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The Development of Flash Interactive Learning Media in Improving English Speaking Skills of Grade X at SMA Negeri 16 Medan

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Abstract

The purpose of this research is to know about: (1) feasibility of flash interactive learning media used by English teachers in speaking skills of grade X at SMA Negeri 16 Medan of Academic Year 2019/2020; and (2) the effectiveness of flash interactive learning media in improving English speaking skills of grade X at SMA Negeri 16 Medan of Academic Year 2019/2020. The research method is the Bord and Gall development model with the learning design of the Dick and Carey Model, consisting of 2 stages: (1) Stage I, namely: conducting preliminary research, making software design, collecting materials, making and producing products, product field testing, and product effectiveness test; and (2) Stage II, product effectiveness test by: normality test, linearity test, hypothesis test, and calculating the value of media effectiveness. Subjects consisted of 64 students of grade X. For the development of products using 2 experts of instructional design, 2 materials experts, 2 software experts, 3 students tested one by one, and 9 small groups classes students. Limited field test shows: (1) the average percentage of the results of the assessment of English-speaking skills by material experts is 79.7%; (2) the average percentage of English-speaking skills assessment results by learning design experts is 86%; and (3) the average percentage of English-speaking skills assessment results by software experts is 80.1%. The results were obtained tcount > ttable (11.315 > 1.69), which concluded that Ho refused and Ha is received, so that it can be stated that there are significant and significant differences between the English-speaking skills of students taught using interactive learning media (82,969) and the average English-speaking skills of students taught using conventional learning media (62,594) can be accepted and tested for truth.

Keywords
interactive learning media; English speaking skills; the development of flash

I. Introduction

The learning process is basically a transformation of knowledge, attitudes, and skills by involving students' physical and mental activities. Student involvement both physically and mentally is a form of student learning experience that can strengthen students' understanding of learning concepts. Teachers as professional educators are expected to be able to choose and use learning strategies that are in accordance with the subject matter so that they can develop students' critical thinking skills. The teacher has an important role in the learning process, because at the time of teaching it is not only about delivering subject matter, but the process of changing student behaviour according to the expected goals.

During the learning process the teacher must be a role model for students, guide students, train students' intellectual and motor skills, and forming students who have innovative and creative abilities.

The curriculum of English and its supplements emphasize reading skills in learning English speaking skills in high school. (Depdiknas, 2007) Therefore, learning activities for English speaking skills in the classroom are mostly focused on reading skills. Meanwhile, other skills, especially speaking skills, did not get much attention. Moreover, there is the fact that speaking skills are not tested in joint tests or in the National Examination (UN). What happened next, many teachers gave excessive portions of reading skills, while the students' speaking skills were very incompetent. This situation makes them reluctant to communicate in English (Shuying, 2009).

This condition occurs in the research school at SMA Negeri 16 Medan. Learning English speaking skills is mostly focused on reading because reading dominates the test questions, both joint tests and UN. On the other hand, speaking skills didn't get enough attention. Talking is a demand for human needs as social beings so that they can communicate each other. Stewart and Kenner as quoted by Depdikbud (2006) view the need for effective communication as an essential to achieve success in every individual, both individual and group activities. The ability to speak is needed in many of our daily lives.

Speaking skills is presented only in the explanations of the functions of language expressions, without giving students the opportunity to practice these expressions. Even worse, the discussions were packaged in the form of practice questions. None other than, the goal is to condition students on UN questions. This factor causes the students' speaking ability in English to wobble.

Initial observations made by researcher at SMA Negeri 16 Medan, illustrated that the teacher rarely practices the students' speaking skills. Teachers tend to train students to simply bring discourse in English questions and give the correct answers, without demanding how to read the discourse properly. This condition causes the percentage of speaking ability at SMA Negeri 16 Medan which tends to be low. From the English try-out activities carried out by the school, the listening and speaking aspects were the school's main concern. The students' ability to hear and speak English sentences again was not good, as seen in the results of the last 3 years of try-out at SMA Negeri 16 Medan as shown in the Table 1 below.

Table 1. The Mean Score of Students' English

No	Academic year	The average student's English try-out results		
		Reading	Listening	Speaking
1.	2015/2016	65,30	48,70	40,20
2.	2016/2017	70,10	52,20	50,10
3.	2017/2018	68,90	60,10	45,25

Source: English teacher at SMA 16 Medan, August 2018

II. Review of Literatures

Based on the Table 1 above, it can be seen that the speaking skills of students in the last 3 (three) years are still lower than the other two skills (reading and listening). This condition requires schools to make changes in English learning speaking skills. Schools should more often assign teachers to invite students to tell stories or speak in English. The results of these preliminary observations indicate that students' speaking skills are not good yet and must be improved to support English learning outcomes. In addition, in the class, the students were seen to be learning independently, not supporting each other (working together) in understanding how to read English. English is not good yet, resulting in the interactions between students in the class that are not going well. During this time, the teacher presents any reading material remain the same which only strive for students are able to achieve the goal of reading the text, understand the text and answer the questions based on the text of various types of text. The reading comprehension process is monotonous with translating difficult words based on a dictionary or teacher's information. Students' need to understand the text contained in the textbook makes students feel bored.

Seeing this condition, it can be said that teachers tend not to use varied learning approaches. This is due to the lack of teacher mastery of existing learning approaches, even though teacher mastery of the learning approach is needed to increase teacher professionalism in carrying out their duties, teachers tend to ignore the use of varied approaches, but only fixate on one learning approach. This certainly can affect learning outcomes and students' ability to follow the learning process. The results of Simbolon's research (2014) stated that the right learning approach could improve students' speaking ability. In this case, the more appropriate learning approach applied by the teacher will improve their learning activities and English learning outcomes. Muchith (2007: 13) states that not all teachers have the ability to deliver subject matter to students. Not all teachers also have the ability to use the approach learning, teachers only focus on the subject matter and pay less attention to student problems, whether students understand the material or not get less attention from the teacher. In fact, what has happened in the field so far is based on the author's observations to the English teacher at SMA Negeri 16 Medan.

Research conducted by Zhen (2016) concluded that the use of multimedia can improve learning English speaking skills. The teacher's ability can be optimized by using multimedia learning. The results of the research of Ghanizadeh and Azam (2015) concluded that the use of multimedia affects students' ability to achieve the goals of learning English speaking skills. The student's ability to achieve learning objectives is getting better with the use of multimedia learning. Zarei and Mahboubeh (2013) concluded that multimedia models can improve vocabulary learning outcomes in the classroom. The same result was also expressed by Gilakjani (2012) which concluded that multimedia learning significantly affects motivation in learning English. The results also showed that multimedia learning increased students' desire to learn English better. Research conducted by Thamarana (2016) concluded that the use of multimedia technology can improve learning English speaking skills. Students' speaking ability can be maximized by using multimedia technology. Speaking is the ability will not develop if not trained continuously (Hasibuan, 2019). Sari (2019) stated that in the international relationship, English speaking skill is required by people in the wider world of work. This reality makes teachers and parents think that English speaking skill should be mastered by their students and children.

Based on the background of the study above, it can be concluded that the use of instructional media in the process of English learning can direct students' attention, giving rise to motivation to learn and the material being taught will be clearer, faster to understand so that it can improve students' speaking skills. Based on this, it is necessary to develop interactive learning multimedia on Standard English word processing competency subjects for the students of grade X at SMA Negeri 16 Medan in the academic year 2017/2018.

III. Research Methods

This research was conducted at SMA Negeri 16 Medan. The research subjects were students of grade X in the odd semester of the academic year 2019/2020. The research period starts from July 2019 - February 2020.

The development model used in this interactive learning media is the Bord and Gall development model with the Dick and Carey Model learning design. The steps for the development stages are as follows:

1. Conduct preliminary research
2. Includes:
   a. Identify learning needs and determine the standards of subject competency
   b. Perform learning analysis
   c. Identify the characteristics and initial behaviour of students
   d.Write down the basic competencies and indicators
   e. Write a benchmark reference test
   f. Develop a learning strategy consisting of: (1) the explanation of instructional objectives; (2) the explanation of the relevance of new lesson content; (3) the explanation of the subject matter or the concepts, principles and procedures to be studied by students; (4) formative tests; and (5) follow-up.
   g. Develop learning materials
3. Making software design, which includes:
   a. Script making
   b. Storyboarding
   c. Flowchart view creation
4. Material collection, which includes:
   a. Creation and collection of images and animation
   b. Audio recording and gathering
5. Develop and create interactive learning media
6. Review and test products
7. Test the effectiveness of the product

To see the effectiveness of the interactive learning media being experimented on, the following effectiveness calculation formula is used (Purwanto, 2004: 112), namely:

$$X = \frac{R}{N} \times 100\%$$

IV. Results and Discussion

4.1 Results

The results of the analysis of the assessment and responses by the small group were revised according to criticism and suggestions so that the media could be continued to the field testing as shown in the Table 2 below.

Table 2. Assessment Scores and Responses of Interactive Learning Media Field Test on Programming Aspects

No.	Assessment Indicators	Score Given by Respondents					Total
		1	2	3	4	5	
1.	Material suitability	-	-	1	2	6	9
2.	Clarity of instructions in learning	-	-	1	2	6	9
3.	Ease of understanding learning	-	-	2	1	6	9
4.	Serving order speed	-	-	2	1	6	9
5.	Adequacy of exercise	-	-	1	1	7	9
6.	Clarity of feedback	-	-	2	1	6	9
7.	Study aid with the program	-	-	2	2	5	9
Total		-	-	11	10	42	63
Percentage (%)		-	-	17,5%	15,9%	66,6%	

Based on the Table 2, it is found that the respondents who gave a score of 1 (not good), and a score of 2 (deficient) were not there; on a score of 3 (sufficient) of 17.5%, a score of 4 (good) of 15.9%, and a score of 5 (very good) of 66.6%. Thus, the dominant small group respondents gave very good responses to the quality of interactive learning media for English speaking skills about the learning aspects, namely 66.6%.

Table 3. Assessment Scores and Responses of Interactive Learning Media Field Test on the Aspect of Technical / Appearance Quality

No.	Assessment Indicators	Score given by the respondents					Total
		1	2	3	4	5	
1	Beauty display screen	-	-	2	2	5	9
2	Text legibility	-	-	1	2	6	9
3	Image and animation quality	-	-	2	2	5	9
4	Color composition	-	-	2	2	5	9
5	Navigation	-	-	2	2	5	9
6	Music carrying capacity	-	-	2	1	6	9
7	Interaction	-	-	2	2	5	9
Total		-	-	13	13	37	
Percentage (%)		-	-	20,6%	20,6%	58,8%	

Based on the Table 3, it is found that respondents who gave a score of 1 (not good) and a score of 2 (deficient) were none, at a score of 3 (sufficient) was 20.6%, a score of 4 (good) was 20.6%, and a score of 5 (very good) of 58.8%. Thus, the dominant small group

respondents gave very good responses to the quality of interactive learning media for English speaking skills about the material aspects, namely 58.8%.

The conclusion of the assessment results and responses from the field test on aspects of learning, aspects of material, aspects of programming, and aspects of interactive media display shows the overall criteria are "Very Good".

Data normality check is used to determine whether the sample comes from a normally distributed population. Tests were carried out using the Lilliefors Test on two sample groups. The summary of the results of the calculation of the normality test can be seen in Table 4 below.

Table 4. Summary of Calculation Results
Data Normality Test

No	Description	dk	L_{count}	L_{table}	Explanation
1.	Experimental group	31	0,111	0,157	Normal
2.	Control group	31	0,144	0,157	Normal

Based on the Table 4, it was found that the data on students' English-speaking skills that were taught using interactive learning media were normally distributed. This is known from the large $L_{hitung} < L_{tabel}$ at the 5% significance level, namely (0.111 <0.157). The data of students' English-speaking skills who were taught by discovery learning were normally distributed. This is known from the large $L_{hitung} < L_{tabel}$ at the 5% significance level, namely (0.144 <0.157).

Based on the data of English-speaking skills obtained, a homogeneity test was carried out using the F-test. The summary of the results of the homogeneity test calculation can be seen in Table 5 below.

Table 5. Summary of Calculation Results
Data Homogeneity Test

No	Description	N	Variance	F_{count}	F_{Table}	Explication
1	Post-test of the experimental group	32	51,655	1,373	1,84	Homogeneous
2	Post-test of the control group	32	70,929			

Based on the Table 5, it is obtained that the data of students 'English speaking skills taught with interactive learning media and students' English speaking skills learned by discovery learning are homogeneous. It is known from the $F_{count} < F_{table}$ at the 5% significance level, namely (1.373 <1.84). Thus, it can be concluded that the data distribution of students 'English speaking skills taught by interactive learning media and students' English speaking skills learned by discovery learning is homogeneous.

The results of data testing using the t test obtained the value of t = 11.315. The t_{count} value was consulted with the t_{table} value for N = 32, it was obtained 1.67. Thus, the value of $t_{count} > t_{table}$ (11.315> 1.67) which concludes that H_o is rejected and H_a is accepted. So, it can be stated that the hypothesis proposed is a significant and meaningful difference between the English-speaking skills of students who are taught by using interactive learning media and the average English-speaking skills of students who are taught by using discovery learning can be accepted and verified.

The effectiveness of interactive learning media is obtained by:

$$X = \frac{\text{The number of scores obtained}}{\text{Total ideal score}}$$

$$= \frac{2655}{3200} \times 100\% = 82{,}97\%$$

The effectiveness of learning with covered learning is:

$$X = \frac{\text{The number of scores obtained}}{\text{Total ideal score}}$$

$$= \frac{2003}{3200} \times 100\% = 62{,}59\%$$

Thus, the value of the effectiveness of interactive learning media is higher than the value of learning effectiveness with discovery learning, which is 20.38%.

4.2 Discussion

a. Product Development

The development of the product interactive learning media for learning English speaking skills is the learning material that has been developed by paying attention to various aspects of learning. Media as a learning message design for developing research is carried out to produce a product in the form of an interactive learning media learning like CD for grade X-IPA which is useful for improving students' English-speaking skills. The results showed that the development of learning products could improve students' English-speaking skills. The results of this study indicate that product development for learning English speaking skills has succeeded in improving students' abilities.

The results of Sharma's research (2013: 17-18) concluded that the average student achievement scores of conventional methods (CDM) and interactive multimedia methods (IMM) on the post-test were 28.80 and 41.26, respectively. The difference between these mean scores was found to be significant ($t = 12.71$; $p = 0.01$). It concludes that the two teaching methods (CDM & IMM) proved to be different effective in English teaching.

The average score of achievement on the post-test interactive multimedia method (41.26) was higher than the average score of achievement in the conventional direct group post-test (28.80). Therefore, the interactive multimedia method (IMM) is more effective for English teaching compared to the conventional direct method. Students in the IMM group performed better than students in the CDM group. Similar to the average retention value of students after learning through conventional and interactive multimedia methods were 21.02 and 35.80, respectively. The mean difference between the two retention scores was very significant ($t = 15.64$; $p = 0.01$). From the above data it is clear that for the retention concerned multimedia learning methods are much better than conventional direct methods. This may be due to the fact that interactive multimedia learning is activity-based learning. Interactive multimedia learning methods have extra benefits for student assistance in the form of animation, graphics, pictures, sounds, graphs and calculations and so on - which are not found in the conventional direct methods.

Thamarana's research results (2016: 29-30) suggest a positive attitude towards the use of multimedia in English learning with an overall average of 2.12; and a standard deviation of 0.982. The statement with the lowest average of 1.78 with a Standard Deviation of 0.781 was "I feel comfortable with the idea of using multimedia as a learning tool in English". The low rate of this attitude is further confirmation of this positive result. This result is in line with the research of Simbolon (2014: 225) which states that students' verbal ability improves their speaking ability in English.

The results also show that the majority of students seem to have a positive attitude towards the use of Multimedia Technology in English education. They agree that multimedia technology plays a large role in language learning at their own pace, helps in self-understanding and that it does not hinder interaction with the instructor. These results support Ampera and Nurhayati's (2019: 1) research that the development of interactive multimedia learning can make it easier for students to understand skill subject matter. The study also concluded that multimedia technology supports language learning aids in individual motivation for students and understanding of concepts is also easy.

Halwani's research results (2017: 55) conclude that the use of multimedia helps ESL students to speak, read, write, and follow up on teacher instructions. Over time, students become more interactive each time the teacher integrates visual aids. I found that the more scaffolding you give students, the more interaction you get. The results showed that 90% of students like to learn using visual aids. In addition, the use of visual aids increases their self-confidence, comprehension and concentration.

Students show that they absorb and participate more in the lessons I teach with visual aids and technology. Another benefit of using visual aids arises from the research that is given to students. Using multi-media to describe learning allows students to concentrate better. There is increased corporate and interaction between students and their teachers, and they can follow it step by step.

My observations of teachers and students sparked my own views on the teaching process and how it is very important to grab students' attention and increase their concentration with their scaffolding using multimedia. Students become more flexible and collaborative. They can write much more thoroughly and confidently if they have watched background images, videos, and other multimedia aids. The limitation of this action research is that apart from a lack of multimedia, other variables can prevent students from writing in class even if they have an understanding of the topic. These variables can be the fear of making mistakes or not following instructions and other students.

The results of Baidawi's research (2016: 64) also state that teaching speaking must be oriented to give students the opportunity to practice it so that they can achieve good proficiency in speaking, but for the most students, speaking is a complicated skill because it involves several aspects of language. In addition, they must also have knowledge and worldview to gain ideas, confidence and courage. A teacher is required to be more creative in designing learning activities in order to help students actively participate and achieve learning goals. To do this well, teachers must use appropriate teaching media, in this case visuals such as realia, pictures, TV, LCD, and so on. Visual media in teaching speaking can create more interesting and diverse learning activities. By using visual media, students not only listen to the teacher but also observe and demonstrate so that they can meet the needs of students with different needs and backgrounds. Thus, teaching speaking will be more successful if the teacher always uses teaching media, especially visual media, in every teaching and learning activity.

The results of research by Shyamlee (2012: 155) state that in practice, if multimedia technology is properly implemented in English teaching, students can make full use of English speaking and listening materials and develop their overall capacity, which is our goal to introduce multimedia technology into modern teaching. Thus, it leads to systematic training on student listening, speaking, reading and writing, makes teacher instruction very useful, helps students acquire basic knowledge as well as language training in the classroom, improves their ability to express themselves in English and lays the foundation which is fundamental to their English communication.

The results of Pun's research (2013: 37) conclude that many teachers believe that more and more use of multimedia technology can provide better performance in language teaching. They think that multimedia technology can create a better classroom environment, can motivate students to participate in class, and can help students access language material. If multimedia technology is used properly in teaching, without overuse, students can make full use of listening and speaking materials and develop their overall language skills. So, language teachers should introduce traditional teaching instruments and multimedia technologies into English language teaching so that the students can have an overall training in listening, speaking, reading and writing skills.

Research conducted by Putri and Abdul (2014: 152) shows that there are differences in learning outcomes between students who are taught by using interactive learning media and by using discovery learning media, namely that the average student learning outcomes taught by using interactive learning media are higher than students who are taught by using discovery learning media. The development of interactive learning media using computers contributes to practitioners, especially in the implementation of the learning process. In addition, it is also stated that for teachers, this interactive learning media provides convenience in carrying out learning so that it has an impact on the effectiveness of the learning process and can improve students' English-speaking skills.

The research process begins with a preliminary study, collecting materials/learning, designing software, creating and producing software, reviewing and testing products that are validated by the material experts, instructional design experts and media experts, conducting data analysis, revising products so that they are suitable for use by users, namely individual trials, small groups and field trials and assessments from these users so as to produce products that are feasible and useful in implementing the learning process. The steps for developing interactive learning products are in line with Sugiyono's opinion (2012: 298), namely: (1) problem identification; (2) information gathering; (3) product design; (4) design validation; (5) design improvements; (6) product testing; (7) product revision; (8) trial use; (9) final stage product revision; and (10) mass production.

Revisions are made based on assessments, suggestions, and comments from material experts, learning design experts, and software experts as well as students as media users with the aim of producing media products that are suitable for use. Learning media variables have a very good average value. The interactive learning media variables that are assessed include: the feasibility of the content, presentation, language, programming, and graphics. By studying the characteristics of English-speaking skills which reduce student interest and motivation to learn so that it affects students' English-speaking skills, due to the ineffective learning process. For this reason, it is necessary to develop interactive learning media on English speaking skills to overcome the problems that have been described, especially in learning English speaking skills, most of students are unable to connect what they learn with how it is used in real life. The emergence of these problems is the availability of learning resources that are still limited in quality and quantity.

Learning media developed are based on input to the needs analysis activities of teachers and students to obtain information that the interactive learning media developed are indeed needed and can provide convenience for students and teachers as media users. So that the question above can be assumed that the use of interactive learning media developed with adobe flash is feasible.

The benefits of using interactive learning media are that the concepts presented are easy to learn, understood and systematic. Interactive learning media provides opportunities for students to learn according to their respective characters, easy to understand because the material is equipped with videos / animation of English-speaking skills. This media

product in the form of a CD that can be used in independent or classical learning is also equipped with exercises to answer questions to determine student absorption after the learning process is completed.

b. Product Effectiveness Test

The results of the data processing of the research carried out there were differences in the English-speaking skills of students who used interactive learning media with students who were taught with discovery learning, namely the average English-speaking skills of students who were taught with interactive learning media were higher than those who were taught English speaking skills of students using discovery learning.

From the test results using the one-party t-test, the obtained price t_{count} = 11.315 and t_{table} = 1.69. If it is compared to $t_{count} > t_{table}$ or 11.315> 1.69, it can be stated that there are differences in using interactive learning media with students using discovery learning. This can be seen from the results of the average score of students' English-speaking skills taught by using interactive learning media, namely 82.969; while the average score of English-speaking skills taught by means of covered learning is 62.594. This data proves that the use of interactive learning media is better for increasing students' knowledge in learning English speaking skills than using discovery learning.

The results of this study support the research of Rahimi, Ghodrat, and Reza (2012: 34) which compared the effects of LBLT on achievement test scores in three subsections, carried out a One-Way Multivariate covariance analysis where three subsections of achievement tests function as dependent and grouping variables (2 levels) acts as an independent variable. Participant scores on the language proficiency test given before the study were used as covariates in this analysis. Initial assumption testing is carried out to check for normality, linearity, and univariate and multivariate outliers. The homogeneity of the variance-covariance matrix assessed by the Box's M Test of Equality of Covariance Matrices (Box M = 8,538; F = 1.343; p = 0.234> 0.001) implies that the observed covariance matrices of the dependent variable are the same in all groups. The results from the Multivariate test table show a significant multivariate main effect for the group, Wilks λ = 293; F = 44,305; p = 0.000; and quadratic partial eta = 0.707.

The results of Bobek and Barbara's research (2016: 12-13) concluded that making visual explanations has greater benefits than those obtained from making verbal explanations. Certainly, some of the effectiveness of visual explanations is that they represent and communicate more directly than language. The elements of a complex system can be described and arranged spatially to reflect the actual or metaphorical spatial configuration of the parts of the system. Visual descriptions provide checks for completeness and coherence, that is, verification that all the necessary elements of the system are represented and that they work well together to produce the results of the process. Visual descriptions also provide concrete references for making and examining inferences about behaviour, cause-and-effect relationships and system functions. Thus, making visual explanations facilitates the selection and integration of information underlying learning even more than making verbal explanations.

This research has shown that creating visual explanations has clear benefits for students, both specific and potential. There are also benefits for teachers, in particular, exposing misconceptions and gaps in knowledge. Visualization can be used by teachers as a formative assessment tool to guide further learning activities and rubric assessment can make it possible to identify certain misconceptions. The point is clear. Creating visual descriptions is the best way to learn and master complex systems.

The results of Muslem and Merza's research (2017: 320-321) and Simbolon's research (2016: 41) state that multimedia effects support deep learning with and without peer support to improve student performance in terms of oral production skills for reading and speaking. Findings suggest that deep multimedia learning with peer support groups reported significantly better performance on all measures of oral production for reading and speaking. Achievement-based analysis showed that students high achievers in immersive multimedia learning with peer support groups reported significantly better performance on all measures of oral production for speaking only whereas students underperformed in immersive multimedia learning with peer support groups reported significantly better performance in all measures of oral production for reading and speaking.

Learning by using a discovery can only provide the main material, so it still requires an explanation from the teacher of the material to be taught. Discovery is a learning media that is often to be used but there is no interaction between teachers and students in it. So that it can be seen the difference between students' English-speaking skills with the use of interactive media and the coverage in learning English speaking skills. Learning using a discovery does not create an interactive learning where students are active in their learning. The results of the media developed are an interactive learning CDs for English speaking skills lessons. Students will be more motivated, interested and increase their interest in learning and are expected to increase achievement in learning. So, it can be assumed that the use of interactive media is more effective than the use of coverage.

V. Conclusion

1. The interactive learning model developed by the research is suitable for use as a media for English learning speaking skills of grade X-IPA. The results of the assessment showed that overall, the dominant respondents stated that interactive learning media in the learning aspects, material aspects, programming aspects, and multimedia display aspects with excellent answer choices were greater than 60%.
2. Interactive learning model that is used effectively in improving English speaking skills of grade X-IPA. The value of the effectiveness of interactive learning was higher than the value of the effectiveness of learning with discovery learning, which was 81.88% versus 57.25%. The results further showed that the class of English-speaking skills with the interactive learning model were higher than the English-speaking skills in the classroom with discovery learning, namely an average of 82.875 versus 62.500 from the results of the assessment of English-speaking skills.

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