

# DEVELOPING THE VISUAL PROMPT VIDEO OF CANVA FOR STUDENTS' SPEAKING PERFORMANCE AT RUMAH BELAJAR SAAB SHARES 09 NIAS UTARA

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

10 Speaking is one of the skills that play an important role in teaching and learning English. According to Brown (2020), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is not enough if the students only have the skills of listening, reading and writing without practicing their abilities directly through oral speaking. It is supported by Devito (2022) stated that speaking is the process of encoding and transmitting verbal messages through spoken words, which involves the use of language to convey ideas, emotions, and information to an audience. It is emphasized that speaking is not just about the articulation of words but also involves the cognitive processes of encoding (forming messages) and the effective transmission of these messages to achieve understanding and communication with others.

Moreover, Lucas (2020) explained that speaking performance can be defined that the effective delivery of a message that is well-organized, engaging, and adapted to the audience's needs and expectations, using clear and compelling verbal and nonverbal communication. It can be stated that effective speaking performance involves not just the content of the speech but also how it is delivered. This includes the organization of ideas, clarity in expression, engagement with the audience, and the use of vocal and physical techniques to enhance the overall impact of the presentation. Also Pearson (2021) stated that speaking performance is ability to deliver a message confidently and adaptively, using feedback to continually refine both the content and the delivery style. From the definition above we can conclude that 4 speaking performance is the act of people which observable or measurable to convey their message to the listener using several rules so that the listener can understand the meaning clearly.

As one of the English skill, speaking taught to the students based on independent curriculum. English speaking module expected the students should be able to communicate English orally and written simple descriptive text and purpose of using capital and spelling English correctly especially in introducingself to reach Mcc 65 by using visual prompt as media of teaching learnig process. This indicator emphasizes the importance of effective verbal communication and interaction, which are central to the goals of the independent curriculum in fostering student-centered learning and practical skills. While the minimum competence criterion (MCC) of English subject that has been determined by Rumah Belajar Saab Shares 09 Nias Utara is 65.

Based on research observation in the reality in teaching learning process at Rumah Belajar Saab Shares 09 Nias Utara especially in English class Junior High School, the students were not able to reach MCC 65 because of some factor such as the students feel that speaking in English is very difficult without using the interesting learning media, students are not confident to speak English because of the difference of writing and reading, the students have not enough vocabulary about the topic and the last is the teacher focus on explaining the material through lecturing methods. Lecturing method means that teaching learning process focus on teacher, the teacher plays an active role while the students plays a more passive role. Teachers play an important role to make their students active and creative in speaking by using appropriate media. Visual media is good to be used in teaching speaking (Pratiwi & Ayu, 2020). Visual media is every type of pictorial presentation and visual media (picture) can support the teacher to involve the students' interest and enjoy learning English. One of visual media in the teaching learning process is visual prompt.

A visual prompt in education refers to images, video or other visual stimuli used to provoke thinking, stimulate ideas, or guide learning activities. These prompts help learners better engage with the material by providing an evidence or context for their thoughts. Experts emphasize the role of visual prompts in supporting cognitive processes. A cognitive psychologist, highlights

that visuals help scaffold learning by breaking down abstract concepts into more understandable forms (Bruner 2021).

Inspired to the gap between hope and reality found by the researcher, so she over the visual prompt video of canva to develop the students' speaking performance. Regarding to the explanation above the researcher conducted the research entitled **“Developing the Visual Prompt Video of Canva for Students' Speaking Performance at Rumah Belajar Saab Shares 09 Nias Utara”**

### **1.2 Identification of the Problem**

1. Students feel that speaking in english is very difficult without using the interesting learning media.
2. Studends were not confident to speak english because of the difference of writing and reading.
3. Students have not enough vocabulary about the topic.
4. The students didn't understand to arrange the structure of greetings in speaking.
5. Teacher focus on explaining the material through lecturing methods.

### **1.3 Formulation of the Problem**

1. What are the challenges for teacher in teaching speaking performance?
2. Does the visual prompt video is effective for students' speaking performance?
3. How to design the effective visual prompt video of Canva to increase students' speaking performance?

### **1.3 Objective of the Research**

Based on the formulation problem the objective of this research is to develop visual prompt video of Canva in English Subject based on students' needs and hopefully can be useful to increase students' speaking performance.

### **1.4 Product Specifications**

Product specifications is in the form of visual prompt, will be developed in the form of video, with development using the Four-D (4D) model by Thiagarajan ( 1974) , namely: Define, Design, Develop, Disseminate.

1. The product developed is in the form of visual prompt which contains of video with English content (material).
2. The structure of making English material based on an assessment rubric of speaking performance.
3. The visual prompt being developed contains explanation of material in the form of video about the topic, example, and some of activity that support material and ask feedback from the students.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Theoretical Framework

##### 2.1.1 The Definition of Speaking Performance

Speaking is considered the most important skill of language especially English because having ability to speak is one of the evidence that someone has good proficiency of the language itself (Magdalena, et al., 2021). According to Chaney (2020:13) speaking is the process of creating and sharing meaning using verbal and nonverbal signals in a range of circumstances. As a result, the researcher finds that speaking is the ability to form language and communicate thoughts. Because of the definition of speaking, it is very urgent to teach speaking to the students in order that they master it well. To teach speaking, the teacher must design learning activities as well as possible and it also must be supported by various teaching media especially visual media such as pictures, video, television etc. in order that learning activities is more various, interesting and motivates students to participate actively. The presence of visual media presents different learning experience which can stimulate students to think creatively so that they always get new idea to express when they want to speak. Therefore, the more various the teacher uses the media, the better learning objectives students achieve. Speaking performances are essential for children, but these performances have to be taught optimally in schools (Magdalena, et al., 2021). Wijayanti's research in 2021, which discovered that soft-speaking skills are caused by internal and external factors, namely personality, way of thinking, and intellectuals. Students' lack of speaking ability can prevent students from being reluctant to communicate while learning occurs (Said, 2019).

Chomsky in Carlson (2021) says that, "Performance is the specific of knowledge in speech situation." Based on the knowledge in Chomsky's theory can be categorized as grammar and language itself. The general public agree that correct grammar in speaking is one of the most difficult to learn and master. According to Richard and Schmidt, "a person's actual use of language called as performance." It is concerned with a people's knowledge of a language and how the language is used in the production of sentences. In English class, one of the activities carried out is speaking performance. The activity is to indicate that there is an oral communication activity. It can be concluded that speaking performance

is not only a matter of verbal communication but also involve the usage of language effectively and completely, including expressions and body language. Al Hafiz & Gushendra (2021) claimed that, speaking performance is one of the basic language skills that play a major role rather than other skills because of its extensive use. The students are provided with instruments and equipment as a means to create an environment that is considered to be more like situations encountered in life beyond school.

### 2.1.2 The Purpose of Speaking<sup>3</sup>

Generally, there are many theories define the term of speaking. As cited in Ashour (2004), Burns and Joyce (1997) in (Dako, et al., 2021)<sup>3</sup> elaborates that speaking is a process of interaction in a situation to construct meaning which involve processing, producing, and receiving information.

According to Dako, et al., 2021 purpose of speaking is allows the speakers to produce words and sounds for expressing the information, ideas, or any feelings they have. Ever since it is believe that speaking is crucial for maintaining communication in which is a need of society. According to Davies & Pearse, (2020) another prpose of speaking in language teaching is to provide students the ability to use the language in communication effectively and correctly.<sup>3</sup> Specifically on students of foreign language, mastering English is a must, since some believes that speaking proficiency is the best standard for assessing someone's language ability<sup>3</sup>

So, as a conclusion the purpose of speaking is to communicate, to inform and to explain something to others to use the language accurately to express meanings in order to transfer or to get information from other people in the actual instances of language use in real time.<sup>10</sup><sup>4</sup>

### 2.1.3 The Types of Speaking

There are six types of speaking according to Brown (2004: 141-142), in Boutaina Gueba (2021) :

#### a. Imitative

Imitative classroom activities place less emphasis on meaningful engagement and more on studying language aspects independently. Students are often exposed to real hearing resources, such as native speaker recordings. Students are instructed to replicate what they hear

and identify a certain vowel sound. Drilling is also beneficial for imitative classroom speaking skills. It therefore enables pupils to listen to and repeat orally the relevant grammatical and phonological language forms. Given that drillings are based on repetition, they should be short, basic, regulated, limited, and thorough for learners.

**b. Intensive**

Intensive speaking goes beyond imitation and includes any speaking performance used to learn phonological or grammatical language forms. In other words, pupils practice intense speaking by focusing on phrases or sentences rather than individual sounds. This style of performance may be done both independently and in couples.

**c. Responsive**

Student engagement in the classroom is mostly responsive. Simply described, responsive speaking is the process of responding to students' and instructors' inquiries and remarks. This sort of answer does not include any form of information sharing. As a result, responsive practice does not include discourse, as it just responds to teachers' queries.

**d. Transactional**

Transactional speaking is more than just a responsive exercise. The transactional practice is negotiated and based on the exchange of information through discussion. This style of classroom speaking performance can be done in pairs or as a group.

**e. Interpersonal**

Instead of delivering facts and information, interpersonal practice focuses on maintaining social ties. Taking this into account, interpersonal discussions appear to be more difficult for students to understand owing to the usage of slang, colloquial language, and ellipses. However, such realistic activities in the classroom allow students to utilize language in real-world contexts, resulting in improved fluency.

**f. Extensive**

Students at the intermediate and advanced levels are expected to produce formal long monologues such as speeches, reports, or summaries.



According to Nunan (1989) cited in Torky (2020) speaking is grouped into two which are monologue and dialogue. The former emphasizes making an interrupted oral presentation, whereas the later emphasizes communicating with other speakers.

From the preceding paragraphs, it is concluded that based on the number of speakers involved, speaking can be divided into monologue and dialogue while based on its use, speaking can be grouped as imitative, intensive, responsive, transactional interpersonal and extensive.

### <sup>3</sup> 2.1.4 Aspect of Speaking

Here are some aspects or criteria of speaking according to Brown (2004) in (Dako, et al., 2021)

- a. **Comprehension** : Effective oral communication involves both responding to and initiating speech.
- b. **Grammar** : Students must be able to construct proper sentences during discussion. It is consistent with Heaton's description of pupils' capacity to alter structure and discern suitable grammatical forms in appropriateness. Grammar is also useful for learning the proper technique to build skill in a language, both orally and in writing.
- c. **Vocabulary** : Vocabulary refers to the suitable diction employed in communicating. Without a proper vocabulary, one cannot successfully communicate or express their views, both orally and in writing. A lack of vocabulary is another impediment to language development. Without grammar, little can be communicated, and without vocabulary, nothing can be transmitted. So, based on this argument, the researcher concluded that without appropriate vocabulary mastery, English learners will be unable to speak or write English properly.
- d. **Pronunciation** : Proper pronunciation helps pupils talk more clearly. It is concerned with the phonological process, which is a grammar component comprised of the parts and concepts that govern how sounds change and pattern in a language. There are two types of pronunciation features: phonemes and supra-segmental features. Based on the preceding remark, the researcher concluded that pronunciation is the study of how words in a specific language are formed clearly when individuals speak.

Pronunciation is important **in speaking** because it helps people understand the process of communication better.

- e. **Fluency** : Fluency is the ability to read, speak, or write quickly, smoothly, and expressively. In other words, the speaker is able to read, interpret, and answer in a language in a clear and simple manner while tying meaning to context. Fluency is described as the ability to talk fluently and accurately.

According to Hornby (2021), there are some aspect of speaking performance :

### 1. **Contents**

Oral communication is two ways process between speaker and listener and native the productive skill of speaking and the receptive skill understanding. It is important to remember that receptive skill not imply passive both in listening and reading. Language users are actively involved in the process of interrupting and negotiating meaning.

### 2. **Self-confidence**

Self-confidence is an attitude or feeling confident in the ability of self so that the person concerned is not too anxious in his actions, can feel free to do the things he likes and is responsible for his actions, warm and polite in their interaction with others, can accept and respect others, have the drive to excel and get to know the advantages and disadvantages.

### 3. **Emotional**

Emotional cues in speech are conveyed through vocal inflections known as prosody. Key attributes of prosody include the relative pitch, duration, and intensity of the speech signal. Together, these features encode stress, intonation, and rhythm, all of which impact emotion perception.

## 2.2 **Assessment of Speaking Performance**

After the teacher taught the students about speaking, the step then he or she could do is to assess the students' speaking ability. It is one way to measure how far the students' understood concerning the given material. The definition of speaking assessment is a systematic process involved collecting information and data. Which is used by the teacher taken decision whether students passed or failed in a speaking class. Therefore, knew the ability of the students in reading comprehension the teacher must did an evaluated or measured to determine how

far the successfulness has been gained based on the evidence data. According to Kamaruddin et al (2022) said that several kinds of tests that could be used, such as multiple choice, essay, match making, closed test, short answer, true or false, etcetera. He also said, in learning English at the junior high school level, the tests used are multiple choice and short essay. Definition of test assessment is an evaluation tool that has an important role in measuring student's achievement. Thornbury and Brown (2003) in Dako (2021) present some types of commonly used tests for speaking performance. These tests include interviews, live monologues, recorded monologues, role plays, collaborative task, and discussions. In this research, the researcher used interview and collaborative task in measured student achievement. Through this test the researcher able to know the achievement of students' speaking performance depends on aspect or criteria speaking presented by brown (2021) such as pronunciation, grammar, vocabulary, fluency and comprehend. The table explanation below will more understandable about the assessment of speaking performance.

**Table 2.1 Scoring Rubric for Speaking Performance**

Aspect	Score	√	Description
<b>Pronunciation</b>	5		Easy to understand and has native speaker accent
	4		Easy to understand with certain accent
	3		There are some problem in pronunciation made listener should more concentration and sometimes there is misunderstanding
	2		difficult to understand because there is problem in pronunciation asked to repeat
	1		There is serious problem in pronunciation so it cannot be understood
<b>Grammar</b>	5		There are no errors in grammar
	4		Sometimes make errors in grammar but do not affect the meaning
	3		Often makes mistakes in grammar that change the meaning
	2		Lots of grammatical errors and frequent rearrangement of sentences
	1		The grammar mistake is so bad so it is difficult to understand

<b>Vocabulary</b>	5	Using vocabulary like a native speaker
	4	Sometimes uses inappropriate vocabulary
	3	Often uses inappropriate vocabulary
	2	Using the wrong vocabulary
	1	Vocabulary is very limited
<b>Fluency</b>	5	Speech is smooth as a native speaker's
	4	The fluency is distributed by language problem
	3	The fluency is distributed more by language problem
	2	Speech is frequently hesitant, sentences may be left uncompleted
	1	Speech is so halting and fragmentary that conversation is virtually impossible
<b>Comprehend</b>	5	Understand all without any difficulties
	4	Understand almost all, although there is repetition in certain part
	3	Understand most of what she/he talks in slow speaking
	2	Difficult to understand what she/he talks
	1	Can not understand although in simple conversation

Another scoring of speaking performance by Nunan (2021) that there are five criteria that have to assess in speaking performance such as content, delivery, language use, audience engagement, and overall impact. This table below explain the scoring criteria of speaking performance.

**Table 2.2 Scoring rubric for Speaking Performance**

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Poor (1)</b>
<b>1. Content (30%)</b>	Ideas are very clear, well-organized, and relevant, and demonstrate depth of understanding.	Ideas are mostly clear and well-organized, with good relevance and depth.	Ideas are somewhat clear but may lack organization or depth.	Ideas lack clarity and organization, relevance is limited.	Ideas are unclear, disorganized, and irrelevant.
<b>2. Delivery (30%)</b>	Voice is clear, fluent, and engaging; excellent language and eye contact.	Voice is clear with good pacing; confident body language and eye contact.	Voice is adequate, with occasional lapses in fluency or body language.	Voice lacks clarity; pacing and body language are inconsistent.	Voice is unclear, monotonous; poor body language and eye contact.
<b>3. Language Use (20%)</b>	Rich vocabulary, grammatically correct, and fluent; pronunciation is clear.	Good vocabulary and grammar with minor errors; pronunciation mostly clear.	Adequate vocabulary with noticeable grammar errors; pronunciation is sometimes unclear.	Limited vocabulary and frequent grammar errors; pronunciation is difficult to understand.	Poor vocabulary, incorrect grammar, and unclear pronunciation.
<b>4. Audience Engagement (10%)</b>	Strong connection with the audience; effectively responds to feedback and maintains interest.	Maintains audience interest with good interaction; responds well to feedback.	Some interaction with the audience; occasionally maintains interest.	Limited engagement with the audience; struggles to maintain interest.	No engagement with the audience; fails to maintain interest.
<b>5. Overall Impact (10%)</b>	Highly persuasive and leaves a lasting impression on the audience.	Persuasive and leaves a generally positive impression.	Somewhat persuasive but lacks a strong impact.	Little persuasiveness or impact; message not effectively conveyed.	No persuasiveness or impact; the speech is forgettable.

## 2.3 Visual Prompt

A visual prompt is a photograph, illustration, video or icon to represent a task (Rychard Mayer 2020). According to Jerome Bruner (2020) (Cognitive Psychologist) visual prompts are images, diagrams, or other visual representations that aid in the process of discovery learning. He emphasized that visuals help students organize information, build connections between concepts, and support understanding by presenting material in a format that leverages the human brain's ability to process images more efficiently than text.

There are different types of visual prompts depending upon what each individual needs. For example, we all use visual prompts in our daily lives. We see an icon on the the restroom door, and we know it is a bathroom. We write a to do list and leave it on the counter, it is a visual reminder or prompt to complete the tasks. We use visual prompt it is based on each individual on when to use visual prompts. Each of these experts underscores the role of visual prompts in enhancing learning by making information more accessible, aiding cognitive processing, and supporting learners in different ways.

Usually visual prompt that used by teacher especially at Rumah Belajar 09 Nias Utara in the form of printed media that includes topic, picture, and some of exercise. In this study the researcher develop visual prompt in the form of video. According to researcher, the printed visual prompts are less attractive and make students bored to study and not able to improve and increase students' speaking performance. In this developed visual prompt researcher will make visual prompt in interesting video prompt that includes topic, animation video, sound that able listen by student, and attractive exercise in every topic that engages students to directly practice how to speak which involves one or more one student in practicing speaking in front of the the class. Speaking not only talk about material but the practice is more important to increase speaking performance of student.

### 2.3.1 Procedures of Using Visual Prompt

Visual prompts include some type of cue to the student how to response (in addition to natural cues) such as pictures, text, photos, or video. Visual prompts can also be positional such as putting the correct item or required items to complete a task closer to the student. It help address difficulty in memory and organization. They may include written notes, picture, video or other visual cues.

Visual prompt may help facilitate learning in developing independence in routine task or something to say and something to do. By providing a concrete visual image, visual prompts build on the natural development of language as children first learn the names of people and things they see frequently. Children can look at the pictures and take in the information at their own pace, which gives them extra time to think and process information. Visual prompts also support children to understand what is happening next, something new or to learn routines. This reassures the child and supports their emotional well-being, as well as reduces anxiety, particularly in social situations.

In procedures of using visual prompt we have to know some aspects to be prepared by teacher (Jerome Bruner 2020).

1. Determine the items, topic or material that will be taught
2. Take or make photos, videos, that have relationship with the topic
3. Show photos or video through one of tools ( card, printed media, electronic media) that give information for students what will be done
4. Give instructions to the students

### 2.3.2 Advantages and Disadvantages of Visual Prompt

#### a. Advantages

Some of experts below give opinion about advantages and disadvantages of visual prompt : Bruner (2020) give 3 advantages of visual prompt, such as :

- **Enhanced Understanding:** Visual prompts help students construct meaning by providing concrete representations of abstract concepts.
- **Stimulates Exploration:** Encourages students to explore and discover information through interaction with visuals.
- **Supports Memory:** Images and video can improve memory retention by engaging visual memory systems.

While Mayer (2021) devided 3 advantages of visual prompt, including of some things below :

- **Improved Learning Efficiency:** Combining visual and verbal information helps learners process and integrate knowledge more effectively.
- **Reduction of Cognitive Overload:** Visual prompts can simplify complex information, making it easier to understand and remember.

- **Facilitates Dual-Channel Processing:** Engages both visual and auditory channels, which can enhance comprehension and retention.

#### **b. Disadvantages**

Besides of advantages, the visual prompt also have some disadvantages we can see below according to experts opinion. Bruner (2020) give opinion that there are 2 disadvantages of visual prompt such as :

- **Potential for Misinterpretation:** Without proper guidance, students might misinterpret or overemphasize certain aspects of the visual prompts.
- **Over-Reliance on Visuals:** Students might become dependent on visuals and struggle when visual aids are not available.

Moreover Mayer (2021) give opinion there are 2 also disadvantages of visual prompt :

- **Overloading Visuals:** If not designed well, visuals can become cluttered or overwhelming, potentially increasing cognitive load instead of reducing it.
- **Distraction Risk:** Poorly chosen visuals might distract rather than enhance learning, leading to decreased focus on the content.

Overall, visual prompts can be powerful tools in education when used appropriately. They enhance understanding and retention, cater to diverse learning styles, and support cognitive processes. However, their effectiveness depends on thoughtful design, appropriate implementation, and alignment with learners' needs.

### **2.4 Relevant Research**

Based on the theoretical research conducted, some preliminary studies related to the research conducted by researchers are listed below :

- 1. Using Visual Prompts to Develop The Choiches the Students Make in Writing Tasks** by Napanut Minwong (2020). This study investigates the language choices in writing made by ABAC Basic English II students in respon to the picture prompts. In this study, generic structures they employed and then identify the potential text types of genres. Such an analysis can reveal the students' ability to write a cohesive text and assess their writing development over period of 4 weeks.



**2. Developing Visual Prompt as a media to Teach Student at SD Negeri**

**Muncul** By : Septy Nurfadhillah et al (2021). This study raises the importance of developing the importance of visual media as an effort to deliver learning materials to be more effective and efficient. The method used in this study is a descriptive method with a qualitative approach. The object of the study was a fifth grade teacher at SDN Muncul 1. The techniques used in this study were observation, interview, and documentation techniques. The teacher uses colorful and attractive visual media as an effort to deliver learning material, this is considered effective because it makes students more interested in the learning process so that learning becomes more enjoyable.

**3. Developing Visual Prompt for Thematic at the First Grade of**

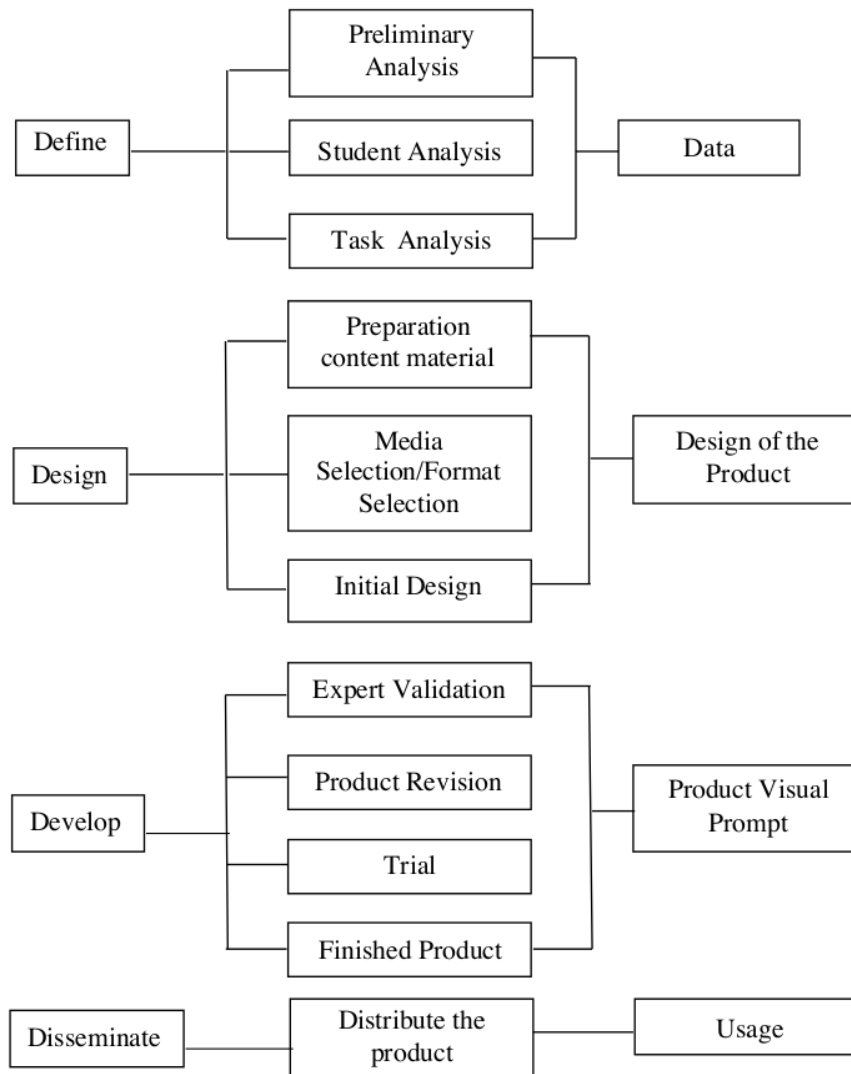
**Elementary School** by :Raditia Adryani (2019). This research aims at producing a product in the form of visual learning media that is suitable for use in learning. This research was a development research that refers to the model development by Borg & Gall with nine step, namely Research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing and final product revision. The data were collected by conducting interviews, observation and questionnaires. The data analysis technic used quantiaive descriptive statistic. The final results of the material and medium expert validation get an average score of 4.18 and 5. The result of preliminary field testing, main testing field, and operational field testing an average score of 4.45, 4.6 and 4.62. Therefore, the visual learning media for thematic learning is suitable for use in the learning process in first grade students of elementary school.

**2.5 Conceptual Framework**

In research, a conceptual framework is used to understand a research problem and to guide the study's development and analysis. It acts as a road map for conceptualizing and structuring the work, offering an overview that connects many ideas, concepts, and theories in the topic of study. A conceptual framework orally portrays the hypothesized link between the studied variables. The goal of a conceptual framework is to provide a strategy for organizing and categorizing

knowledge, so assisting researchers in creating theories and hypotheses and conducting empirical studies. The conceptual framework about “Developing Visual Prompt Video of Canva for Students’ Speaking Performance at Rumah Belajar 09 Nias Utara” Describe a scheme to make easy in understanding it such as below :

**Chart 2.1 Conceptual Framework**



Based on the picture above, the steps for developing a 4D model by Thiagarajan, can be described as follows:

## **1. Define**

The defining stage is useful for determining and defining needs in the research process and collecting various information related to the product to be developed. In this stage, the information obtained is an initial analysis by interviewing teacher, headmaster and also students, then an analysis of students' need potential is carried out and observing the teaching learning process by doing interview and observation. The following steps at the defining stage are:

- Front-end analysis  
At this stage, researchers conduct an initial diagnosis to improve the efficiency and effectiveness of increasing students' speaking performance
- Students analysis  
At this stage, the characteristics of the students are studied, for example: background knowledge of the students and their understanding about the subject and what is media that usually used in their class.
- Task analysis  
At this stage, researchers analyze products strategies that are suitable with students' analysis in order to achieve research objectives
- Concept analysis  
At this stage the researcher analyzes the concept to be loaded as content, compiling the steps of making it that will be carried out rationally
- Specifying instructional objectives  
At this stage the researcher writes the purpose of making significant projects to make a change, such as: Visual Prompt Video through Canva application that will be done by researcher.

## **2. Design**

After analysis, the next step is to design a visual prompt video that contains English content through Canva application

- Preparation of content material, as a first step in making products
- Media selection, this step is carried out to identify media that are relevant to the purpose. The media used in this study is in the form of Canva application that contains a lot of format media for teaching
- Format selection, carried out at the initial step. Format selection is done so that the format chosen is in accordance with the material / content of the content. The selection of the form of presentation is adjusted to the media

to be used. The selection of formats in development is intended to design content which includes material design, images, animation video in visual prompt through Canva Application

- Initial design, namely content and media that must be done before the trial is carried out. According to Thiagarajan (1974:7) “initial design is the presenting of the essential instruction through appropriate media and in a suitable sequence.”. The following is the initial design of the product: front attachment (Picture/video, sentence or paragraph and instructions for use) the content of this teaching material consists of English material, picture or video that suitable to the material.

### **3. Develop**

At this stage, researcher concretize the results of planning at the previous design stage. In this stage of development, the product that has been conceptualized is then developed according to the material, needs, illustrations, images, videos etc. with the aim of producing visual prompt to increase students' speaking performance. There are steps in this stage, which are as follows:

- Expert Validation  
According to Thiagarajan, et al (1974:8), “Expert appraisal is a technique for obtaining suggestions for the improvement of the material.” Expert Validation is a technique to validate or assess the feasibility of product design. If the product tries to reach the minimum requirements, the product can be declared practical to use. And if the product is below the minimum provisions, it can be revised and can be tested again until it is declared practical. This step is usually carried out by English lecturers or English teachers, or English expert.
- Product Revisions  
After the product design is validated by experts, it can be known the shortcomings of the learning media. These shortcomings are then corrected to produce even better products.
- Trial  
Product trials are carried out after validation and revision and improvement to seal experts, media experts, and linguists. The purpose of product trials is to get information on whether the product developed in delivering practical and useful content or not compared to promotion that is done manually. This

development testing is carried out on a small scale (limited) as a user of the product.

- Finished Products

If the product is valid then the product is ready for use in class.

#### **4. Disseminate**

After the trials are all completed and the instruments have been revised, the final stage is the dissemination stage. The purpose of this stage is to spread the product.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research and Development Method**

This study employs the Research and Development process using a 4D model. This form of R and D research was chosen since the results would lead to the development of a product. Meanwhile, Tegeh et al. (2019, p. 161) chose the 4D development model since it allows for simple model presentation.

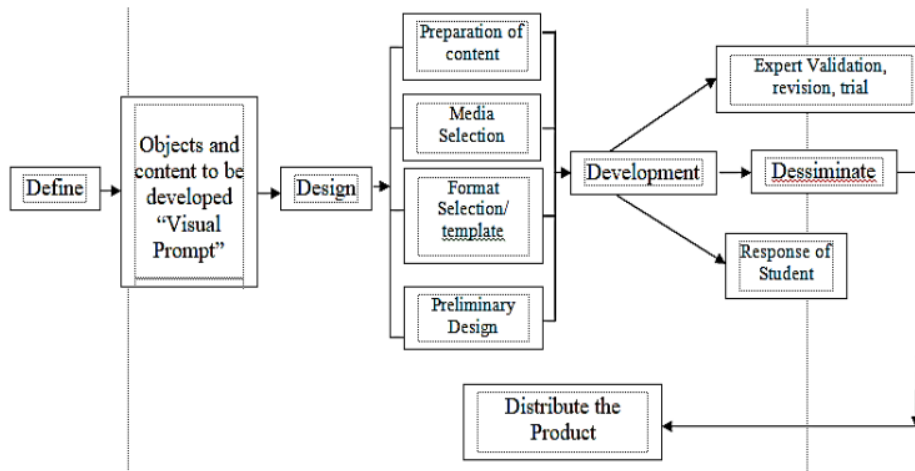
4D research has four steps which outline, namely: define, design, development, disseminate. Define is a step which in general is collecting the background of the problem. Design is a step in designing the product that will be made and will produce initial product. Development is a step in validating the resulting product value of the product being developed. Disseminate is the distribution of products pass the development stage. If the product value does not meet the standards, it will revisions are made until the minimum score is obtained to proceed to the next step disseminate.

#### **3.2 Procedures of Development**

Research and development methods (Research and Development) is a research method used to manufacture specific items and verify their efficacy (Tegeh, 2019: 161). Thiagarajani describes the research design employed in this study as design research into the development of a 4D model.

This includes 4 stages, namely the definition and design stages (design), development (develop) and dissemination (disseminate) which can be explained as follows :

**Chart 3.1 Conceptua Framework**



The define stage is the needs analysis stage. In general, this stage will discuss the background of the problem and needs analysis. This defines stage has the following steps:

**a. Preliminary Analysis**

At this stage the researcher carries out a background analysis of the problem. Background analysis. The background to this problem is then described as written in the background study.

**b. Learner Analysis**

This stage will carry out an analysis of the needs for visual prompt for participants students, especially visual prompt for speaking performance.

**c. Task Analysis**

The task analysis that the researcher carried out was to identify skills according to teaching materials. This aims to ensure the selection of media for materials The teaching developed can be used optimally.

**d. Concept Analysis**

This stage is the stage of identifying competencies and learning objectives. The purpose of this stage is to determine the teaching material that will be provided to students.

## **2. Design or planning stage**

The design stage will broadly discuss product design that will be developed, such as the use of media, formats, and others. Stage design has the following stages:

### **a. Preparation of Standards Test**

Researchers collect data and use media to create test criteria. The data was collected in the form of printed media. Following data collection, the data will be grouped to form an interactive visual prompt.

### **b. Media Selection**

The choice of media in this research comes from the background of the problem and profile of the majority of the English class. In addition, the media selection will adjust accordingly the need for interactive teaching materials.

### **c. Format Selection**

The selection of the format for interactive teaching materials developed is based on urgency, novelty, and flexibility of the teaching materials being developed. Election the format will also adapt to the needs of interactive teaching materials.

### **d. Preliminary Design**

At this stage there will be <sup>1</sup> a product in the form of video that made and developed use Canva Application. The visual prompt materials developed will be explained outline.

## **3. Development or Development Stage**

The development stage contains expert validation and product testing. In brief, The development stage will be carried out as follows:

### **a. English Teacher Response**

English teacher responses will be carried out using a questionnaire. Step This was done to see the acceptability of the teaching materials developed in scope of English teachers.



#### **b. Expert Validation**

Expert validation will be carried out using an assessment sheet. If value the product of the instrument is not less than the specified value, then the product will be considered suitable as teaching material. However, if the product value of the instrument is less than the specified value, a revision will be carried out until the product passes the set value. Product validation will be carried out by three experts consisting of experienced English teachers.

#### **c. Product Trial**

Product trials will be carried out to check the response of English Class Students of products that have been developed. The responses obtained will be explained descriptively.

#### **4. Disseminate or Spread Stage**

If there are no revisions in the product trial, a phase will be carried out disseminate or spread. This stage will involve distributing teaching materials to social media and in a scientific article.

### **3.2 Setting and Schedule of the Research**

The location of this research is Rumah Belajar Saab Shares 09 Nias Utara that is located in Awa'ai, Hilimbosi Vilage. There are 3 English teachers there. The total number of the teachers are 6 persons and the total number of students are 85 persons consisting of 3 classes. This research conducted on July 2024 up to the late on September 2024.

### **3.3 Data Collection**

This research uses three data collection methods: observation, interviews, and questionnaires.

1. Observation: This method involves direct observation of the population and the surrounding environment, not just individuals. According to Sutrisno Hadi in Sugiyono (2021), perception is a complex process involving communication and cognition, with memory and browsing being key elements. Observation is suitable for the study of behavior, activities and events, and includes observations of village characteristics, population, artifacts and historical sites that provide primary data.

2. Interview: This is a two-way interaction to exchange information. Esterberg, in Sugiyono (2019), states that interviews can be structured, semi-structured or unstructured. Structured interviews allow researchers to obtain the information needed with prepared questions, while semi-structured interviews are more open and in-depth to understand the informant's views. Unstructured interviews are more flexible. In this study, semi-structured interviews were chosen to collect qualitative data, where the results were grouped according to the research questions.
3. Questionnaire: This instrument used to collect quantitative data, this survey provides closed questions that provide a checklist for answers in Sugiyono (2019), in order to produce accurate data through a closed questionnaire.

### **3.4. Instrument of the Research**

Research instruments are used to collect data through measurements. Researchers use tools such as checklists for observations, and questionnaires for interviews.

#### **3.4.1 Interview**

An interview is a formal conversation between two or more people, typically with one person, the interviewer, asking questions to obtain information, assess qualifications, or evaluate the suitability of a candidate for a job, admission, or other purposes.

#### **3.4.2 Observation**

Observation is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed).

#### **3.4.3 Questionnaire**

Questionnaires are usually used to take measurements to produce accurate quantitative data. In this study, a closed questionnaire was used which could be filled out using tick marks. This questionnaire is structured with a rating scale. To measure media expert, a Likert scale was used. According to Sugiyono (2018: 152), the Likert scale measures the attitudes, opinions and perceptions of a person or group of people

about social phenomena. The 5-point Likert scale consists of: Strongly Disagree (STS), Disagree (TS), Neutral (N), Agree (S), and Strongly Agree (SS).

**Table 3.1 Instrument Grids for Media Experts**

No.	Aspek Penilaian	Alternatif Penilaian				
		SS	S	N	TS	STS
<b>Kesesuaian Isi</b>						
1	Kesesuaian materi dengan tujuan pembelajaran					
2	Kejelasan penyajian materi					
3	Relevansi contoh yang diberikan					
<b>Desain Media</b>						
4	Tata letak dan desain menarik					
5	Penggunaan warna yang sesuai					
6	Penggunaan huruf yang mudah dibaca					
<b>Interaktivitas</b>						
7	Ketersediaan fitur interaktif					
8	Kemampuan pengguna untuk berpartisipasi aktif					
9	Penyediaan umpan balik yang konstruktif					
<b>Kelayakan Teknis</b>						
10	Kemudahan akses					
11	Kompatibilitas dengan berbagai perangkat					
12	Waktu muat yang cepat					

And another questionnaire is structured with a rating scale. To measure material expert, a Likert scale was used. According to Sugiyono (2018: 152), the Likert scale measures the attitudes, opinions and perceptions of a person or group of people about social phenomena. The 5-point Likert scale consists of: Strongly Disagree (STS), Disagree (TS), Neutral (N), Agree (S), and Strongly Agree (SS).

**Table 3.2 Instrument Grids for Material Experts**

No.	Aspek Penilaian	Alternatif Penilaian				
		SS	S	N	TS	STS
<b>Kesesuaian Materi dengan Tujuan Pembelajaran</b>						
1	Kesesuaian materi dengan kompetensi dasar					
2	Dukungan materi terhadap tujuan pembelajaran					
3	Relevansi materi dengan kebutuhan peserta didik					
<b>Kedalaman Materi</b>						
4	Kedalaman penyajian materi					
5	Kejelasan konsep-konsep penting					
6	Kesuaian kedalaman materi dengan tingkat pemahaman peserta didik					
<b>Kejelasan dan Keterbacaan Materi</b>						
7	Kejelasan bahasa					
8	Penggunaan istilah yang sesuai					
9	Struktur kalimat dan paragraph					
<b>Relevansi dan Keterkaitan dengan Konteks Nyata</b>						
10	Keterkaitan materi dengan konteks nyata					
11	Relevansi contoh dan ilustrasi					
12	Dukungan materi terhadap penerapan pengetahuan					

We can assign a score or weight to each alternative answer on the Likert scale for quantitative analysis. The Likert scale weighting criteria are as follows:

**Table 3.3 Questionnaire Guidelines**

No	Alternative Answer	Weight/Scale
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

## **6 Data Analysis Technique**

The data obtained from this research and development are classified into two categories: qualitative data (words obtained from interviews, observations, and feedback or suggestions after product testing) and quantitative data (numbers obtained from the product assessment questionnaire).

### **1). Qualitative Sources**

Qualitative data was created through interviews and observations regarding the needs of students media at the beginning of the research. This data was then reviewed to determine the level of importance of media product. In addition, the product trial activities also generated qualitative data consisting of feedback and recommendations. The first stage in data analysis is organizing all the information collected from various sources. In qualitative sources, this comes from grouping analyzed data to answer research questions. This grouping is based on similarities of the ideas of the informants and differences of the ideas of the informants.

### **2). Quantitative Sources**

The feasibility and evaluation of visual prompt video of canva for students are examined in the following data analysis, which uses questionnaires for data collection. Descriptive analysis methods were then applied to the data and questionnaires collected. To describe the data obtained as it is, descriptive statistics were used in the descriptive analysis approach, without intending to draw generalisable conclusions. The data from the questionnaire data collection was

converted from qualitative data into quantitative data so that it could be used in accordance with the research objectives. First, based on predetermined measurements, qualitative data in the form of strongly agree, agree, neutral, disagree, and strongly disagree statements were converted into numerical data with a scale of five, four, three, two, or one. Descriptive statistics were then used to assess the quantitative data. Quantitative data in the form of numbers from calculations or measurements can be handled by summing, comparing with the expected number, and producing a percentage, and also using the SPSS Statistics application to get more accurate results based on the presentation of correlation, reliability and validity which refers to Suharsimi Arikunto in the book *Qualitative Research Methodology*, 2022. Based on the assessment, the qualitative data results can be combined, and the following formula can be used to determine the percentage of feasibility:

$$\text{Percentage of feasibility} = \frac{\text{score received}}{\text{maximum score}} \times 100\%$$

Feasibility criteria were used in this study to determine the results of data analysis. The numbers are divided into several categories as follows: not feasible, less feasible, feasible enough, feasible, and very feasible. After producing the results of the feasibility percentage calculation, the results can be put into the feasibility category. For the development of promotional media, the following is the feasibility classification. The feasibility value of the product made is calculated using this presentation scale table. This table uses a percentage scale created by Suharsimi Arikunto (2022: 11). The feasibility value of visual prompt video media products is determined as the lowest or not feasible.

**Table 3.4 Classification of Feasibility Categories**

No	Score in Percent	Eligibility Category
1	0 – 20 %	Not feasible
2	21 – 40 %	Less Feasible
3	41 – 60 %	Moderately Feasible
4	61 – 80 %	Feasible
5	81 – 100 %	Very Feasible

Determine the feasibility category of each response item, the sum of the results of each item is calculated and compared with the maximum score of each item, then the percentage of feasibility is calculated. It will be easier to determine the value criteria to determine whether this visual prompt video is feasible or not to use by referring to the table above.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1 Research Result

##### 4.1.1 Development of Visual Prompt

This research and development was carried out at Rumah Belajar Saab Shares 09 Nias utara on September-August 2024. To view results of the feasibility and attractiveness of visual prompt video to for students' speaking performance. Canva's notion of visual prompt video has been validated by professionals and practitioners in education. Thiagarajan's 4D model is used in this development, which is divided into four stages: (1) define, (2) design, (3) development, and (4) distribution. The following is an explanation of each stage in detail:

##### 1. Define

This stage the researcher carries out the definition or finding out stage what is needed, concepts, evaluation, learning specifications will be applied later in the visual prompt by analyzing as following:

###### a. Initial Final Analysis (Front-End Analysis)

At this stage, the goal is to identify the major problem encountered throughout the learning process and select which teaching materials should be developed. Pre-research analysis was conducted by interviewing educators at Rumah Belajar Saab Shares 09 Nias Utara. According to discussions with educators, educators have not employed more exciting teaching materials to provide students with learning activities and have instead relied solely on current modules.

###### b. Learner Analysis

At this point, it is discovered that the media of educational materials used by pupils is still not interesting. In this research, educators developed a visual prompt video on Canva to improve students' speaking performance in English activities, support learning, and boost their confidence in speaking.



### c. Concept Analysis

At this level, the activities include conducting interviews with educators to identify issues linked to the primary concepts being taught, as well as thoroughly reviewing the topics that must be taught. This stage is the primary section, which has been created and organized in an orderly and appropriate manner using Core Competencies (KI) and Basic Competencies (KD).

### d. Formulation of Learning Objectives

At this step, the purpose is to combine the previous stage's results and then decide the object of study. The research object serves as the foundation for planning and creating the product under development. From concept analysis The learning objectives that must be met were gathered from Canva's learning media visual prompt video.

## 2. Design

Preparation of the visual prompt video of canva contains the display design of the teaching materials after defining the stages define, then researchers do the steps design with the following results:

### a) Parts of Designing Visual Prompt

This Visual Prompt Video used Canva for designing contains animations, elements, voice and design of the video designed by researcher. In the opening part this section consists of the front cover of the visual prompt video and the purpose of visual prompt video which contains 3 parts for students, Listening Time and paying attention, give respons (speaking), and the last is time to ask (speaking) this material using introduction material as a material used in visual prompt.

### b) Visual Prompt Video Content Section

- First section, this section is filled with the animation in video consist of 2 people animation. First people give question and the other give respons. In this part the student listen and pay attention to the video.
- Second section, this section give time to student to speak and give respons. In the video people animation give question and after that the student give respons with his or her own words. This part makes student is able to speak with his or her own words.

- Third Section, in this part the students give question and the people animation in the video give responds. This part give time to the student be brave to speak, where in this part students give his or her question.

### c) Instrument Design

This study employed a questionnaire as its tool. This instrument is prepared using a Likert scale with four answer choices: 1 (extremely invalid), 2 (somewhat valid), 3 (valid), and 4 (very valid). Before commencing the development stage, the researcher first assesses each step. The questionnaire instrument was changed to meet the researcher's demands, including contextual features. Not only are there validator surveys, but also an educator response questionnaire and a student questionnaire with points that have been changed to determine how intriguing the visual prompt is.

### 3. Development

Development steps that have been carried out by researchers at stage development we can see on the picture below. Picture 4.1 showed the visual prompt before developed, it shows that visual prompt contains picture, text and also activity in module. The students can read the text on the picture that contain introducing material.

Picture 4.1 Visual Prompt Before



Picture 4.2 Performance of Visual Prompt Video of Canva



Some content sections in visual prompt video :

**a. First Section Listening & Pay Attention**

This section is filled with the animation in video consist of 2 people animation. First people give question and the other give respons. In this part the student listen and pay attention to the video.

**b. The Second Section Giving Respons (Student's Time)**

This section give time to student to speak and give respons. In the video people animation give question and after that the student give respons with his or her own words. This part makes student is able to speak with his or her own words.

**c. The Thrid Section Asking (Student's Time)**

in this part the students give question and the people animation in the video give respons. This part give time to the student be brave to speak, where in this part students give his or her questions. The development of visual prompt we can see in the table below and also the difference of visual prompt before and after.

Table 4.1 Comparing of Development

No.	Visual Prompt	Visual Prompt Video
1	Read Text	Read text and practice
2	Picture	Video with animation
3	Printed Media	Video with voice that we can hear
4	No menu	Menu with Navigation Switch
5	Passive	Active
6	Reading Only	Listening, Reading, Speaking

#### 4. 2 Media and Material Expert Validation

This stage was conducted after the design stage and was conducted by validators. Validators assess features, materials, utilization, language, and materials. The results of expert validation were used as the basis for revising the media and materials. In this case, the researchers used suggestions and recommendations from the experts. Sir Afore Tahir Harefa, S.Pd., M.Hum., English lecturer at university of Nias as a media expert validator and Sir Selamat Putra Jaya Zega, S.Pd., English teacher at Rumah Belajar Saab Shares 09 Nias Utara as a material expert validator. The validator's evaluation results provide corrections, comments, and recommendations that will be used as a guide to rewrite the created media. turn into a resource for people who are updating recently produced media. Following their review of the material and media visual prompt video of canva, the validator offered the following advice and input:

**Table 4.2 Comparing of Development**

Revision item	Before revision	The result of revision
<b>Material</b>	There is no purpose of material	There is purpose of material
<b>Appearance and Colors</b>	There is no command for student's time to speak	There is a command for student's time to speak
<b>Features</b>	<ol style="list-style-type: none"><li>1. No interactive features available</li><li>2. Lack of user interaction</li><li>3. Lack of provision of feedback</li></ol>	<ol style="list-style-type: none"><li>1. Availability of interactive features</li><li>2. The ability of users to actively participate</li><li>3. Providing feedback</li></ol>

#### 4. Disseminate

The final product of this development cycle, the promotional media The end product is a visual prompt video of canva that is subsequently given to Rumah Belajar Saab Shares 09 Nias Utara officials and to the English Teacher and they can access it to the link. However, due to time and resource constraints, the dissemination stage is only able to be completed during media trials. This dissemination step was restricted to media testing due to time and material constraints.

### 4.3 Data Analysis

Researchers finished data from the categorization frequency tabulation, starting from not feasible, moving through less feasible, very feasible, and finally very practical, in order to analyze this study data that was obtained from quantitative data. The results of the categorization frequency tabulation demonstrated the significance of content and utilization aspects in media development, with the highest frequency (categorization) of assessments appearing in the feasible category that concentrated on the feasibility aspects of content/material and utilization.

Moreover, the description of most of the data in the categorization frequency tabulation aims to emphasize the benefits of the media and the effectiveness of its use. Seeing that students' enthusiasm for learning is very high, it is hoped that they can improve and develop better media for teaching, such as improving learning media from uninteresting to interesting, and skills for speaking English. Then, based on the tabulation results with respondents, there are several things that need to be added to get 100% feasibility results, namely by adding interesting variations of content or maximizing the use of material. Highlighting the advantages of visual prompts video of canva increases students' attractiveness and interest in learning. Effective English content, based on respondents' assessments, should reflect aspects that are highly valued. This will ensure that the media has a good impact on students' speaking development.

Researchers proceed to the design stage, which is the final stage of research and development, especially the use of Four-D, using these data sources. The project carried out was the creation of a visual prompt video designed using the Canva application with an attractive design with interactive navigation buttons.

This research presents data in four different ways: data from validation by media experts, data from validation by material experts, and data from validation by students by distributing questionnaires filled out by students to find out students' responses to the video visual prompts that have been created. Researchers asked validators, media expert and material expert as well as students to fill out assessment questionnaires to collect research data.

**Table 4.3 Percentage Value**

<b>Code</b>	<b>Category</b>	<b>(Percentage)</b>
5	Strongly Agree	81-100%
4	Agree	76-80%

3	Disagree	51-75%
2	Strongly Disagree	26-50%
1	Very Strongly Disagree	0-25 %

### 1. Data on Material Expert Validation Results

Material validation was carried out by a material expert, an English Teacher at Rumah Belajar Saab Shares 09 Nias Utara his name is Selamat Putra Jaya Zega, S.Pd. The following is an explanation of the 5-point Likert scale (Sugiyono, 2018: 152):

- Very Strongly Disagree (STS) = 1
- Strongly Disagree (TS) = 2
- Disagree (N) = 3
- Agree (S) = 4
- Strongly Agree (SS) = 5

**Table 4.4 Data on Material Expert Validation Results**

No.	Aspek Penilaian	Alternatif Penilaian				
		SS	S	N	TS	STS
<b>Kesesuaian Materi dengan Tujuan Pembelajaran</b>						
1	Kesesuaian materi dengan kompetensi dasar	✓				
2	Dukungan materi terhadap tujuan pembelajaran	✓				
3	Relevansi materi dengan kebutuhan peserta didik	✓				
<b>Kedalaman Materi</b>						
4	Kedalaman penyajian materi	✓				
5	Kejelasan konsep-konsep penting	✓				
6	Kesuaian kedalaman materi dengan tingkat pemahaman peserta didik	✓				
<b>Kejelasan dan Keterbacaan Materi</b>						
7	Kejelasan bahasa	✓				
8	Penggunaan istilah yang sesuai	✓				
9	Struktur kalimat dan paragraph		✓			
<b>Relevansi dan Keterkaitan dengan Konteks Nyata</b>						
10	Keterkaitan materi dengan konteks nyata	✓				
11	Relevansi contoh dan ilustrasi	✓				
12	Dukungan materi terhadap penerapan pengetahuan	✓				

Expert validation showed that this material meets the set standards and can be used properly. Below can be seen the distribution of assessments by experts.

**Table 4.5 Result of Expert Validation**

<b>No</b>	<b>Statement Item</b>	<b>Total Score</b>
<b>1</b>	<b>1</b>	<b>5</b>
<b>2</b>	<b>2</b>	<b>5</b>
<b>3</b>	<b>3</b>	<b>5</b>
<b>4</b>	<b>4</b>	<b>5</b>
<b>5</b>	<b>5</b>	<b>5</b>
<b>6</b>	<b>6</b>	<b>5</b>
<b>7</b>	<b>7</b>	<b>5</b>
<b>8</b>	<b>8</b>	<b>5</b>
<b>9</b>	<b>9</b>	<b>4</b>
<b>10</b>	<b>10</b>	<b>5</b>
<b>11</b>	<b>11</b>	<b>5</b>
<b>12</b>	<b>12</b>	<b>5</b>
<b>Total Score</b>		<b>59</b>
<b>Score (%)</b>		<b>98,33 %</b>
<b>Category</b>		<b>Strongly Agree</b>

According to the results of the assessment by material experts presented in table 4.4, the average assessment can be calculated as follows:

$$\text{Score} = \frac{\Sigma x}{N} \times 100$$

$$\text{Score} = \frac{59}{60} \times 100$$

Note:

M = Mean

$\Sigma x$  = Total overall score obtained

N = Total of all statement score

## 2. Data on Media Expert Validation Results

Media validation was carried out by a media expert, a lecturer of University of Nias, Afore Tahir Harefa, S.Pd., M.Hum. The following is an explanation of the 5-point Likert scale (Sugiyono, 2018: 152):

- Very Strongly Disagree (STS) = 1
- Strongly Disagree (TS) = 2
- Disagree (N) = 3
- Agree (S) = 4
- Strongly Agree (SS) = 5

The assessment results can be seen in the following table:

**Table 4.6 Table of Media Expert Validation**

No	Aspek Penilaian	Alternatif Penilaian				
		SS	S	N	TS	STS
<b>Kesesuaian Isi</b>						
1	Kesesuaian materi dengan tujuan pembelajaran		✓			
2	Kejelasan penyajian materi		✓			
3	Relevansi contoh yang diberikan		✓			
<b>Desain Media</b>						
4	Tata letak dan desain menarik		✓			
5	Penggunaan warna yang sesuai		✓			
6	Penggunaan huruf yang mudah dibaca		✓			
<b>Interaktivitas</b>						
7	Ketersediaan fitur interaktif		✓			
8	Kemampuan pengguna untuk berpartisipasi aktif		✓			
9	Penyediaan umpan balik yang konstruktif		✓			
<b>Kelayakan Teknis</b>						
10	Kemudahan akses		✓			
11	Kompatibilitas dengan berbagai perangkat		✓			
12	Waktu muat yang cepat		✓			

Expert validation showed that this material meets the set standards and can be used properly. Below can be seen the distribution of assessments by experts :

**Table 4.7 Result of Expert Validation**

No	Statement Item	Total Score
1	1	4
2	2	4



3	3	4
4	4	4
5	5	4
6	6	4
7	7	4
8	8	4
9	9	4
10	10	4
11	11	4
12	12	4
<b>Total Score</b>		<b>48</b>
<b>Score (%)</b>		<b>80,00 %</b>
<b>Category</b>		<b>Agree</b>

According to the results of the assessment by material experts presented in table 4.4, the average assessment can be calculated as follows:

$$\text{Score} = \frac{\sum x}{N} \times 100$$

$$\text{Score} = \frac{48}{60} \times 100$$

Note:

M = Mean

$\sum x$  = Total overall score obtained

N = Total of all statement score

### 3. Data of Students Validation Results

Validation was carried out not only with material experts, media experts but also by users or students at Rumah Belajar Saab Shares 09 Nias Utara. In this validation, users provide an assessment as well as comments and suggestions based on the content contained on visual prompt video of canva. The following is an explanation of the 5-point Likert scale (Sugiyono, 2018: 152):

- Strongly Disagree (STS) = 1
- Disagree (TS) = 2
- Agree (S) = 3
- Strongly Agree (ST) = 4

**Table 4.8 Guidelines of Student's Response**

No	Pertanyaan	Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju
1	Materi dalam media visual prompt video ini jelas dan mudah dipahami.				
2	Desain dan tampilan media ini menarik.				
3	Media ini interaktif dan memungkinkan saya berpartisipasi aktif.				
4	Materi dalam media ini relevan dengan pelajaran yang saya pelajari.				
5	Media visual prompt ini mudah digunakan dan diakses.				
6	Media ini membuat saya lebih termotivasi untuk belajar.				
7	Informasi disajikan dengan cara yang menarik dan mudah dipahami.				
8	Penggunaan gambar, video, dan audio dalam media ini membantu pemahaman materi.				
9	Media ini memberikan umpan balik yang membantu memahami kesalahan.				
10	Media ini membuat saya lebih tertarik dan terlibat dalam pembelajaran				
11	Media ini membantu saya menggunakan waktu belajar dengan lebih efektif.				
12	Media ini mendorong saya untuk berpikir kreatif dan inovatif.				
13	Media visual prompt video ini lebih efektif dari pada visual prompt yang hanya bergambar				

The table below we showed the students' responses about the visual prompt video. With 4 category very agree, agree, disagree, very disagree.

**Table 4.8 Result of Students' Response**

No.	Nama Siswa	Butir Pernyataan													Jum. Skor	Skor (%)	Kat
		1	2	3	4	5	6	7	8	9	10	11	12	13			
1	Desri	3	4	3	3	4	3	3	4	3	4	3	3	4	44	84,62	ST
2	Windi	3	4	3	3	4	3	3	3	4	4	3	3	4	44	84,62	ST
3	Arshel	3	3	3	3	4	4	3	3	3	4	3	4	3	43	82,69	ST
4	Samuel	3	4	3	4	4	3	3	3	3	4	4	4	3	45	86,54	ST
5	Deswita	4	3	4	3	3	4	4	4	4	4	4	4	4	49	94,23	ST
6	Jesse	4	4	4	4	4	4	4	4	3	3	4	3	3	48	92,31	ST
7	Janista	4	4	4	4	4	4	4	4	4	4	4	4	4	52	100	ST
8	Lasnita	4	4	4	4	4	4	4	4	4	4	4	4	4	52	100	ST

9	Destu	4	4	4	4	4	4	4	4	4	4	4	4	4	52	100	ST
10	Kharis	4	3	3	4	3	4	3	4	3	4	3	4	4	46	88,86	ST
11	Axel	3	4	3	3	4	2	2	4	3	3	3	3	4	41	78,85	ST
12	Erwin	4	3	3	4	4	3	4	3	4	3	4	3	4	46	88,86	ST
13	Ruth	4	4	4	4	3	4	4	4	4	4	4	4	4	51	98,08	ST
14	Terang	3	4	2	3	3	3	3	3	3	3	3	3	3	39	75	S
15	Yedija	3	4	4	3	4	3	4	4	4	4	3	4	3	47	90,38	ST
16	Willi	3	4	3	3	4	3	4	4	3	4	3	4	4	46	88,46	ST
17	Juwita	4	4	4	4	4	4	4	4	4	4	4	4	4	52	100	ST
18	Eunike	4	4	4	4	4	4	4	4	4	4	4	4	4	52	100	ST
19	Calista	3	3	3	3	2	3	3	4	3	2	2	3	3	37	71,15	S
<b>Jumlah Skor</b>															886	1704,65	
<b>Nilai Rata-rata</b>															46,64	89,72	
<b>Kategori</b>															Sangat Layak		

#### 4. Data Analysis Results

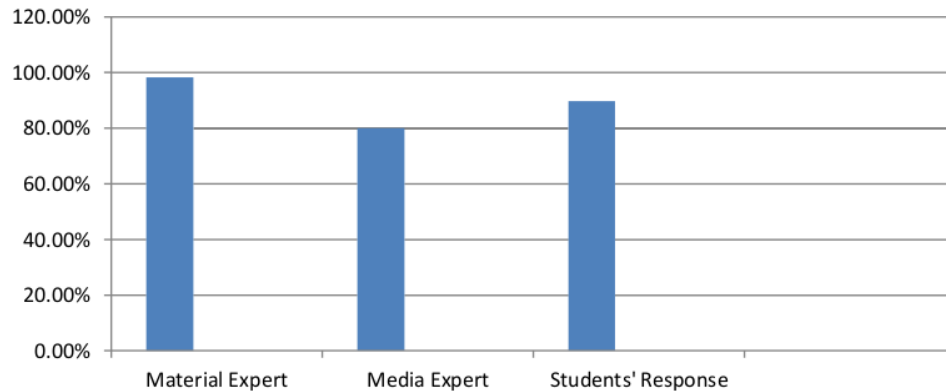
The results of data analysis will present 3 main topics, namely, material expert assessment results, media expert assessment results, student response assessment results. The results of data analysis are presented as follows:

**Table 4.9 The Results of the Overall Assessment Data**

Respondents	Average	Criteria
Material Expert	98,33%	Very valid
Media Expert	80,00%	Valid
Students	89,72 %	Very valid
<b>Total</b>	<b>89,35 %</b>	<b>Very valid</b>

The overall assessment results, they can be seen in the following diagram :

**Diagram 4.1 Overall Assessment Results**



A detailed description of the results of visual prompt video of canva development are as follows:

### **1. Material Expert Validation Results**

Based on the results of the material expert's review, calculations were carried out by finding the average overall score by the material expert according to the four-scale convection table. The assessment results from media experts obtained an average score of 98.33%, with the "Very valid category". Thus it can be seen that media product is "Very valid" based on material expert reviews.

### **2. Media Expert Validation Results**

<sup>6</sup> Based on the results of the media expert's review, the calculation was carried out by finding the average overall score by the material expert according to the four-scale convection table. The results of the media expert assessment obtained an average score of 80.00% with the "Valid" category. It can be seen that promotional media products are valid based on reviews by media experts.

### **3. Results of student responses**

Based on the results of the questionnaire distributed to students, calculations were carried out by finding the average overall score by material experts adjusted to the four-scale convection table. The results of the students response assessments

obtained an average score of 89.72%, with "Very Valid" category. These visual prompt video of canva can be declared to be valid based on direct assessment of student responses. And average all of the data assessment was 89,35% with category "Very Valid" category.

#### 4.4 Product Review

The final product of this development research is to produce a visual prompt video of Canva to improve students' speaking performance. This development research uses the Design and Development (R&D) research type developed by Richey and Kein with a research method using 4D developed by Thiagarajan with the steps of defining, designing, developing and disseminating. From the results, the researcher succeeded in developing a visual prompt which was developed to meet the aspects of suitability of the material, content of the material, and completeness of the material (introducing self) and suitable with characteristics of short visual prompts for learning media such as simple and clear, focus on the core material, attractive visuals, interactive, consistent, and easy to remember, images or illustrations are easy to remember and help with information retention. The preparation of content in the visual prompt video of Canva considers material and media aspects to produce learning media that is suitable for use.

**Picture 4.3 Cover of Visual Prompt Video**



In this menu view contains 4 button such as listening, responding, asking and vocabulary, they can clicked by students so they can explore all menu in saved time

Picture 4.4



### 1. Listening Part

We can look this part at figure 4.5 it is filled with the animation in video consist of 2 people animation. First people give question and the other give responds. In this part the student listen and pay attention to the video.

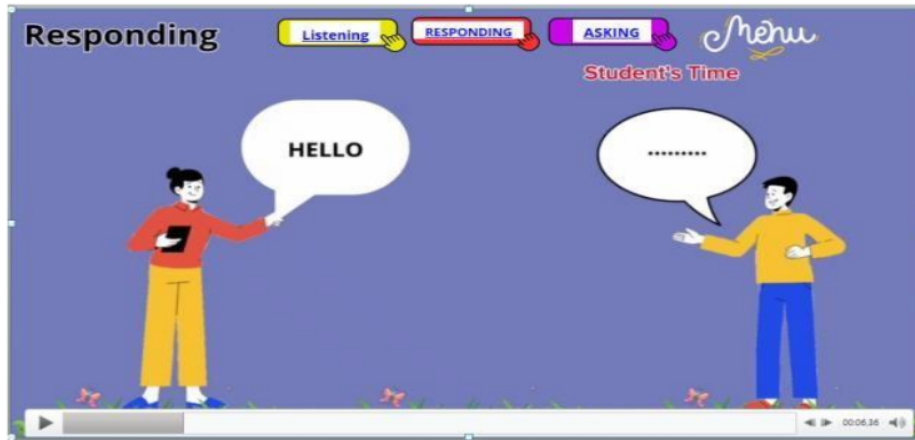
Picture 4.5 Listening Part



## 2. Giving Respons Part (Student's Time)

Figure 4.6 shows this video give time to student to speak and give responds. In the video people animation give question and after that the student give responds with his or her own words. This part makes student is able to speak with his or her own words.

Picture 4.6 Responding Paart



## 3. Asking Part (Student's Time)

In this part the students give question and the people animation in the video give responds. This part give time to the student be brave to speak, where in this part students give his or her questions we can look at Picture 4.7

Picture 4.7 Asking Paart



### 3. Menu and Vocabulary

Besides of 3 parts of this video, also it has menu contains vocabulary where the students can read as the purpose of mastering vocabulary.

The visual prompt video not only provide watching video but also it makes students be active and with navigation button where the students can move one menu to the other menu only with one click the button navigation, it is make the students save time to search other menu.

Picture 4.8 List of Vocabulary

No	B. Inggris	B. Indonesia
1	Name	Nama
2	Live	Tinggal
3	What	Apa
4	where	Dimana
5	Student	Siswa
6	Nice to meet You	Senang Bertemu Denganmu
7	Is	Adalah
8	In	Di



## 4.5 Discussion of Research Findings

### 4.5.1 Discussion of Research Problem

The purpose of this development research is to address research concerns regarding the creation of visual prompts in the form of video content created using Canva. Generally speaking, the following three questions need to be addressed: a). What are the challenges for teacher in teaching speaking performance? (b) Does the visual prompt video is effective for students' speaking performance? (c) How to design the effective visual prompt video of Canva to increase students' speaking performance? The following topics can be considered in light of the results:



**a. Challenges faced by Teachers at Rumah Belajar Saab Shares in Teaching Speaking Performance:**

1. Lack of Engagement: Students often find it difficult to stay engaged during speaking activities, especially if they feel the exercises are repetitive or not interesting. Teachers may struggle to make the lesson interactive and exciting.
2. Pronunciation Difficulties: Students can face challenges in pronouncing words correctly, and teachers may have difficulty addressing these issues without the right tools to demonstrate proper articulation.
3. Lack of Confidence: Many students feel anxious or lack confidence when asked to speak in English, fearing they will make mistakes or be judged. This creates a significant barrier for teachers when encouraging students to practice.
4. Classroom Time and Size Constraints: Large classes and limited time make it hard for teachers to provide one-on-one feedback, practice opportunities, and real-time correction.
5. Overreliance on Lecture Methods: Traditional methods, such as lecturing, don't provide enough opportunities for students to practice speaking. Teachers may fall back on lectures because they don't have engaging tools or techniques to help students practice.

**b. Does the Visual Prompt Video Effective for Students' Speaking Performance?**

Visual prompt videos can be highly effective in improving students' speaking performance. Here are some reasons:

1. Engagement: Visual prompts, like animated videos or interactive stories, capture students' attention more effectively than traditional methods. They help students visualize situations where they might use the language in real life, making learning more relevant.
2. Confidence Building: Videos provide a safe, non-judgmental space for students to observe and practice at their own pace. This can help reduce anxiety and boost their confidence in speaking.

3. **Clear Pronunciation Guidance:** Videos can demonstrate how to pronounce words correctly with animations of mouth movements, phonetic instructions, and example dialogues. This helps students grasp the difference between written and spoken English more effectively.
4. **Interactive Learning:** Visual prompt videos often come with interactive features, such as quizzes or voice recording options, allowing students to test their speaking skills in real time.
5. **Retention and Recall:** The combination of audio, visuals, and text in videos enhances memory retention, helping students better remember vocabulary, sentence structures, and pronunciation rules.

**c. How to Design an Effective Visual Prompt Video on Canva to Improve Students' Speaking Performance:**

To create an effective visual prompt video at Rumah Belajar Saab Shares using Canva, researcher focus on the following elements:

1. **Clear Objectives:** Define specific speaking skills you want to develop, such as pronunciation, vocabulary, or conversational phrases. Your video should have a clear purpose, like teaching greetings or practicing daily conversations.
2. **Simple and Visual Layout:** Canva allows you to incorporate icons, animations, and images. Use visuals to illustrate words or phrases, like showing a picture of a restaurant when teaching phrases related to dining. Use bright, engaging colors and simple animations to keep students focused.
3. **Step-by-Step Guidance:** Break down complex speaking tasks into smaller, manageable steps. For example, if teaching a conversation, start with a greeting, then move to asking questions, and finally responding. Use animations or text bubbles to show the flow of a dialogue.
4. **Real-World Scenarios:** Make your video relatable by creating scenarios students are likely to encounter. Use visual prompts to illustrate everyday activities like shopping, ordering food, or introducing themselves.
5. **Voiceover and Subtitles:** Include voiceovers with native or fluent speakers to provide examples of correct pronunciation. Also, add subtitles to reinforce learning by allowing students to connect the spoken and written forms of the language.

6. Interactive Elements: Include pauses in the video where students are prompted to speak. You can add a text box or visual cue asking, “What would you say next?” This encourages students to practice speaking aloud.
7. Use of Repetition and Practice: Repeat key phrases or words in the video with visual reinforcement, ensuring students hear and see the word multiple times. For instance, if teaching greetings, you could show the greeting several times with different responses.

#### **4.5.2 Interpretation of the Data Collection**

The process of developing this video prompt visual media uses a development model modified by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel, which consists of four stages in the form of defining, designing, developing, and disseminating. The stages carried out begin with a start-to-finish analysis which aims to identify problems that are often faced in the Rumah Belajar Saab Shares 09 Nias Utara in using good media to improve students' effective speaking. Then analyze Rumah Belajar Saab Shares to find out its characteristics. Task analysis aims to identify and detail student potential. The final one is a concept analysis related to the concepts that will be included in the video visual prompt. The initial design stage consists of activities to determine the topic or content to be published, criteria for placing content and images, as well as design models, layouts, colors and fonts. Validity analysis begins by calculating the average media quality assessment data from validators for each aspect of the statement points.

In addition, the assessment criteria are compared with the average score obtained from all assessments. Based on the theoretical description above and observations of the validation process, the resulting promotional media has an average value of. The average media validity score by material validators was 98.33%, including very valid, the media expert validator results were 80.00%, and the student response results were 89.72%. Based on the average assessment results, all assessment elements are included in the very valid category with an average of 89.35%.

After the product creation is complete, an interview was conducted. Researchers interviewed students and teachers at Rumah Belajar Saab Shares to get information about what they said about the products being tested in the

location. The researcher recorded everything the responder said regarding various aspects of the question. Based on the previous explanation, it can be concluded that the interview produced a very positive response. Thus, it can be said that the data collection carried out through this activity was very valid.

#### 4.5.3 Research Findings versus the Latest Related Research

Based on the theoretical research conducted, some preliminary studies related to the research conducted by researchers are listed below :

1. Using Visual Prompts to Develop The Choices the Students Make in Writing Tasks by Napanut Minwong (2020). This study looks into the language choices that ABAC Basic English II students made when responding to picture prompts. It also identifies the generic structures that the students used and potential text types or genres. This kind of analysis can show how well the students are able to write coherent texts and evaluate their writing progress over a four-week period.
2. Developing Visual Prompt as a media to Teach Student at SD Negeri Muncul By : Septy Nurfadhillah et al (2021) This study emphasizes the value of developing visual media as a means of delivering learning materials that are more effective and efficient. It used a descriptive method with a qualitative approach, and its object was a fifth-grade teacher at SDN Muncul 1. It used observation, interview, and documentation techniques to gather information about the teacher's use of visually appealing and colorful media to deliver learning materials. This approach is thought to be effective because it increases students' interest in the learning process, making learning more pleasurable.
3. Developing Visual Prompt for Thematic at the First Grade of Elementary School by :Raditia Adryani (2019). The goal of this research is to create a visual learning medium that can be used for educational purposes. Based on the model development by Borg & Gall, this research was conducted in nine steps: planning, data collection, development of a preliminary form of the product, field testing, main product revision, main field testing, operational product revision, operational field testing, and final product revision. Data were gathered through observation, questionnaires, interviews, and

observations. Quantitative descriptive statistics were used in the data analysis process. The final results of the material and medium expert validation received an average score of 4.18 and 5.

In the meantime, the further research used 4D modeling and research and development (R&D) methodology to develop the Canva visual prompt video, following the Thiagarajan model's four stages of definition, design, development, and distribution. The goal of this research is to enhance students' English proficiency, particularly in speaking performance skills. The research development process included six steps: (1) preliminary investigation; (2) planning; (3) initial product development; (4) initial product testing; (5) product revision; and (6) final product testing. Data was collected through questionnaires, interviews, and observations; the data analysis methodology used both quantitative and qualitative descriptive analysis. The results of this research are products that are developed, tested and assessed. The form is in the form of video. It can be concluded that overall this video prompt visual media was assessed by several experts and is valid. So, overall this research focuses on developing visual prompts for videos of Canva in English using research and development (R&D) methods.

#### **4.6 Limitation of the Research**

There are several limitations when researchers conduct research, including:

1. This research only focused on Rumah Belajar Saab Shares 09 Nias Utara, so the research findings cannot be generalized to other educational institutions. The research was conducted in Awa'ai, Hilimbosi Village, Sitolu Ori Sub-district, North Nias Regency from August 01 to August 31, 2024.
2. The research subjects were students in the English class at Rumah Belajar Saab Shares 09 Nias Utara
3. The object of the research was the Development of Visual Prompt Video of Canva for Students Speaking Performance.

#### **4.6 Research Findings Implication**

The development of English content allows tourist villages to present information that is accessible and understandable to international tourists.

### **1. Enhanced Student Engagement**

Students demonstrated a significant increase in engagement during lessons that incorporated visual prompt videos made with Canva. Students reported feeling more motivated to participate in speaking activities. The use of visually appealing graphics, animations, and interactive elements made the lessons more dynamic and less monotonous compared to traditional methods.

### **2. Improved Pronunciation and Fluency**

Students who used visual prompt videos showed a marked improvement in their pronunciation and fluency. Students exhibited better accuracy in word pronunciation after practicing with videos that included voiceovers, phonetic breakdowns, and real-time visual cues, such as animated mouth movements showing how to articulate specific sounds.

### **3. Increased Confidence in Speaking**

A key finding was a significant increase in students' confidence levels. Students reported feeling more comfortable speaking English after using the videos for practice. The visual prompts allowed them to practice speaking in a low-pressure environment, reducing the fear of making mistakes in front of their peers.

### **4. Improved Vocabulary Retention:**

Students who used Canva visual prompt videos demonstrated better retention of vocabulary. After a week of lessons, students could recall and use the new vocabulary words taught in the videos. The combination of text, images, and audio helped reinforce word meanings and usage.

### **5. Better Understanding of Conversation Structure**

The study found that students had a clearer understanding of how to structure conversations in English. There are a lot of students who were able to correctly structure basic conversations (greetings, questions, responses) after watching and interacting with scenario-based videos. Canva's design tools made it easy to create scenarios that visually walked students through different parts of a dialogue, helping them follow and participate more effectively.

## **6. Increased Participation in Speaking Activities**

After incorporating visual prompt videos, teachers reported there was increase in student participation during speaking exercises. Students who were previously reluctant to speak in class became more willing to engage because the videos provided a supportive framework for them to practice, making it easier to follow along.

These findings suggest that visual prompt videos designed with Canva are highly effective in enhancing students' speaking performance. The engaging nature of the videos helps to create a more immersive learning experience, allowing students to practice speaking in a more interactive and comfortable environment. Pronunciation improvements were also evident due to the visual and audio guidance provided in the videos.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

As the conclusion research on the use of visual prompt videos in the teaching and learning process reveals that they significantly enhance educational outcomes by promoting engagement, improving comprehension, and fostering retention of knowledge. Visual prompt videos—a combination of text, images, animation, and audio—provide a dynamic and interactive way of delivering information, making them highly effective in both traditional and digital classrooms. Key findings from the research include:

1. **Increased Engagement:** Visual prompt videos capture students' attention more effectively than static images or text. The combination of multimedia elements appeals to various learning styles (visual, auditory, kinesthetic), leading to better student engagement.
2. **Enhanced Understanding:** Complex concepts can be broken down and simplified using visual prompts, making difficult topics easier to grasp. This is particularly beneficial in subjects like science, math, or language learning.
3. **Better Retention:** The combination of visual and auditory stimuli in videos helps reinforce learning, resulting in improved information retention compared to traditional methods.
4. **Accessibility and Flexibility:** Visual prompt videos allow learners to control the pace of their learning, replay content as needed, and access lessons from anywhere, supporting diverse learning environments, including remote and blended learning.

#### 5.2 Recommendations

1. **Integrate Visual Prompt Videos in Curriculum Design:** Teachers should incorporate visual prompt videos into their lesson plans to engage students, especially when introducing new or complex concepts. These



2. videos can serve as effective pre-lesson introductions, in-class teaching aids, or post-lesson review tools.
3. **Use Videos to Support Differentiated Learning:** Visual prompts can cater to different learning abilities and preferences. Teachers should consider using them to provide personalized learning experiences, allowing students to review content at their own pace and according to their individual needs.
4. **Encourage Active Learning:** Teachers can enhance the effectiveness of visual prompt videos by pairing them with interactive activities, such as quizzes, discussions, or hands-on tasks, encouraging students to apply what they've learned from the videos.
5. **Provide Training for Educators:** Schools and educational institutions should offer training to teachers on how to create and effectively use visual prompt videos in their classrooms. This will help educators maximize the benefits of this technology and integrate it seamlessly into their teaching practices.
6. **Assess and Adapt:** Teachers should regularly assess the impact of visual prompt videos on student learning outcomes and adapt the content as needed. This could include gathering feedback from students to improve the relevance and clarity of the videos.

# DEVELOPING THE VISUAL PROMPT VIDEO OF CANVA FOR STUDENTS' SPEAKING PERFORMANCE AT RUMAH BELAJAR SAAB SHARES 09 NIAS UTARA

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