THE VALIDITY AND PRACTICALITY OF THE DEVELOPMENT OF LEARNING VIDEOS TO IMPROVE STUDENTS' SPEAKING ABILITY IN THE ELEVENTH GRADE

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ABSTRACT
English speaking is an important but often challenging skill for Indonesian students. This study aims to develop a learning video as an innovative solution to improve the students' speaking ability of the eleventh, focusing on the validity and practicality of the media in the context of English language learning. The development of this learning video uses the ADDIE development model which consists of five stages namely Analysis, Design, Development, Implementation, and Evaluation. The validity of the learning video was assessed by material experts, media experts, and linguists based on certain aspects. The practicality of the learning video was assessed through student response questionnaires after using the video in learning. The results showed that the learning video developed was valid and practical to be used in improving the students' speaking ability of the eleventh grade. Which in the study obtained an average percentage result with an assessment percentage from the validator of 97.6%, then the assessment of student responses obtained an average percentage of 86%. The implication of this research is the provision of alternative learning resources in the form of interesting and effective learning videos in supporting the teaching and learning process of English, especially to improve speaking ability.

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Keywords: Development, Learning Video Media, English Speaking Ability.

1. INTRODUCTION

In the era of the Industrial Revolution 4.0, technological advances such as digitalization, the Internet of things, artificial intelligence, and robotic automation affect all aspects of human life. Video technology advancement is one of the narrowest technological advancements during the Industrial Revolution. Video technologies are still largely based on theory and technique. Video is now a crucial component of today's digital society, and advancements in video technology have changed how people communicate and exchange information—even in educational fields.

Therefore, Frydenberg and Andone (2011);(in Sari et al., 2022) assert that to face the learning revolution 4.0, everyone must have various ability such as critical thinking ability, digital literacy knowledge and ability, information, media, and also ability in the field of communication and information technology. Therefore, to

improve the quality and quantity of education in the ever-changing world of education, various updates are needed. It is essential to innovate in curriculum, educational supplies and learning resources.

English is one of the languages that has become the standard language in every country, one of which is Indonesia, which occupies English as the first foreign language. English is an international language that is used in almost all areas of life in the world, besides being used to relate between countries, this language is also used for research and development of science because most scientific literature comes from abroad (Izzan & Mahfuddin, 2014).

Many students assume that the purpose of learning a foreign language is to be able to speak that language. Based on the results of observations of students in the eleventh grade at SMA Negeri 1 Payung and interviews with educators in English subjects, it is revealed that several problems occur, namely Students have difficulty in pronouncing words so that students' speaking ability are still relatively low, have limited vocabulary and grammar knowledge, lack of understanding of the material presented and learning resources used are still in the form of English Handout or books in the library, learning modules, or other conventional media.

Taking all these factors into account, the researcher estimates that the percentage of English-speaking ability of students generally ranges between 30-50%.

In response to this problem, the researcher examined early the suitable media and attracted their attention. There are early indications that many students tend to prefer learning with audio and visual media. From that, in line with the results of research Sujiyati, (2023) "Learning videos can improve students' speaking ability and with learning videos students can practice pronouncing words with correct intonation and pronunciation, developing ideas for speaking, using appropriate gestures so that students can improve speaking ability in English". so, The use of video media in the learning process allows students to be more interested and makes lessons easier to accept. The use of video media can even have a psychological impact on students.

Based on the previous research problems, the use of video media is an option for learning because it allows students to improve their speaking ability in English and gain a deeper understanding of the subject matter. To help students with this problem, the researcher conducted a study with the title **"The Validity and Practicality of the Development of Learning Videos to Improve Students' Speaking Ability in the Eleventh Grade".

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2.   LITERATURE REVIEW

Development is a process that aims to create new products or improve previous products so that they can be used for educational and learning purposes. Research and development is an industry-based development model in which research results are used to create new items and procedures. These research results are then systematically field-tested, evaluated, and refined to meet similar standards of effectiveness, quality, or other standards (Fraenkel et al., 2014).

Learning media is defined as "anything that can be used to channel messages and interest students so that it can stimulate students' thoughts, feelings, and willingness to learn" by Hasan et al., (2021:27). Similarly, the view expressed by Mudhoffir, (1993) highlights that educational media can also be people, things, or events that enhance the possibility that students will learn new ability and views.

In relation to the focus of this research, namely the validity and practicality of the development of learning videos in improving the students' speaking ability of the eleventh grade. From a number of studies conducted, it was revealed that learning videos have a positive impact in helping to improve students' speaking ability. This is in line with the statement from Mark Shrosbree's research (2008: 75);(Ahlaro, 2017) which says that "Evaluation of public speaking and presentations is a perfect fit for video. To assist students in improving their speaking ability, teachers can also create "model videos" that graphically show what is expected of them during oral activities". This means that videos can serve as a tool that can provide a complete picture of the learning objectives and subject matter to be learned. In addition, videos can be used as models for using and pronouncing English expressions correctly. Learning Video media has advantages in learning because it can present subject matter concretely and realistically, which can broaden the learning experience and motivate students (Darimi, 2017).

The researcher refers to the views of Nienke Nieveen in the book "An Introduction to Educational Design Research" which recommends that the assessment of feasibility be carried out validity and practicality tests. Validity is based on the opinion of J.R Fraenkel and Norman E. Wallen (2014) "Validity refers to the appropriateness, accuracy, significance, and utility of particular conclusions that researcher draw from the data they collect". Furthermore, according to Jan Van Den Akker (1999), " The

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degree to which users (and other experts) find the intervention appealing and useable in "normal" circumstances is referred to as practicality".

3. METHODS

The research conducted is a development research (RnD). Development research is research that aims to produce products and then systematically validate them through the development process and field tests (Fraenkel et al., 2014:508-510). Meanwhile, according to Borg and Gall (1998);(Sugiyono, 2021:752) development research is a process used to validate products and develop them. Which is where the development model used is the ADDIE development model (Analysis, Design, Development, Implementation and Evaluation). According to Robert Maribene Branch (2009:2), the ADDIE development model is "*The idea of ADDIE is used to develop performance-based learning. The ADDIE technique is still one of the best tools available for product creation today. This is due to the fact that ADDIE is merely a procedure that provides a framework for guidance in complicated*

situations. Consequently, ADDIE is appropriate for creating instructional materials and other learning resources". From this explanation, the ADDIE development model is very suitable for developing work-based products such as educational products or other learning resources.

In collecting information data, the instruments that will be used are media validation questionnaires and student response assessment sheets to observe the practicality of a media. After it has been developed and has completed validity testing by experts, the next stage is to revise the media according to the advice of the experts. Next, trials will be carried out, namely (one-to-one trials and field trials). The research subjects involved in this study were 32 students in the eleventh grade.

4. RESULT AND DISCUSSION

1) The Data Resulting from Validation by Media Expert

Media validity testing by media experts aims to determine the level of validity of the media being developed. The following is a table of media validation results by media experts (language, media and materials).

Table 1. Media Expert Validation

No	Indicator (*Indikator*)	Description (*Deskripsi*)	Appraiser		
			V1	V2	V3
Linguistics Aspect (*Aspek Kebahasaan*)					
1.	Clarity of instructions for use (*Kejelasan petunjuk penggunaan*)	Instructions for using the product are presented clearly (*Petunjuk penggunaan produk disampaikan*	5	*4*	*5*

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		dengan jelas)			
2.	Suitability of language to students' level of thinking *(Kesesuaian bahasa dengan tingkat berfikir siswa)*	The language used is appropriate to the student's level of thinking *(Bahasa yang digunakan sesuai dengan tingkat berfikir siswa)*	5	5	5
3.	Politeness in language use *(Kesantunan penggunaan bahasa)*	The use of language remains polite and does not reduce educational values *(Penggunaan bahasa yang tetap santun dan tidak mengurangi nilai-nilai pendidikan)*	5	5	5
4.	Ability to encourage student curiosity *(Kemampuan mendorong rasa ingin tahu siswa)*	The language used encourages students' curiosity to learn the material *(Bahasa yang digunakan mendorong rasa ingin tahu siswa untuk mempelajari materi)*	5	5	5
5.	The accuracy of the text with the material *(Ketepatan teks dengan materi)*	The writing of the text is appropriate to the material *(Penulisan teks telah sesuai dengan materi)*	5	5	5
Material Aspect *(Aspek Materi)*					
1.	Sequence of presentation of material *(Keruntutan penyajian materi)*	The presentation of the material is carried out in a coherent/systematic manner *(Penyajian materi dilakuakan secara runtut/sistematis)*	5	5	5
2.	Suitability of material to the curriculum *(Kesesuaian materi dengan kurikulum)*	Conformity of material with (CP) Learning Outcomes and (ATP) flow of learning objectives *(Kesesuaian materi dengan (CP) Capaian Pembelajaran dan (ATP) Alur Tujuan Pembelajaran)*	5	5	5
3.	Image about the material *(Gambar mengenai materi)*	The display of images in the material is interesting *(Tampilan gambar pada materi menarik)*	5	5	4
4.	Clarity of material *(Kejelasan materi)*	The material is easy for students to understand *(Materi mudah di mengerti oleh peserta didik)*	5	5	4
5.	Increased student interest *(Peningkatan minat peserta didik)*	Can increase students' interest in learning *(Dapat meningkatkan minat belajar peserta didik)*	5	5	4
Media Aspect *(Aspek Media)*					
1.	Media display *(Tampilan media)*	Media has attractive designs, colors and images *(Media memiliki desain, warna, dan gambar yang menarik)*	5	5	5
2.	Media quality *(Kualitas media)*	The media has attractive animation and has clear image quality *(Media memiliki animasi yang menarik dan memiliki kualitas gambar yang jelas)*	5	5	5
3.	Media content design *(Desain isi media)*	The media uses consistent font and image sizes *(Media menggunakan ukuran huruf dan gambar secara konsisten)*	5	5	5
4.	The ability of media to increase knowledge *(Kemampuan media menambah pengetahuan)*	Media increases students' knowledge *(Media meningkatkan pengetahuan peserta didik)*	5	4	5
5.	Ease of use *(Kemudahan penggunaan)*	This media is easy to use in learning *(Media ini mudah untuk digunakan dalam pembelajaran)*	5	5	5

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	Overall display aspect *(Aspek tampilan menyeluruh)*				
1.	The attractiveness of the initial appearance of the media *(Kemenarikan tampilan awal media)*	The image design on the initial display is able to attract students' interest *(Desain gambar pada tampilan awal mampu menarik minat peserta didik)*	5	5	5
2.	Design regularity *(Keteraturan desain)*	The media design is orderly and consistent *(Desain media telah teratur dan konsisten)*	5	5	4
3.	Suitability of the video to the material *(Kesesuaian viedo dengan materi)*	The accuracy of the video used to support the material in the media *(Ketepatan video yang digunakan dalam mendukung materi dalam media)*	5	5	5
4.	Ease of reading writing *(Kemudahan untuk membaca tulisan)*	Writing in media is easy to read *(Tulisan dalam media mudah dibaca)*	4	5	5
5.	Color selection *(Pemilihan warna)*	The colors chosen and their combination are appropriate and attractive *(Warna yang dipilih dan perpaduannya telah sesuai dan menarik)*	5	5	5
The sum of all Score			99	98	96
Mean Score = $\frac{f}{N} \times 100\%$			99%	98%	96%
Total Score = $\frac{(V1+V2+V3)}{N} \times 100\%$				97,6%	
Criteria				***Very Feasible***	

Then it can be seen the calculation process of the results of the validation assessment by several validators regarding the product developed as follows.

$$P = \frac{f}{n} \, x \, 100\%$$

$$P = \frac{99+98+96}{300} \, x \, 100\%$$

$$P = \frac{293}{300} \, x \, 100\%$$

$$P = 97,6\%$$

Based on the validation results by media experts, it can be concluded that the assessment of the three validators shows an average percentage of 97.6%, which if classified on a Likert scale results state that the media can be said to be "Very Feasible and Valid".

2) Data on The Practicality of Speaking Learning Video Media.

Information data collection regarding the practicality of a media was obtained from the results of student assessment questionnaires regarding learning videos. Based on the evaluation obtained from the questionnaire, an average percentage result was found to be 86%. so that according to the students' assessment the learning video developed can be said to be "Very Practical". The following is a table of student response assessment results regarding the video learning media developed.

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Table 2. The Result of Assessment of Learner Response

Aspect (Aspek)	Indicator (Indikator)	The Number of Items (Jumlah Butir)				
		Very Impractical	Impractical	Quite Practical	Practical	Very Practical
Interest in learning video media (Ketertarikan pada media video pembelajaran)	1. The learning media used is interesting (Media pembelajaran yang digunakan menarik)	0%	0%	6%	18%	76%
Display aspect of learning video media (Aspek Tampilan Media video pembelajaran)	2. The media used is more varied (Media yang digunakan lebih bervariasi)	0%	0%	3%	3%	94%
	3. The images or illustrations presented are appropriate to the material (Gambar atau ilustrasi yang disajikan sesuai dengan materi)	0%	0%	12%	28%	60%
	4. The media that can be used is very suitable for learning (Media yang dapat digunakan sangat sesuai dengan pembelajaran)	0%	0%	3%	3%	94%
Presentation Aspect (Aspek Penyajian)	5. The delivery of material on this learning video media can make students understand the material. (Penyampaian materi pada media video pembelajaran ini dapat membuat siswa memahami materi)	0%	0%	6%	3%	91%
	6. interestingness of the material (Kemenarikan materi)	0%	0%	0%	25%	75%
	7. Media shape and size (Bentuk dan ukuran media)	0%	0%	0%	6%	94%

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	8. Clarity of questions in the Love Your Environment material *(Kejelasan soal dalam materi Love Your Environment)*	0%	0%	6%	6%	88%
Benefit Aspect	9. Media makes it easier to know how important it is to care for the environment *(Media mempermudah mengetahui seberapa pentinnya kepedulian kita terhadap lingkungan)*	0%	0%	3%	9%	88%
	10. By using this learning video media, is the learning process interesting? *(Dengan menggunakan media video pembelajaran ini apakah proses pembelajaran jadi menarik?)*	0%	0%	0%	3%	97%
	TOTAL	0%	0%	4%	10%	86%

After going through the revision stage, according to the criticisms and suggestions given by the validator by getting a percentage value of 97.6% with the category "Very Valid" in line with previous research, namely research (Ahlaro, 2017) entitled "Development of Learning Video Media to Improve English Speaking Ability for Learners at Wasur One Roof Education Dormitory, Merauke Regency" getting a percentage of 96.7% with the category "Very Valid".

Furthermore, after the media has been said to be valid and feasible by experts. Followed by conducting a practicality test, which begins with a one-to-one trial where students are given a questionnaire assessing students' responses to the product developed and get results with a percentage of 87% in the "Very Practical" category. And during the field test obtained a percentage of 86% with the category "Very Practical" as well.

5. CONCLUSION

The results of the analysis and discussion presented lead to conclusions a firm conclusion that, Learning video media developed by researcher with The intention of helping efforts to improve English Speaking Ability can be declared valid and practical. By referring to the two points the conclusions are formulated researcher and also refers to Nienke Nieveen's opinion that a media can be said to be appropriate if it has been assessed

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as valid and practical So the researcher believes that video learning media is developed by researcher for the purposes of learning English Speaking ability can be declared appropriate because they have met the assessment criteria.

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