

DEVELOPMENT OF INTERACTIVE VIDEO MEDIA TO IMPROVE STUDENTS' SPEAKING SKILLS

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Abstract: This study intends to identify the requirements of students and teachers for enhancing speaking skills and validate the use of interactive video in the classroom. This study used the ADDIE model's research and development (R&D) methodology: analysis, design, development, implementation, and evaluation. Thus, it validated the teacher's material requirements and analyzed the students' needs. This study includes three English instructors and 18 secondary school students from MTS Miftahul Ulum Lumajang. Observation of classes, interviews, and questionnaires were utilized to collect data for this study. However, an interview revealed that the teacher frequently encountered difficulties devising English material for the junior high school class, particularly for the eighth grade, due to students' asking and expressing opinions. This study revealed, through a questionnaire, that the majority of teachers (66.7%) had difficulty enhancing students' speaking abilities by asking and giving opinions. This study revealed that the majority of students (72.2%) struggle to develop their speaking skills through asking and responding. Therefore, interactive video must be utilized. This study has provided the majority of teachers with a positive perspective on the effectiveness of interactive videos in enhancing speaking proficiency.

Keywords: English Teaching Material, Material Development, Speaking Proficiency, Interactive Video

INTRODUCTION

Teaching materials are an important component of the learning process and are designed systematically to help students achieve their learning goals. Teaching materials can be defined as all types of material, both in print and digital form, that contain information, concepts, or skills that are structured and adapted to students' needs (Littlejohn, 2012; Rizki, 2023). In the context of effective learning, teachers need to choose, design, and develop teaching materials that are appropriate to students' learning objectives and characteristics to increase their understanding and motivation to learn. Teaching materials selected, designed, and arranged by a teacher can be instruments that influence the effectiveness and quality of teaching. Teachers have a central role in choosing and using appropriate teaching materials according to the needs and characteristics of students (Putri et al., 2022; Rahayuningsih, 2016). On the other side, teaching materials act as a tool that facilitates students' understanding through the presentation of relevant content, varied teaching methods, and active learning activities (Fitrah & Juita, 2022; Ordu, 2021). Teachers and students can also use various media, such as textbooks, modules, slide presentations, learning videos, and other electronic resources (Dewi et al., 2022; Widodo, 2022).

Meanwhile, the teacher is a learning designer who manages and adapts teaching materials to achieve learning objectives and facilitate students' understanding (Matić, 2019; Prasasti et al., 2022). In this case, the teacher's knowledge and understanding of the curriculum, learning methods, and the needs of students play an important role in selecting and developing teaching materials that are relevant and effective. By utilizing appropriate teaching materials, teachers can create learning experiences that are more interesting and interactive and motivate students to be active in the learning process. Further, Munawaroh (2017) stated that teachers could create teaching materials that are relevant and interesting and can facilitate an in-depth understanding of student characteristics, learning objectives, and effective learning methods. Developing teaching materials for teachers involves selecting appropriate content, organizing material, selecting suitable learning strategies, and using appropriate media and technology (Riswandi, 2016). Thus, collaboration between teachers and teaching materials is the key to success, where teachers use teaching materials as tools that can improve teaching quality and facilitate learning objectives.

The development of teaching materials is a systematic process that involves the design, development, and adjustment of teaching materials to improve the quality of learning. The development of teaching materials can be defined as a series of activities carried out to create teaching materials that suit the needs of students, integrate relevant content, and integrate effective learning methods. Munna & Kalam (2021) It involves identifying learning objectives, selecting and preparing

learning materials, and selecting appropriate teaching strategies. So, in developing effective teaching materials, teaching material developers need to pay attention to the principles of instructional design, the diversity of media and learning technology, and the evaluation of the teaching materials that have been developed (Desiningrum et al., 2019). Thus, developing teaching materials is important for creating interesting, meaningful, and effective student learning experiences. Meanwhile, well-developed teaching materials must consider students' characteristics, learning needs, cognitive abilities, and preferences. Learners need to feel involved in the learning process and feel the relevance of teaching materials to their daily lives (Hariyadi & Yanti, 2019). Developing teaching materials that involve students designing and testing teaching materials can also increase their learning motivation and active participation (Puspitarini & Hanif, 2019). In this context, developing teaching materials responsive to students' needs and diversity can improve the quality of learning and facilitate the achievement of learning objectives. Teaching materials to learners can be strengthened through the use of interactive videos.

Meanwhile, an interactive video is a form of media that can be used in developing teaching materials to provide learning experiences that are interesting, interactive, and activate students (Benkada & Mocozet, 2017). Through interactive videos, students can be actively involved in the learning process with the ability to interact, control the content, and get direct feedback (Akçayır & Akçayır, 2017). Using interactive video as a multimedia element in developing teaching materials can enrich students' learning experiences and provide a more interesting and effective alternative to presenting information and learning concepts. These interactive videos improve students' speaking skills (Riswandi, 2016). Through interactive videos, students can observe and model real communication situations, hone their speaking skills through interactive exercises, and get direct feedback regarding pronunciation, intonation, and fluency. In addition, Abdulrahman's (2016) research found that interactive videos (on YouTube) can also provide real-life examples that allow students to see the use of language in a more authentic and relevant context. Besides, the interactive videos could increase students' motivation and confidence in speaking by providing an interactive and supportive learning environment (Zaitun et al., 2021).

While speaking is also used to express thoughts, ideas, and feelings through spoken language (Richards, 2008), speaking is the ability to actively use language in communicative situations to convey messages correctly, meaningfully, and precisely (Putra, 2017). Thus, in developing teaching materials, these definitions provide a basis for understanding the importance of paying attention to speaking skills and developing teaching materials that encourage students to practice and develop speaking skills effectively in authentic communication contexts. Meanwhile, developing teaching materials requires authentic communicative situations that allow students to practice and improve

their ability to express opinions clearly, defend arguments, and provide appropriate responses (Wardani et al., 2020). Therefore, speaking means using spoken language to communicate effectively with others (Harmer, 2001). This definition emphasizes the importance of using language contextually and functioning in communication. Thus, developing teaching materials focusing on "asking and giving opinions" can help improve students' speaking skills by allowing them to express their opinions confidently and effectively.

However, numerous studies have revealed that developing teaching materials can reinforce students' speaking abilities. According to Putri et al., (2022), the creation of speaking teaching materials entails offering opportunities for direct speaking practice through dialogue, roles, and activities based on communicative situations, one of which is using the Quality Questioning strategy. Further study by Ningsih et al., (2018) found that the development of teaching materials on "asking and giving opinions" using video as a learning medium can involve speaking exercises focused on the ability to ask for the opinions of others, present logical arguments, and provide an open response to the opinions of others. Niswatun & Franzhardi, (2022) found that in developing teaching materials on "asking and giving opinions," students can learn to use their speaking skills in asking and giving opinions appropriately and effectively. Thus, it can be concluded that the development of speaking teaching materials and "asking and giving opinions" complement each other, strengthen students' speaking skills, and help them become influential communicators in an authentic language context.

Therefore, speaking skills, especially expressing "asking and giving opinions," are important for developing teaching materials. Students must be able to express opinions clearly and effectively, use appropriate expressions, understand context, and master appropriate structures and vocabulary. However, due to the learning at MTS Miftahul Ulum Lumajang, it is necessary to carry out a needs analysis to ensure that the "Asking and Giving Opinions" material meets the needs of second-grade students. Authentic communicative situations that allow students to practice and improve their ability to express opinions clearly, defend arguments, and provide appropriate responses also need attention. Thus, considering the previous studies above, this study focused on developing teaching materials about "Asking and Giving Opinions" for the second grade of MTS Miftahul Ulum Lumajang through interactive video. It is expected to help enhance students' speaking skills to express their opinions joyfully, confidently, and effectively.

METHODS

This study used the research and development (R&D) methodology of the ADDIE model, namely analysis, design, development, implementation, and evaluation to improve the speaking skills

of MTs Miftahul Ulum Lumajang students by using "Asking and Giving Opinions" teaching materials. Research and development (R&D) produces and evaluates products in particular (Sugiyono, 2019). The research participants comprised 18 eighth-grade students and three MTs Miftahul Ulum Lumajang teachers. Classroom observations, interviews, and questionnaires were used to collect data for this study. The analysis stage began with data collection through interviews with English teachers and classroom observations and distributing questionnaires to eighth-grade students at MTs Miftahul Ulum Lumajang. The data obtained were analyzed descriptively, especially regarding students' needs in developing their speaking skills. The results of this analysis become an important foundation for designing learning materials that suit students' needs. The design stage involves designing learning materials by considering the findings from the analysis stage. Then, in the development stage, the learning materials are arranged and adjusted to the curriculum and students' characteristics. Furthermore, the implementation stage involves applying the materials in the classroom of eighth-grade students. Finally, in the evaluation stage, the effectiveness of the learning materials is evaluated by following certain steps. This whole process aims to produce learning materials that are appropriate, effective, and able to meet the needs of students in improving their speaking skills, especially on "Asking and Giving Opinions."

RESULTS AND DISCUSSIONS

This section concentrates on the findings and discussion from the perspectives of teachers and students regarding the needs related to asking and giving opinions when learning English. In this case, the investigation focuses on the eighth grade in junior high school. This study revealed that the teacher frequently encountered difficulties when constructing English material for the middle school classroom, particularly for the eighth grade, particularly when constructing questions and expressing opinions. On the other hand, the approach to teaching English to students should be developed. Since English is not used in the students' environments daily, enhancing teachers' ability to develop speaking material through interactive learning activities is an alternative to enhancing students' speaking skills. Moreover, speaking fluently requires knowledge of language features and the capacity to comprehend information and language "on the spot" (Harmer, 2001). Therefore, in this finding, the study exposes the difficulties teachers face when teaching "asking and giving opinions, as well as how interactive videos can assist teachers in overcoming these difficulties. The following is the explanation:

Teacher's Perspective Through Interview

Teacher difficulties in teaching Asking and Giving opinions for second-grade level

Through this study, the researchers discovered that while learning English as a foreign language, particularly speaking skills, the teacher frequently encountered difficulties developing English material in the junior high school classroom, particularly when developing the material for asking and expressing opinions. In this case, many students struggled to comprehend an expression's meaning, felt it was difficult to enunciate, and lacked confidence.

"The issue is that students struggle to comprehend the significance of an expression. Then, pupils have difficulty pronouncing it (how to pronounce it) and subsequently lack confidence. It is challenging for pupils to comprehend the meaning of common expressions.

According to the preceding statement, the teacher has difficulty teaching English as a foreign language at the secondary level, particularly in the eighth grade. Most difficult for the teacher is the student's lack of pronunciation and inability to comprehend the meaning of the expression when asking questions and expressing opinions. On the other hand, the statement above also highlights that the eighth-grade students' lack of confidence at the secondary level is quite severe. According to the teacher, approximately 70% of students still lack confidence when speaking English, particularly when comprehending the meaning of expressions. Due to a lack of pronunciation, students may experience anxiety when communicating in a foreign language, which can affect their confidence. According to Jaelani & Zabidi, (2020), most students struggle with communicating due to a lack of confidence and skills, including pronunciation, vocabulary, and grammar.

"The most common problem is difficulty pronouncing and comprehending the meaning of foreign words. As for confidence, most of the 70 percent of the class who cannot do it are still confident, despite occasionally pronouncing it incorrectly."

This study revealed that teachers frequently develop content using a direct approach. Due to this case, the study revealed that the teacher's method for teaching, asking questions, and expressing opinions on eighth-grade material does not function effectively.

"The technique or method that I frequently employ when teaching, asking, and giving opinion material is a direct method (so I directly say the students imitate, then I will repeatedly repeat it one by one)."

There are two possible explanations for this situation. First, the student is uninterested in English due to a lack of vocabulary in the foreign language. Second, a lack of vocabulary can hinder students' communication skills, particularly when conveying their opinions to an interlocutor. In addition, this study reveals that the teacher frequently employed outdated teaching techniques, which can make students feel bored during the learning process. As almost everyone in this era is already

aware, engaging and interactive teaching media, one of the most essential things that should be developed for classroom and extracurricular activities, is present in all aspects of modern education. Therefore, it can help the students straightforwardly improve their speaking skills.

"The media I use is, first and foremost, for speaking; I use it for listening so that a native speaker will express the expression, and then pupils will understand and imitate what the native speaker says (imitating). Then, when possible, I utilize the game. The game consists of two boxes; the first contains an English expression written in English, while the second contains an English expression describing its significance. Then, I divided it into several groups, and each group proceeded individually to match the English expression with its Indonesian counterpart."

This study also indicates that the instructor used outdated media to engage students. Due to this, it should be considered that the teacher should develop the material using interactive media to make the teaching and learning process more engaging, particularly when acquiring English-speaking skills.

Regarding method, the teacher employs the direct method during the learning process but considers it to be less effective. This is due to the fact that the instructor frequently observes students struggling to comprehend the material, particularly when expressing and asking for opinions. In addition, the teacher frequently employs text-based instructional strategies that can discourage students during the learning process. Therefore, creative development is required to use learning methods and media to make teaching and learning more enjoyable. Media use correlates to speaking instruction, enabling students to communicate in the target language, thereby making instruction more engaging Rokhayati & Widiyanti, (2022). If the teaching and learning process becomes more interactive, student motivation to participate in class will increase automatically. Participation by students is crucial to the teaching and learning process, particularly in speaking classes. To improve their speaking skills, students are required to be active and exercise their abilities in speaking class. The teacher must be able to determine which media to use in the teaching and learning process to succeed.

The need for speaking skills related to Asking and Giving materials at the second-grade level.

Concerning the need for speaking skills among secondary students, this study's data interview reveals that the teacher was optimistic about developing all types of media for teaching and learning activities. In this case, however, the primary difficulty is that the teacher does not comprehend the students' needs when studying English as a foreign language. On the other hand, this case cannot be highlighted as the fundamental problem of the students; rather, it should be analyzed in light of their home environment (their native language) and the learning environment at their school. Because the

environment is one of the factors that influence the improvement of students' foreign language learning abilities,

"The most difficult media to use, uh, what media? All media can be used depending on how the teacher engages or employs the media, so there is no difficulty in teaching media when developing a material, in my opinion."

This study also revealed that the instructor encountered difficulties when preparing lessons on singular and plural distinctions. In addition, she discovered that the pupils did not yet comprehend when to use 'these, that, my, and me.' (Therefore, in this instance, the instructor repeats the same material at every meeting.) According to this statement, both the students and the teacher need to be able to distinguish when to use part of speech>determiner (definite article, indefinite article, possessive, demonstrative, quantifiers, e.g., the, a, an, my, your, etc., this, that, these, those, some, many, few, etc.), particularly for class 8 at the junior high school level. Due to this circumstance, the teacher should have a deeper awareness of the requirements of the students so that it is easier to develop classroom or extracurricular material during the teaching and learning process. On the other hand, the instructor can also incorporate interactive media such as tutorial videos, digital platforms, digital applications, etc. Creating this material can assist students in learning a foreign language to improve their speaking skills at any time and location.

"Due to language features, I still have difficulty teaching singular and plural material because my students are frequently confused about when to use these, when to use that, my, me... well, like that, they are frequently confused, so I often repeat the following information at each meeting."

The teacher additionally accomplishes her goal of delivering, asking, and providing opinion material so that students can comprehend the meaning and express their opinions and feelings about things in their surroundings.

"I hope that after teaching this material on asking and giving opinions, my students will be able to use the expression asking and giving opinions in a conversation and understand the conversation's meaning."

Through the preceding statement, it is clear that the purpose of teaching English is to motivate students to communicate with interlocutors and to comprehend the message and meaning of the things they are communicating about. However, in this instance, it is important to highlight the media utilized during teaching and learning activities. In addition, it is crystal clear from the statement above that the teacher emphasized that speaking is one of the most important skills that students should acquire, as it will be used to comprehend the contextual meaning when communicating with an

interlocutor (Hussin et al., 2020). The most important objective of acquiring speaking skills is to train students to articulate meaningful and contextual communicative skills in real life.

Teachers' Perspectives Through Questioner.

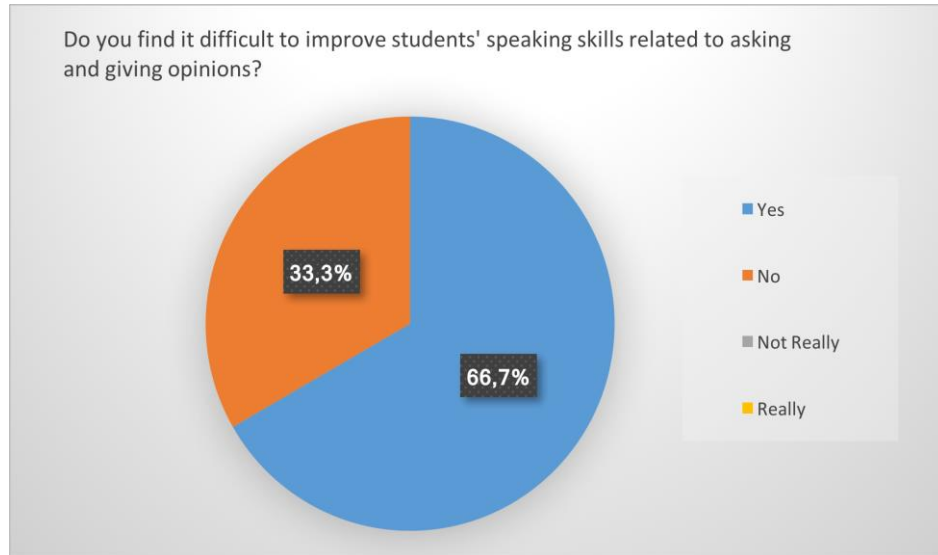


Figure 1. Chart 1

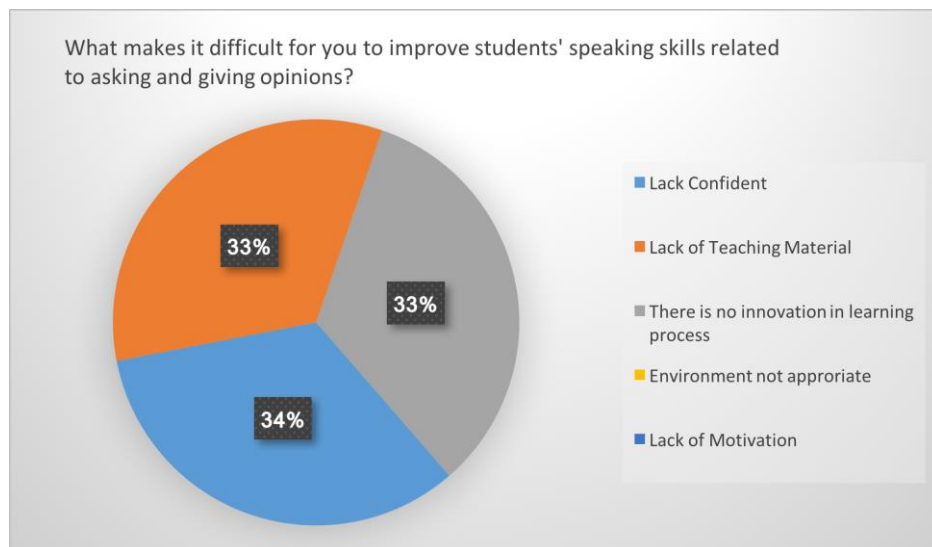


Figure 2. Chart 2

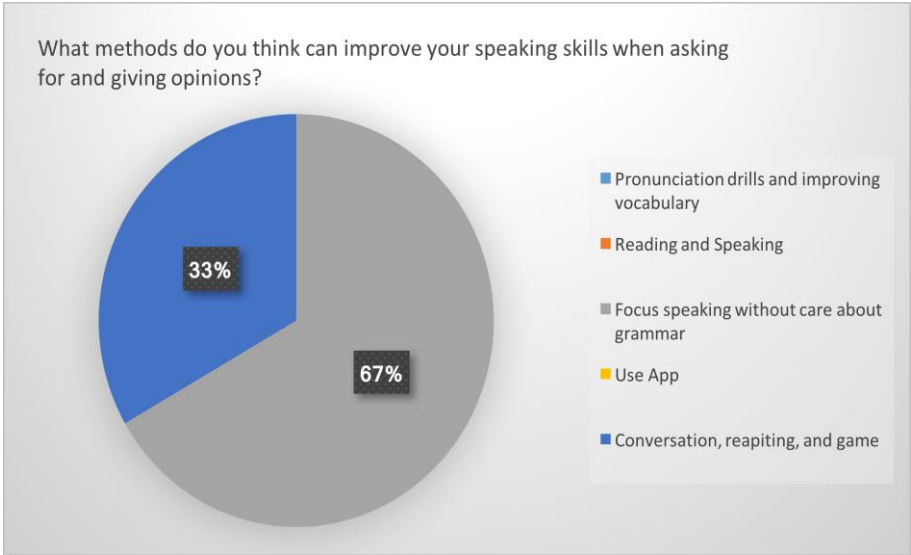


Figure 3. Chart 3

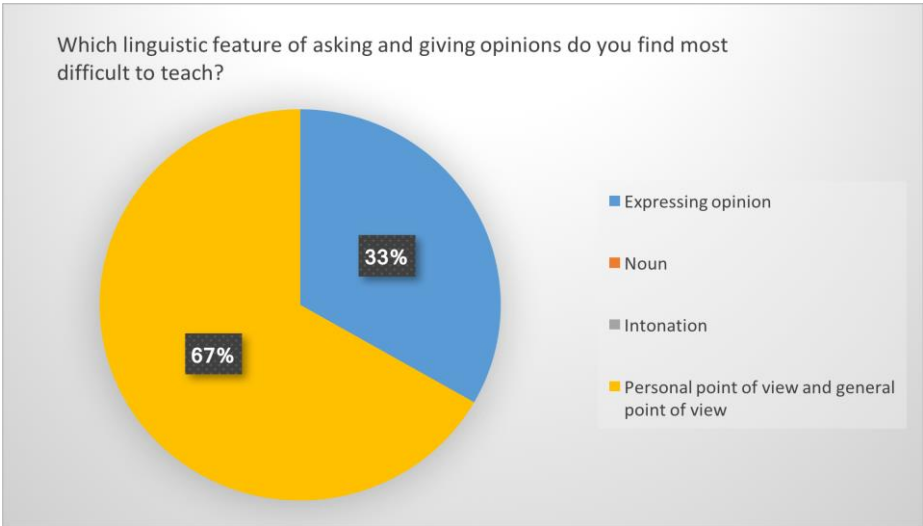


Figure 4. Chart 4

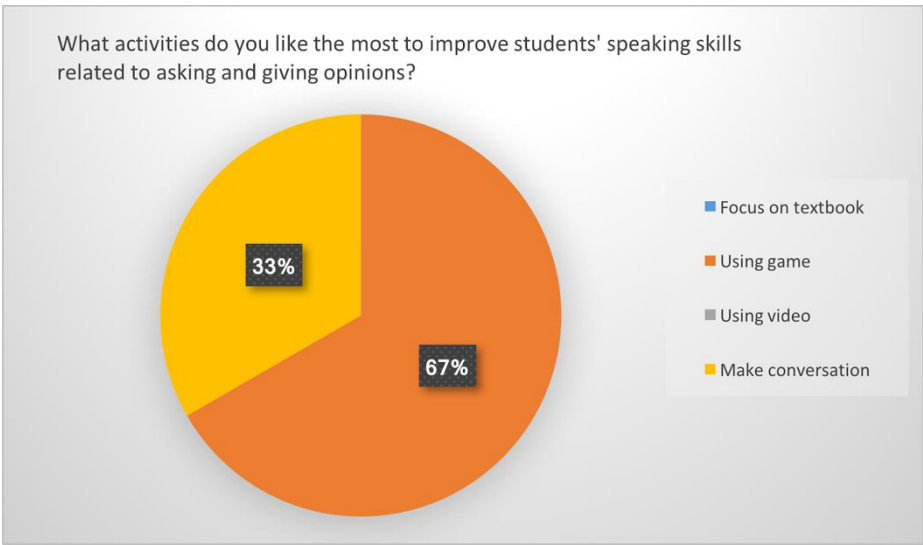


Figure 5. Chart 5

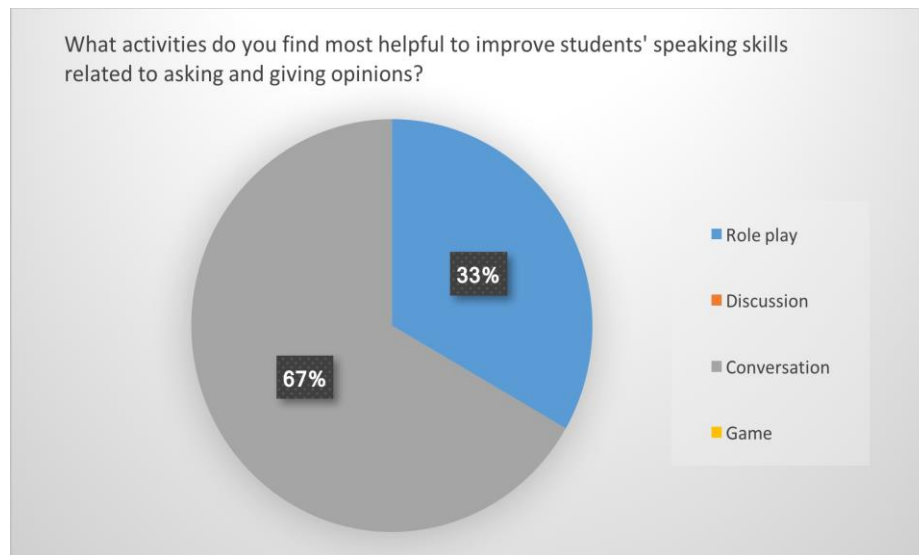


Figure 6. Chart 6

According to the findings of a questionnaire that the researchers administered, most teachers (66.7%) had trouble improving their students' speaking abilities when it came to asking and expressing opinions. Each instructor's difficulty is unique. Among these difficulties, 33.3% of students felt inferior because they lacked vocabulary and had a lack of pronunciation. Additionally, the environment is less conducive to students practicing their speaking skills (33.3%). In addition, the instructor believes that the students' motivation is still low (33.3%). According to the findings of this study, students' lack of confidence is the most significant barrier to their English learning. Due to this, they fear making mistakes when communicating. This occurs due to the students' lack of vocabulary, which causes them to fear being misinterpreted when communicating with their interlocutor. Insecurity about making errors, anxiety, shyness, a lack of confidence, a lack of motivation, a lack of pronunciation, a lack of vocabulary, and a lack of grammar were highlighted by Fajriah (2022) as the primary causes of students' difficulties with speaking English.

Alternatively, the majority of teachers (66.7%) believe that concentrating on speaking and ignoring grammar can improve students' speaking skills related to asking and giving opinions. Regarding linguistic features, most teachers (67%) believe it is challenging to instruct material related to personal and general points of view. Only one instructor (33%) believed that the most difficult material was associated with expressing opinions. The majority of teachers (66.7%) prefer to use games to enhance students' speaking skills related to asking and expressing opinions. Similarly, one teacher (33.3%) relished the activity of creating conversations to develop students' speaking skills related to asking and expressing opinions. However, the majority of teachers (66.7%) believe that conversation is an effective method to help students improve their speaking skills related to asking questions and expressing opinions. Moreover, conversation is not only a preferred method for

improving students' speaking skills; conversely, it is one of the primary activities that the most helpful instructors engage in when it comes to asking and giving opinions (33.3%).

Furthermore, role play is another beneficial activity. This activity significantly improves students' speaking skills concerning requesting and expressing opinions (66.7%), making them more active and joyful. As Irkinovich, (2022) has emphasized, the types of role-playing activities can vary based on the level of difficulty and language skills of the students, and the correct choice of role-play depends on the group's level of knowledge. Furthermore, the study emphasized that role-playing games are particularly beneficial and can assist students in consolidating their knowledge and acquiring a foreign language.

Students' Perspectives Related to the Needs in Speaking

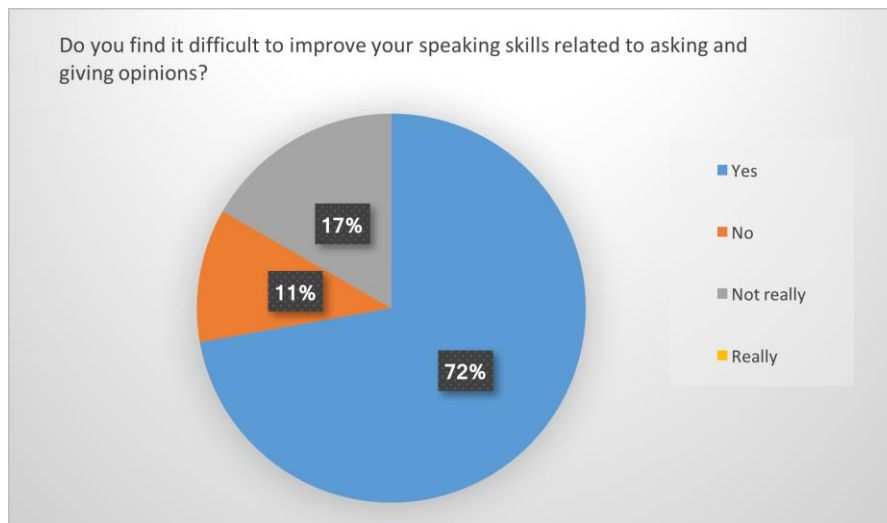


Figure 7. Chart 1

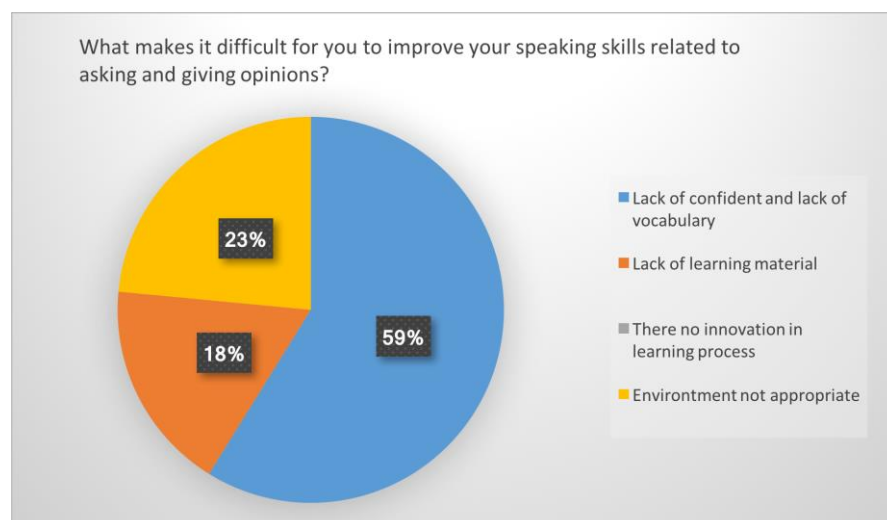


Figure 8. Chart 2



Figure 9. Chart 3

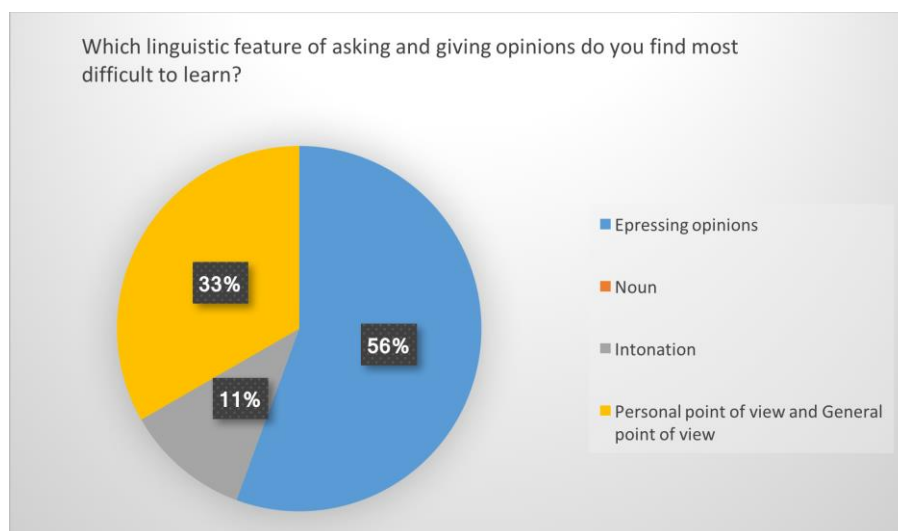


Figure 10. Chart 4

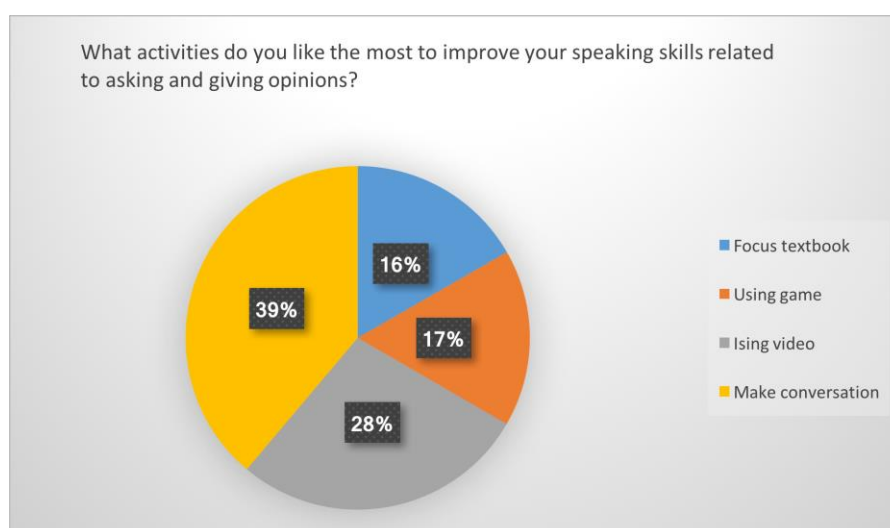


Figure 11. Chart 5

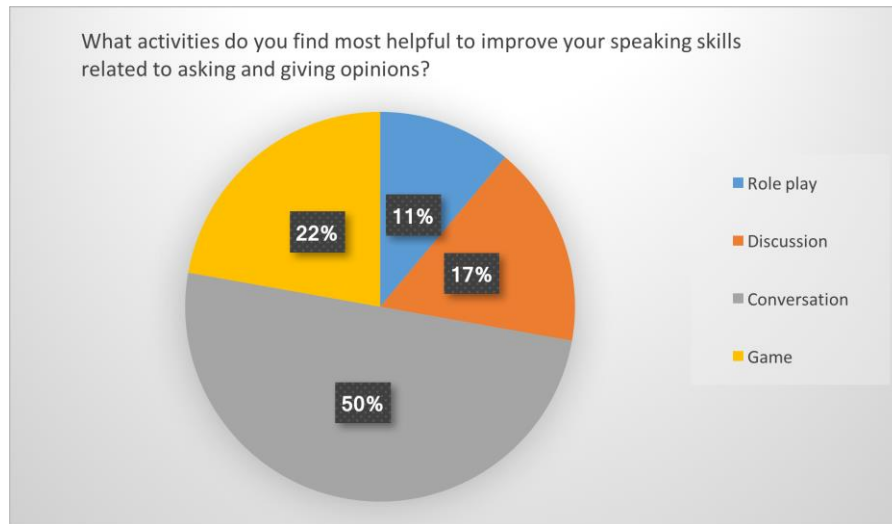


Figure 12. Chart 6

The above chart demonstrates that the majority of students (72.2%) have difficulty developing their speaking skills due to asking and giving opinions. The difficulty is caused by an impression of inferiority (55.6% of students) when communicating in English due to a lack of pronunciation fluency and a limited vocabulary. The majority of students (66.7%) seek consistent training in pronunciation and vocabulary acquisition to improve their oral communication skills. When it comes to asking and giving students' opinions, one of the most difficult language features to acquire is expressing an opinion (55.6%). Conversation is the activity they enjoy the most and find to be the most effective (389.9%) for improving their speaking skills related to asking and offering opinions. Conversation allows individuals to engage in a fluid interchange of ideas and perspectives, allowing them to develop their speaking abilities naturally and interactively. They can practice expressing themselves clearly and articulately by asking questions and offering their opinions, which also teaches them to listen actively and respond thoughtfully to the opinions of others. This is a very advantageous aspect of the activity. In conclusion, the majority of students in this study still struggled to improve their speaking abilities. Due to this instance, this study revealed that the teaching method did not meet the needs of the students.

Teacher validation of teaching materials in the interactive video

Due to the needs of the students and also the needs of the teachers in learning and teaching English as a foreign language, this study highlighted the validation of the teaching materials using interactive video that was created after identifying a problem in this field; the interactive video was created to provide a more interactive and easy-to-understand teaching substance for the students. Due to the interactive design developed by the researchers, here is the teacher's perspective and verification:

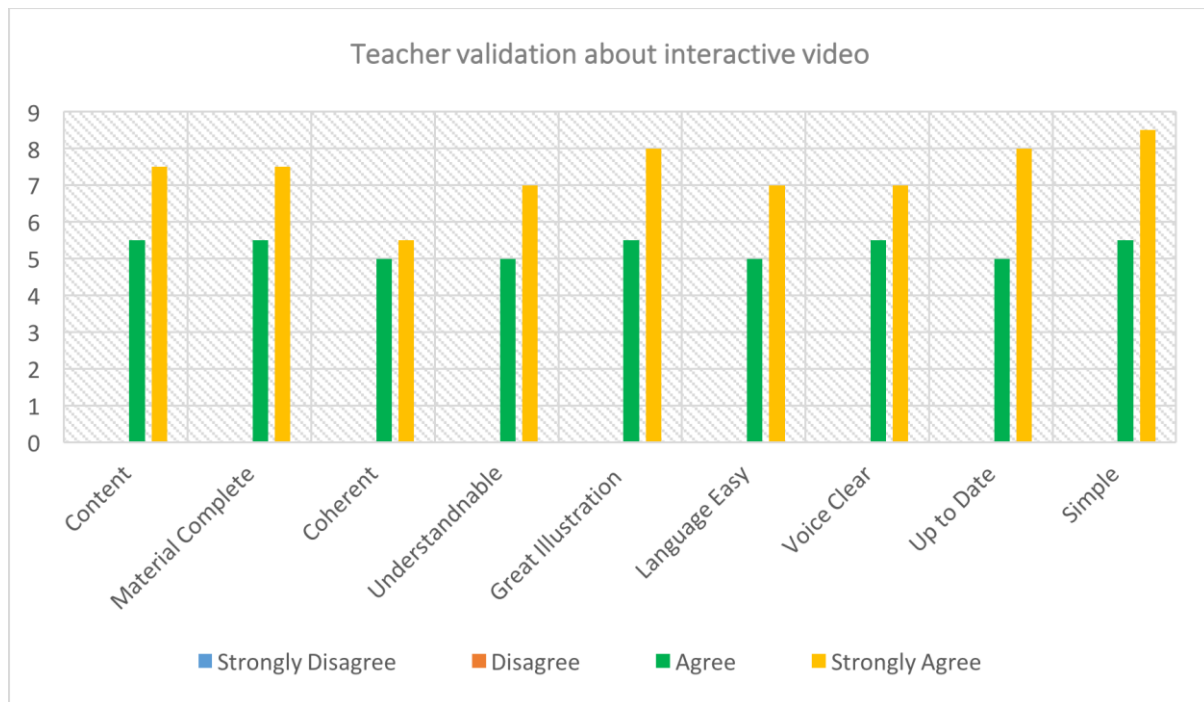


Figure 12. Teacher Validation of Interactive Video

The diagram above demonstrates that most educators agree that the interactive videos are comprehensive regarding the goals and learning objectives. All instructors concur that the video's content is presented in an organized way. Thus, almost all instructors reported that the video's content was easy for students to comprehend. One of them even stated that interactive videos made it very simple for students to comprehend the material. The majority of instructors believe that the video's illustrations are particularly relevant to the subject matter. In addition, the language employed is very straightforward. The voice in the video was very audible, and the video's content could be readily comprehended, according to the agreement of all teachers. The majority of teachers also stated that the interactive videos presented were in line with scientific and technological advancements, allowing for material to be studied at any time. In conclusion, it should be emphasized that teaching and learning activities should be current and contemporary. Due to modern instruction and learning, it has a technological foundation. Al-Hammouri et al. (2002) claim that interactive video can increase students' motivation to learn English as a foreign language. In addition, Hussin et al. (2020) asserted that interactive media helped students enhance their speaking abilities.

It is evident from these findings that all instructors have a positive perspective and evaluation of the use of interactive videos in the teaching and learning process of asking questions and expressing opinions. This is demonstrated by almost all instructors agreeing that the video's content is comprehensive and aligned with learning goals and objectives. One of them shares the same perspective and agrees that the video content is comprehensive regarding learning objectives and

targets. Moreover, all instructors concurred that the material was presented in an organized way. This assists students' comprehension of the material. The majority of instructors shared this sentiment. The majority of teachers also stated that the illustrations used were highly pertinent to the presented material. The video's language makes it simpler for students to comprehend the presented material. All instructors concur that the video's audio is clear, allowing the material to be readily absorbed. This is an essential aspect of interactive videos, as the user will struggle if the audio is unclear. To facilitate the teaching and learning process, interactive videos are consistent with the advancement of science and technology, according to the majority of instructors. Additionally, videos can be accessed at any time and from any location. Due to this case, Sosas (2021) stated that technology-based speaking instruction can be aligned with the communicative method of instruction, allowing students to communicate proficiently and competently. Subsequently, conducting this research provides the instructor with new insight regarding developing instructional materials. The researcher concludes with an illustration of constructing an interactive video for teaching and learning the English language, particularly speaking skills. Through this study, we can also help students improve their speaking skills.

CONCLUSION

Based on the study through the steps of R&D development research through the ADDIE stage, it is concluded that interactive videos for English language learning, especially speaking skills in asking questions and expressing opinions, are very relevant. The language of the video makes it easy for students to understand the material presented. All instructors agreed that the video's audio is clear, so the material is easily absorbed. This is an important aspect of interactive videos, as users will find it difficult if the audio is unclear.

The findings of this study can serve as a foundation for further research in the development of interactive video media or other learning methods that can improve students' speaking skills. The implications support using interactive video media as an effective tool for improving students' speaking skills in an educational context.

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