximum Score} - \text{Pre-test}} \right)$$

The result of Gain Index criteria of Hake's (1998) as follow:

Table 4. Gain Index Criteria	
Index <g>	Criteria
(<g>) > 0,70	High
0,30 < (<g>) < 0,70	Average
(<g>) < 0,30	Low

Source:[42]

Based on the calculated values, it can be concluded that students are said to be improve if they achieve a score of > 0,30.

3. FINDINGS

This section discusses the research findings of the Development of Interactive Video to Teach English Speaking Skills for Seventh Grade Students. This study aims to develop an interactive video as a learning media and analyze the results of its development in terms of its feasibility for use. The media is considered feasible based on media expert validation, material expert validation, questionnaire expert validation, and students' perceptions after implementation. This research follows the ADDIE model, which consists of five stages: a) Analysis, b) Design, c) Development, d) Implementation, e) Evaluation. The following is an explanation of each stage:

At this analysis stage, the researchers aim to identify learning needs, student characteristics, and the gap between the actual conditions and the expected learning objectives. The researchers conducted data analysis by assessing students' needs through questionnaires and unstructured interviews with teachers. The analysis results indicate that students' English proficiency is still low, and their interest in learning English is also low. The difficulties in understanding English lessons lie in challenging vocabulary and complex grammar, which account for 42.9%. This issue is exacerbated by the lack of additional learning resources, affecting 42.9% of students. Furthermore, student engagement in English class practice activities remains very low, as 52.4% of students admit to having minimal practice, and 23.8% have never participated in practice activities. As a result, students' progress in learning English is currently only 42.9%, which is considered insufficient.

Based on the problems faced by seventh-grade students at MTs Sunan Kalijogo Ngadri, students need media that can make them more active and engaged in English classes. One possible solution is to develop interactive media. Students enjoy using videos as a learning tool for English, supported by survey results showing that 23.8% of students like (S) and 19% of students strongly like (SS) video-based learning. As a response to these issues, the researchers have developed an interactive video as a learning medium. This media was chosen based on the results of a needs analysis and previous research. Teachers also stated that the limited use of learning media affects students' English proficiency. The media currently used by teachers is still limited, making students feel that the learning process is monotonous. English teaching in secondary schools continues to focus on basic language instruction, aligning with the current situation [43]. This media was selected based on the needs analysis results and previous studies. By developing this media, the researchers assume that it can help address these issues. The researchers developed an interactive video-based learning media to engage students and encourage active participation and enthusiasm, particularly among seventh-grade students at MTs Sunan Kalijogo Ngadri.

Next, at the design stage, before the researchers develop the product, the researchers first develop an instrument that will be used to obtain product assessment data. The researchers asked the instrument expert to check the entire instrument made by the researchers, then the results obtained were as follows:

Table 5. Instrument Validator Result

No	Assessment Statement	Score	Percentage	Criteria
1	The statements in the instrument are in accordance with the research objectives.	3	75%	Valid
2	The instrument is relevant to the problem and hypothesis under study.	4	100%	Very Valid
3	The question items are in accordance with the variables being measured.	3	75%	Valid
4	The language used in the instrument is clear and unambiguous.	4	100%	Very Valid
5	The instructions in each section are easy for respondents to understand.	2	50%	Less Valid
6	The instrument can measure variables accurately and consistently.	3	75%	Valid
7	The instrument covers all important aspects relevant to the research.	3	75%	Valid
8	The instrument is easy to use by respondents and researcher.	4	100%	Very Valid
9	The instrument is considered valid to measure the intended variable.	4	100%	Very Valid
10	The instrument is considered to provide reliable data.	3	75%	Valid
Total Score		33	82,5%	Valid

According to the results of the total percentage obtained reached 82.5%, the instrument was assessed with the criteria “valid”. Then, after the instrument was declared valid and feasible to use, the researchers entered the next stage, namely product design. At this stage the researchers prepares the material describing people and interactive video learning media. The steps at this stage are: Researchers prepare teaching materials, namely material about describing people for seventh grade in accordance with CP and ATP. Then the researchers designed the interactive video media with Canva and CapCut applications. This design process is designed as well as possible so that the media looks attractive and effective to use.

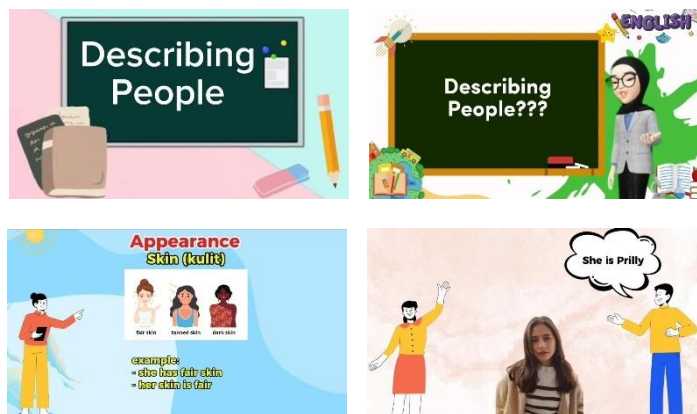


Figure 1. Video display

After the design process is complete, researchers enter the next stage, namely development. development is carried out before the product is used for classroom teaching. Researchers conducted product validity to media experts and material experts. Then obtained the results of media validity to media experts as follows:

Table 6. Media Validator Result

No	Assessment Statement	Score	Percentage	Criteria
1	The instructions in the video are clear and easy to understand.	4	100%	Very Valid
2	Audio (sound) is clear and there are no distractions.	4	100%	Very Valid
3	The duration of the video is appropriate for the students' concentration level.	4	100%	Very Valid
4	Visual layout and animation are appealing to students.	4	100%	Very Valid
5	The use of colour, text, and graphics supports understanding of the content.	4	100%	Very Valid
6	Transitions between video segments are smooth and not confusing.	4	100%	Very Valid
7	The quality and size of the screen used to display the video is appropriate.	3	75%	Valid
8	The media allows students to interact (quizzes, simulations, etc.).	4	100%	Very Valid
9	The video can be accessed easily on commonly used devices.	4	100%	Very Valid
10	The media facilitates students to study independently at home.	4	100%	Very Valid
Total Score		39	97,5%	Very Valid

From these results, media expert validation reached 97.5%, which means that the product reached the “very valid” criteria. Meanwhile, the material validation obtained the following results:

Table 7. Material Validator Result

No	Assessment Statement	Score	Percentage	Criteria
1	Materials are in accordance with the CP and ATP set.	4	100%	Very Valid
2	The material supports the development of speaking skills.	4	100%	Very Valid
3	The content is clearly presented and easy to understand.	4	100%	Very Valid
4	The language used is simple and appropriate to the students' level.	4	100%	Very Valid
5	Examples and explanations help students understand concepts.	4	100%	Very Valid
6	The examples given are appropriate to real life.	4	100%	Very Valid
7	The video material increases students' interest in learning to speak.	3	75%	Valid
8	Interactive activities encourage students' active involvement.	4	100%	Very Valid
9	The video helps students improve their speaking skills.	3	75%	Valid
10	This media facilitates independent speaking practice.	4	100%	Very Valid
Total Score		38	95%	Very Valid

The percentage of material validation reached 95%, which means that the product reached the criteria of “very valid”. The material expert also stated that the product did not need to be revised and was ready to be used for teaching speaking skills. After the researchers conducted validation from the experts, then the researchers could use the product to be implemented in the trial class.

At the next stage is the implementation process. To measure the significance of the product, researchers gave pre-tests and post-tests to students. The pre-test was given before the product was used and the post-test was given after the product was used. The following are the results of the pre-test and post-test:

Table 8. Pre-test and Post-test Result

No	Label	Score
1	Pre-Test Mean (Pr-T)	43,4375
2	Post-Test Mean (Po-T)	88,125
	Variance (Po-T – Pr-T)	44,6875
	N-Gain Index	0,7900

Based on the results of the N-Gain index value, it reached 0.7900, which means “high”. This states that the product can be used as a learning media in learning English speaking skills. In addition to using pre-tests and post-tests for significance testing, the researchers also used a student satisfaction questionnaire to measure students' satisfaction responses while using the product. The questionnaire results are as follows:

Table 9. Students Response Questionnaire Result

No	Questions	Score
1	The material presented in the video is clear.	115
2	The material presented in the video is well-structured.	108
3	The material presented in the video is easy to understand.	117
4	I am interested in using interactive videos to practice my speaking skills.	107
5	Interactive videos help make learning English speaking skills easier.	114
6	The video includes exercises that help improve speaking skills.	112
7	I feel motivated to learn English with interactive videos.	110
8	Interactive videos are easy to access.	111
9	The visuals in the interactive video are very engaging.	116
10	Learning with interactive videos makes me more active.	118
	Total Score	1128
	Percentage	88,125%

Based on the results from the table above, the final score reached 1128, with a percentage of 88.125%, which falls into the "very feasible" category. Therefore, the interactive video product is considered very feasible for use as a learning media for English speaking skills in seventh-grade at MTs Sunan Kalijogo Ngadri.

At this final stage, the process involves evaluation. In this process, the researchers only employ formative evaluation because formative evaluation of the interactive video product that has been tested and assessed by validators aims to evaluate its quality, effectiveness, and the suitability of the content with learning objectives. The evaluation results from the validators cover aspects such as content feasibility, visual appearance, interactivity, and the comprehensibility of the material for users. The feedback obtained is used to make improvements so that the video becomes more engaging, easier to understand, and capable of enhancing user engagement and comprehension. Thus, this formative evaluation serves as a crucial step in refining the product before it is widely implemented in the learning process.

4. DISCUSSION

In connection with the purpose of this study is to describe the process and describe how the results, the researchers connected the findings of the problem in the seventh grade of MTs Sunan Kalijogo Ngadri which found that as many as 47.6% had difficulty in speaking skills. Speaking is the most effective way to convey ideas, thoughts, opinions, and the like, and can be found in various active and creative communication situations [44]. To communicate clearly, use strategies like conciseness, organized thoughts, clarity, eye contact, and proper intonation [45]. With strong speaking skills, one can influence others, persuade, inspire, and convey ideas in a way that is easy to understand [46].

This is also influenced by the lack of learning media used by students to support their learning process. Teachers also stated through unstructured interviews that the learning media used by teachers in teaching is still lacking. This is confirmed in the results of the needs analysis as many as 42.9% of students only sometimes use additional media to learn English, even 33.3% of students never use learning media. It serves as an integral part of the teaching and learning process, helping to stimulate the thoughts, feelings, attention, and skills of students, thereby encouraging an effective learning experience. Learning media includes both tangible items (like printed materials) and intangible resources (like digital content) [47]. There are 4 types of learning media, namely (1) Visual Media (2) audio media (3) audiovisual media (4) multimedia [48]. Learning media play an important role in modern education, offering many benefits that enhance the teaching and learning experience [49].

Interactive media is a form of technology that allows users to actively participate in digital experiences. According to Tejo in Arliza, et al (2019: 77) in the research of Neha, La Ili, and I. Ashari [50], Interactive media is a system that delivers video with computer control, allowing students to see, hear, and interact, with their responses shaping the presentation's pace and sequence. With this in mind, researchers used interactive video as a media that is considered to make students more active in learning. Interactive video is a multimedia format that allows viewers to actively engage with the content rather than passively watching it. [51] revealed that in interactive videos, viewers can control the storyline, select options, answer questions, click on specific elements, or access additional information relevant to the content of the video.

Some previous studies also have similarities with this research. Such to research conducted by H.'Diyah, Hartono, and Sudiran [34], The results, according to the graph, about 82% of people agreed to use this media because it can help students pay greater attention to the learning process. According to N. I. Maulidiya, I. A. Makrifah, and T. A. Mubarak [35] This research is also almost the same, the difference lies in the subject, this study uses the subject of vocational students with broader material as well. The results showed that there was a positive outlook. While the research by H. Halimatussa'diyah, H. Hartono, and S. Sudiran [33] s also similar, the difference in this study lies in the subject used is eighth-grade junior high school students and also the material used. The results of using interactive video media as an effective tool to improve students' speaking skills.

Thus, supported by the results of previous research and also the results of the current study, researchers are very confident that the use of interactive videos can be used as a very effective learning medium and can be used properly. So, researchers developed interactive video media with various modifications and with an attractive appearance, researchers used the Canva application to create backgrounds and animations, and the CapCut application to edit videos. Researchers also provide quizzes and conversations in the video so that students actively participate in using the media. Students can imitate and practice what they have been told in the video. Accompanied by images that are relevant to the material, and also examples that are from real life. Researchers use material describing people who are following the CP and ATP listed in learning in grade seven junior high school.

In developing learning media, researchers use the RnD method with the ADDIE model. The process begins with analysis, where researchers conducted a needs assessment through questionnaires with 32 seventh-grade students and unstructured interviews with English teachers. Next is the design stage, where researchers validate instruments before designing the product, starting with the material and then the media. In the development stage, the created media undergoes validation by material and media experts. The implementation stage involves product trials with seventh-grade students at MTs Sunan Kalijogo Ngadri, followed by student satisfaction questionnaires and tests. Finally, the evaluation stage includes formative evaluation, with validators providing video feedback on the quality, effectiveness, and feasibility of learning.

The feasibility and effectiveness of using interactive videos were also carried out using a Likert scale as well as pre-test and post-test scores. The results of the feasibility of interactive videos reached 88.125%, which is included in the "very feasible" category. The student response to this media was very good and positive. Furthermore, the pre-test and post-test results in the N-Gain index value, reached 0.790, which means "high". This means that interactive videos can indeed be used to improve speaking skills, especially in English language teaching. Using visual media indicates that students become more interested so learning becomes effective. This interactive video media can also be used flexibly and can be customized according to the needs of its users.

Based on the findings in this study, developing interactive video media into learning is needed to achieve student learning achievement. Speaking skills, which are considered difficult by students, have been overcome by integrating this media into English learning. Students' need for English learning is considered to be able to support daily life in the development of communication fields and support

global learning [52]. The addition of information to simplify complicated grammar and difficult vocabulary through visual media that has been modified into an interesting interactive video using technology can make students understand the material better. As a result of the validation calculation and media suitability, the interactive video can be used as a learning tool in the classroom.

5. CONCLUSION

The conclusion of this study can be concluded as described in the findings and discussion. Interactive video media can be used as teaching media for students' speaking skills in English. During the development, media experts and material experts validated the product with the result of "very valid" which means this product is good. Then, during the implementation process, students were given a pre-test and post-test to measure the impact, and the result of the test was 0.790 which means "high". The results of the student satisfaction questionnaire reached 88.125% which means "very feasible" or classified as very good and very valid. With these results, this interactive video media is proven to be effective and feasible to be used for teaching and improving students' speaking skills especially in English.

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