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The Effect of Interactive Learning Videos to Improve English Speaking and Writing Skills Among Grade 10 Students at Islamic High School MA Jihadul Ummah NW Waker

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Abstract

Learning video is one of the qualified means in learning so that students do not feel bored in learning English, the presentation of this video provides motivation to students in learning English. The objectives in the study were to determine the effect of videos in interactive learning to improve English speaking skills in grade 10 students at ma jihadul ummah NW waker Central Lombok, and to determine the effect of videos in interactive learning to improve English writing skills in grade 10 students at ma jihadul ummah NW waker Central Lombok. This research will use quantitative research methods. The location of this research was conducted at the formal Islamic high school (MA Jihadul Ummah) Nahdlatul Wathan Waker which is located at Jl. Raden Puguh No.1, Puyung, Kec. Jonggat, Central Lombok Regency, West Nusa Tenggara the English speaking and writing skills of grade 10 students at islamic high school (MA Jihadul Ummah) NW Waker Central Lombok. This effect occurs both directly and indirectly through ability improvement as a mediating variable. With path coefficients of 0.286 for speaking and 0.261 for writing, as well as a highly significant p-value of 0.000, the results confirm the importance of learning media and students' internal processes in building a strong foundation of language skills.

Keywords: *Video Learning; Speaking; Writing; English*

Introduction

The school curriculum includes language abilities, or language skills, which include listening skills, speaking skills, reading skills, and writing skills (Srivani et al., 2022). Early learning in the transition from the past to the era of digitalized learning is the beginning that is eagerly awaited by all learners, (Sadaf et al., 2024), the role of teachers in teaching is very important. because school is a place as the key to student success and making quality graduates. (Han, 2022) A pleasant learning process is what students look forward to, making students not bored with their environment. (Osakwe et al., 2023), the essence of learning well. Until what is expected can be achieved by all aspects of education, (Ritonga et al., 2022), School is a very comfortable place to gain knowledge. Not only places but educational facilities must also support education that should occur in the school environment (Annamalai et al., 2023), English language skills consist of listening, speaking, reading and writing. (Of the four abilities can be done in every learning process, either in the classroom or outside the classroom. (Fitria, 2022).

The rapid advancement of technology makes people demand to master English, (Aizawa et al., 2023), it is the main need of the new generation, especially students in this very changing era. (Pang et al., 2023), all communication tools such as computers, cell phones, and games use English as the language of instruction. (Mahdi, 2022), one's understanding of the use of English is necessary to access science and technology. (Maulida et al., 2022), speaking ability is one way to measure one's English proficiency. (Santos & Henriques, 2023). Only a few students dare to speak in front of the class in English. (Castillo-Cuesta, 2022), students' lack of interest in learning English will lead to a lack of effective learning spirit in the classroom for students (Hidayat et al., 2022).

Language is considered an important component in communication as it serves as a medium through which individuals can interact with each other (Toleuzhan et al., 2023). In English there are signs, such as gestures and words, these can also be considered as tools to communicate and interact, (Chotimah, 2022), in expressing feelings, ideas, or concepts. Without language a person will have difficulty interacting with others, especially with the people around him. (Hestiana & Anita, 2022) For example, if there are British people who come to Indonesia and we do not understand them, we will not be able to communicate with someone (Elbes & Oktaviani, 2022) One of the interactive learning media for learning is a learning video.

Video is a medium that displays motion and sound and the message conveyed can be factual, fictional, informative, educational, or instructional. Learning videos consist of several elements. The elements of learning videos are recording, visualization, viewing principles, video sources, and video content. (Yu & Gao, 2022). Learning videos must have content that is in accordance with the learning material. So that there is synchronization between the material and the video displayed. (Putri, 2022) Editing can be done if necessary to maintain the quality of the content. In today's digital era, learning videos are one of the options in delivering material, because videos include audio and visual which is one of the indicators in writing skills (Tuncer & Karataş, 2022), applying videos can present information by describing processes, explaining complex concepts, teaching skills, shortening or lengthening time, and influencing student attitudes.(Arma, 2024).

Learning video is one of the qualified means in learning so that students do not feel bored in learning English (Losi & Muslim Nasution, 2022), .the presentation of this video provides motivation to students in learning English (Muthmainnah et al., 2022), in introductory material with English learners are more confident and motivated more easily in getting learning objectives presented with learning videos, (Octavianita et al., 2022), Visual videos help students improve English skills freely. It allows students to practice various English skills whenever it suits their interests. (Verma et al., 2023)

In the learning process, especially in terms of teaching English in the classroom, students not only learn one language, but also learn two languages that are related to each other and must be discussed by students. (Windrawati, 2023). This set of skills includes listening comprehension, reading comprehension, speaking comprehension, and writing comprehension. (Firawati et al., 2023). The objectives of English language education in general are for students to have the following abilities: a) Improve oral and written English language skills to achieve a functional literacy level; b) Develop an understanding of the significance of the English language and its position in the global community; and c) Educate students about the relationship between language and culture.(Silva, 2015)

Speaking is one of the four language skills used to interact with others, (Chauncey & McKenna, 2023). a person's ability to use English effectively to communicate with others is considered a measure of speaking. (Terzioğlu & Kurt, 2022), besides speaking is a two-way interaction between the speaker and the listener to achieve a goal. Thus, speaking is an important language skill involving both receptive and productive skills that enable students to interact well with others. (Yu & Gao, 2022).

In addition to speaking, one of the key elements of English proficiency that students should know is writing. (De Silva & Graham, 2015), writing is one type of language skill that can be used to

communicate quickly without using the face-to-face process with the interlocutor. (Fathia Baresh, 2022). Writing skills are very important to be taught to all students because writing can be a guide to understanding something, bring up new ideas, develop skills to articulate and describe various concepts or ideas, develop objectivity, (Gayed et al., 2022). This can help students in gathering information, and most importantly, develop students' ability to make active observations. (Masruddin & Nasriandi, 2022) In the writing process, writers must use the process of arranging words as a guide, after that only then create written paragraphs. (Kurniati & Fithriani, 2022), students often face difficulties when starting writing, even though students have many ideas to convey but sometimes it is difficult for students to pour them into writing. (Seyoum et al., 2022) Moreover, if learners do not immediately write down every idea, then the idea will usually disappear. (Fauziyah et al., 2022)

Based on the author's observation, MA Jihadul Ummah NW Waker faces several obstacles in developing students' English speaking and writing skills in grade 10. One of the main problems is students' limited understanding of the English language that hinders the learning process through foreign language videos. Students tend to have difficulty understanding English video content if it is not accompanied by adequate explanation or translation, so the learning objectives to improve speaking and writing skills are not optimally achieved. In addition, the lack of variety of methods in utilizing videos also has an impact on students' low motivation and enthusiasm in participating in learning, especially when the material is not designed interactively.

However, in addition to language barriers, limited technological devices and connectivity in schools are also an obstacle in using videos as learning media. Some students have difficulty accessing videos independently outside of school hours due to limited internet access or adequate devices. This condition reduces the opportunity for students to practice independently, which is very much needed in the development of speaking and writing skills. This limited access creates an imbalance in students' abilities, where only some are able to utilize video media to the fullest. This problem shows that although video as an interactive learning media has great potential, technical constraints and less than optimal learning strategies become obstacles in achieving English learning goals in grade 10 MA Jihadul Ummah NW Waker. So with the above abstraction, researchers are interested in conducting this research

The benefit of this study is to contribute to the development of more interactive English teaching methods, especially in improving students' ability to write and communicate in English. It is expected that by utilizing videos as teaching aids, grade 10 students at MA Jihadul Ummah NW Waker will be more engaged in the learning process and able to understand the language context in real world situations. This study also provides insight to teachers on the effectiveness of visual aids in encouraging student participation and developing students' English language skills holistically, which in turn can improve motivation and learning outcomes. The objectives in the study were to determine the effect of videos in interactive learning to improve English speaking skills in grade 10 students at ma jihadul ummah NW waker Central Lombok, and to determine the effect of videos in interactive learning to improve English writing skills in grade 10 students at ma jihadul ummah NW waker Central Lombok.

Methodology

In this research, quantitative research methods will be used with a quantitative approach. According to Sugiyono (2012) in (Arif, 2022) what is meant by the quantitative approach method, in certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative / statistical aims to test predetermined hypotheses. The time of the research was conducted in the period starting from March 10, 2025 to June 10, 2025.The location of this research was conducted at the formal Islamic high school (MA Jihadul Ummah) Nahdlatul Wathan Waker which is located at Jl. Raden Puguh No.1, Puyung, Kec. Jonggat, Central Lombok Regency, West Nusa Tenggara. https://ponpesjihadulummah.com/tentang/

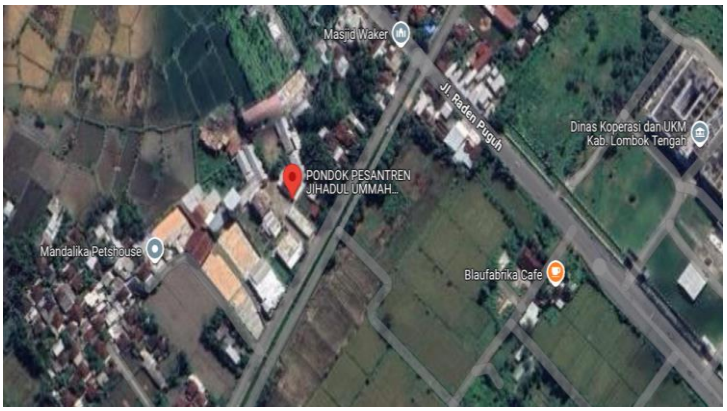


Figure 2.1 Research location
Source: Google Maps (accessed 11/04//2025)

In this study, there are two types used in this study, namely quantitative data and qualitative data. According to Sugiyono (2012) in (Shidik et al., 2022) qualitative data is a type of data that does not have counting units and data that describes a phenomenon in accordance with reality. This study uses qualitative data to describe the general description of the research location of Jihadul Ummah NW Waker obtained through direct observation in the field and conducting interviews with students and teachers who teach, as well as documentation at the research location. Sugiyono (2015) in (Sulistiani, 2022) states that quantitative data is a type of data related to numbers that can be measured and calculated. This study uses quantitative data to calculate the effect of the influence of video in interactive learning to improve English speaking and writing skills in grade 10 students at MA jihadul ummah NW waker central lombok, while the quantitative data in this study is obtained from the results of the questionnaire given to students.

The data source consists of two, namely primary and secondary data sources. Primary data is data collected directly by researchers to answer problem formulations or research objectives carried out in exploratory, descriptive or causal research, Creswell, 2014) in (Sumiyati, 2022), so primary data in research is in the form of survey data results or observations and interviews. Meanwhile, secondary data is a historical data structure regarding variables that have been collected and compiled previously by other parties (Sugiyono, 2019: 294) in (Mulyadi & Wikanengsih, 2022), while secondary data in this study are in the form of journals, books, archival documents of MA Jihadul Ummah NW Waker Central Lombok which are relevant to this research.

In collecting the above data, namely primary and secondary, the authors will formulate to collect data with the following techniques 1) observation, observation is carried out by making direct observations in the field in this case MA jihadul ummah NW waker Central Lombok.2) questionnaires, Questionnaires are data collection techniques that are carried out by giving a set of questions in the form of a questionnaire on a specific topic to individuals 3) interviews, interviews are conducted to find out things from respondents that are more in-depth. Interviews used in this study by asking structured questions related to the issues raised in this study. 4) documentation, documentation is simply this documentation method is carried out by collecting documents or photographs and attachments that are useful as information in this study such as teaching documents and so on.

The population of this study were 10th grade students in the 2024-2025 school year MA jihadul ummah NW waker Central Lombok, Determination of the research sample using accidental sampling technique, the sample will be determined based on chance, namely any student who happens to meet the researcher can be used as a sample, where those encountered are suitable as a data source, so the number of respondents in this study were 100 respondents. Determination of this sample is in accordance with the opinion of Ghozali (2014) in (Andika, 2022) who analyzes data with the student version of SmartPLS software which limits the number of samples not exceeding 100 samples. The operational definition of a

variable is anything that is formed what is determined to be studied so that information is obtained about it, then conclusions are drawn (Suwanto, 2022), so in this study using the variable learning video (VP) improves the ability (MKP) to speak (BR) to write (MN),

In this study using research instruments such as tests, questionnaires, interview guidelines and observation guidelines used to collect data in this study, then in this study using data analysis such as Validity Test, Reliability Test, Structural Equation Model Analysis (SEM), Measurement Model Evaluation (Outer Model), Convergent validity test, discriminant validity test, composite validity test, Structural Model Evaluation (Inner Model), Hypothesis is a theoretical conclusion or temporary conclusion in research. With a hypothesis, the research becomes clear with the direction of the test. So the hypotheses in this study are as follows. 1) H1: Interactive learning videos have an effect on improving English writing skills, 2) H2: Interactive learning videos have an effect on improving English speaking and writing skills, 3) H3: Interactive learning video and improving English speaking ability.

According to Chin in Suryawardani (2018), load factor values from 0.6 to 0.7 are still acceptable as long as the indicator is not the only indicator in the latent variable. The results show that if the load factor value for each indicator exceeds 0.7, then all indicators are valid and can be used. d) Discriminative validity testing is done to ensure that each idea about the latent variable is different from the others. This was done by determining the Cross Loading value above 0.70 and the AVE value of each variable above 0.5. The final results of the test showed that the five hidden variables had Cross Loading values above 0.70 and AVE above 0.5. This indicates that the discriminative validity test shows that all variables are yes (Ghozali, 2014)..(Widari et al., 2020)

Results and Discussion

The use of videos in interactive learning has significant benefits for the improvement of students' ability to write in English and cooperate with others. Videos provide visual and auditory stimuli that help students understand the language context in a more detailed and interesting way. In addition, videos allow students to learn to write clearly and concisely, proper intonation, and language used in everyday communication. This greatly encourages students to improve their written language skills and structure, which in turn improves their ability to communicate effectively. Not only does video improve speaking skills, it also has a positive impact on improving students' writing skills. By watching a movie, students can observe some sentence structures, vocabulary, and idea delivery that they can use when writing. Interactive videos are often used as teaching aids that invite students to participate in writing exercises, such as answering questions, rewatching videos, or expressing opinions on the topic at hand. These activities not only improve students' vocabulary and sentence structure, but also help them acquire critical thinking skills when writing coherent and well-structured texts. In addition to improving writing skills, videos can also provide Students can observe some sentences, vocabulary, and techniques in providing ideas that they can use when writing by watching movies. Often, interactive videos are utilized to engage students in writing activities, such as answering questions, rewatching videos, or expressing opinions on the topic at hand. These activities not only improve students' vocabulary and sentence structure, but also help them develop critical thinking skills when writing coherent and well-structured texts.

3.1 Research Instrument Test Results

In this study, there were 100 students at MA Jihadul Ummah who were given questionnaires. The results showed that the validity and reliability of the study were tested on 100 respondents, which corresponded to the sample size of the study. The sum of the factor values of each indicator for each variable was used to test convergent validity. To determine the contribution of each indicator to the constructed variable, the outer load value can be used; the highest value indicates that the indicator is the strongest in each variable. To predict how well an indicator compares to indicators in other blocks, the

cross-weight value can be seen. The results of the validity test on one hundred respondents are shown in the following table.

Table 3.1. Validity and Reability Test Results. Research Variables

Variable		Reabilitas			Validitas
	Indikator	Konveragen	√AVE	AVE	
Learning Video	X1.1	0,768	0,843	0,616	0,889
	X1.2	0,854			
	X1.3	0,826			
Ability Improvement	X2.1	0,847	0,748	0,667	0,857
	X2.2	0,831			
	X2.3	0,785			
	X2.4	0,732			
	X2.5	0,719			
Speaking					
	Y1.1	0,764	0,812	0,625	0,869
	Y1.2	0,855			
	Y1.3	0,766			
	Y1.4	0,707			
Writing					
	Y2.1	0,722	0,789	0,600	0,857
	Y2.2	0,828			
	Y2.3	0,770			
	Y2.4	0,837			

Source: SmartPLS Report 2025

Based on the table “Table 3.1 Validity and Reliability Test Results” found in the figure above, there are four main variables in this study: Video Learning, Ability Improvement, Speaking, and Writing. Each variable has indicators that are tested for validity and reliability through convergent analysis, AVE (Average Variance Extracted) value, and reliability. The following is an explanation of the research results according to the variables

1. Video Learning

The Video Learning variable has three indicators (X1.1, X1.2, X1.3) with convergent values between 0.768 and 0.854. The AVE value for this variable is 0.616, which means that the variable meets the requirements for convergent validity because the AVE value is> 0.5. The reliability value is 0.889, indicating that the instrument has excellent consistency to measure the Video Learning aspect. This reflects that video-based learning can be measured validly and reliably in this study.

2. Ability Improvement

The Ability Improvement variable has five indicators (X2.1 to X2.5) with convergent values between 0.719 to 0.847.The AVE value of 0.667 indicates that the indicators in this variable have a strong correlation with the concept being measured. The reliability value of 0.857 also indicates a reliable instrument. This finding reinforces the importance of skill enhancement as one of the main aspects in the study, which is related to the use of interactive learning methods.

3. Speaking

The Speaking variable consists of four indicators (Y1.1 to Y1.4) with convergent values in the range of 0.707 to 0.855. The AVE value of 0.625 indicates adequate validity, while reliability of 0.869 indicates high reliability. These results show that the indicators used successfully capture aspects of students' speaking skills in a valid and reliable manner, which is one of the main objectives of video-based learning in improving oral communication ability.

4. Writing

The Writing variable has four indicators (Y2.1 to Y2.4) with convergent values between 0.722 to 0.837.The AVE value of 0.600 and reliability of 0.857 indicate that the measurement instrument for this variable is valid and consistent. This indicates that the learning methods applied in the study were able to improve students' writing skills significantly and could be measured accurately. Overall, the validity and reliability results in the table show that all variables in this study have valid and reliable instruments, so the data generated can be relied upon to support the research conclusions. This strengthens the hypothesis that video-based learning is effective to improve students' speaking and writing skills.

Table 3.2. Discriminant Validity of Constructs.

Discriminant Validity Fornnel–Larcker Criterion	**Ability Improvement**	**Learning Video**	**Speaking**	**Writing**
Ability Improvement	**0,785**			
Learning Video	0,618	**0,817**		
Speaking	0,658	0,602	**0,790**	
Writing	0,555	0,475	0,644	**0,775**
Heterotrait–Monotrait Criterion	**Ability Improvement**	**Learning Video**	**Speaking**	**Writing**
Ability Improvement				
Learning Video	**0,772**			
Speaking	0,799	**0,763**		
Writing	0,681	0,609	**0,819**	

Source: SmartPLS Report 2025

Based on Table 3.2 Discriminant Validity of Constructs displayed, discriminant validity testing is carried out using two main approaches, namely the Fornell-Larcker Criterion and the Heterotrait-Monotrait (HTMT) Criterion. The following explanations and conclusions can be drawn:

1. Fornell-Larcker Criterion

This approach evaluates discriminant validity by comparing the square root of the AVE (Average Variance Extracted) value on the diagonal of the table with the correlation between constructs outside the diagonal. Based on the table, each diagonal value such as 0.785 (Ability Improvement), 0.817 (Learning Video), 0.790 (Speaking), and 0.775 (Writing) is higher than the correlation value between other constructs. This shows that each construct has good discriminant validity because it is better able to explain the variance of its own indicators compared to other constructs.

2. Inter-Construct Correlation (Fornell-Larcker)

The relatively low inter-construct correlation values outside the diagonal, such as the correlation between Ability Improvement and Writing of 0.555, and between Speaking and Learning Video of 0.602, indicate that the relationship between variables is still within the tolerance limit. This indicates that there

is no excessive overlap between the constructs, so the research variables can be clearly distinguished from each other.

3. Heterotrait-Monotrait (HTMT) Criterion

HTMT is an alternative approach that evaluates discriminant validity based on the relationship ratio between constructs. The HTMT values for all pairs of variables, such as Ability Improvement and Learning Video (0.799) and Speaking and Writing (0.819), were below the threshold of 0.90. This indicates that the constructs in this study fulfil the criteria of discriminant validity according to the HTMT approach. The results of testing discriminant validity with the Fornell-Larcker Criterion and HTMT Criterion show that all constructs in this study are valid and reliable. Each research variable, namely Ability Improvement, Learning Video, Speaking, and Writing, can be clearly distinguished from each other. This provides a strong basis to conclude that the research model has a solid construct structure and is reliable for further analysis.

Table 3.3. Path Coefficients For Direct Effects

Direct Effects Mean, STDEV, T-Values, P-Values	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Ability Improvement -> Speaking	0,463	0,472	0,106	4,370	**0,000**
Ability Improvement -> Writing	0,423	0,431	0,099	4,277	**0,000**
Learning Video -> Ability Improvement	0,618	0,626	0,060	10,296	**0,000**
Learning Video -> Speaking	0,316	0,313	0,105	2,999	**0,000**
Learning Video -> Writing	0,214	0,221	0,100	2,131	**0,000**

Source: SmartPLS Report 2025

Based on the table, it presents the path coefficient for the direct effect between variables in the study. This path coefficient indicates the strength and direction of the relationship between two variables, where a positive value indicates a unidirectional relationship (the higher one variable, the higher the other variable), and a negative value indicates an opposite relationship. In addition to the path coefficients from the original sample, the table also includes the average of the coefficients from multiple samples (Sample Mean) obtained through bootstrapping techniques to provide more robust estimates. Standard deviation measures the variability of the estimates, while t statistics and p values are used to test the statistical significance of the relationship. A p value below 0.05 is generally considered significant, signalling that the relationship is unlikely to have occurred by chance.

The first direct effect shown is between ‘Ability Improvement’ and ‘Speaking’. With a path coefficient of 0.463 and a p value of 0.000, it can be concluded that ability improvement has a positive and highly significant effect on speaking ability. That is, the higher the level of ability improvement, the better the speaking ability. Similarly, the direct effect between ‘Ability Improvement’ on ‘Writing’ is also positive and significant, with a path coefficient of 0.423 and a p-value of 0.000. This shows that ability improvement also contributes significantly to the improvement of writing ability. The table above also reveals the direct effect of ‘Learning Video’ on other variables. The effect of ‘Learning Video’ on ‘Ability Improvement’ is very strong and significant, with a path coefficient of 0.618 and a p-value of 0.000. This indicates that the use of learning videos has a substantial impact on general ability improvement. This is an important finding that supports the use of learning videos as an effective method for ability improvement.

In addition to the effect on general skill improvement, ‘Learning Video’ also showed a positive and significant direct effect on specific ‘Speaking’ and ‘Writing’ skills. The effect on ‘Speaking’ is shown with a path coefficient of 0.316 and a p-value of 0.000, while the effect on ‘Writing’ is shown with a path coefficient of 0.214 and a p-value of 0.000. Although the effect on ‘Ability Improvement’ is larger, this

finding is still important as it shows that the learning videos also directly contributed to the improvement of speaking and writing skills, regardless of the general ability improvement.

Overall, this table provides strong evidence that the use of learning videos has a positive and significant impact on language ability improvement, both in general and specifically in speaking and writing. In addition, general proficiency improvement was also shown to have a positive and significant effect on speaking and writing proficiency improvement. The very small p-values (0.000) on all relationships indicate a high level of significance, reinforcing the conclusion that these relationships are valid and not occurring by chance. It is important to note that this table only shows the direct effects, and there may be indirect effects through other variables not shown in this table.

Table 3.4. Path Coefficient for Indirect Effects.

Specific Indirect Effects	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Learning Video -> Ability -> Improvement -> Speaking	0,286	0,297	0,080	3,569	0,000
Learning Video -> Ability -> Improvement -> Writing	0,261	0,271	0,073	3,565	0,000

Source: SmartPLS Report 2025

Based on table 3.4 above, the Path Coefficient For Indirect Effects presents the path coefficient for indirect effects between the variables in the study. Unlike the previous table which shows direct effects, this table shows how a variable affects another variable through the intermediary of a third variable. In this context, 'Learning Video' affects 'Speaking' and 'Writing' through 'Ability Improvement'. The path coefficients in this table indicate the strength of the indirect effect. As with the direct effect table, this table also includes the 'Original Sample', 'Sample Mean', 'Standard Deviation', 'T Statistics', and 'P Values' to test the statistical significance of the indirect effect. A p value below 0.05 is generally considered significant.

In addition, the table shows two indirect effects: (1) the effect of 'Learning Video' on 'Speaking' through 'Ability Improvement', and (2) the effect of 'Learning Video' on 'Writing' through 'Ability Improvement'. For the effect of 'Learning Video' on 'Speaking' through 'Ability Improvement', the path coefficient is 0.286 with a p value of 0.000. This means that the learning video significantly affects speaking ability through ability improvement. That is, learning videos improve ability in general, and this ability improvement in turn improves speaking ability. Similarly, for the effect of 'Learning Video' on 'Writing' through 'Ability Improvement', the path coefficient is 0.261 with a p value of 0.000.

This shows that learning videos also significantly affect writing ability through ability improvement. In other words, the learning videos improved general ability, and this improvement then had a positive impact on writing ability. Both p values of 0.000 indicate that this indirect effect is highly statistically significant. This table reinforces the previous findings by showing that learning videos not only directly affect speaking and writing ability, but also indirectly through general ability improvement. This provides a more comprehensive understanding of how learning videos contribute to the improvement of general skills.

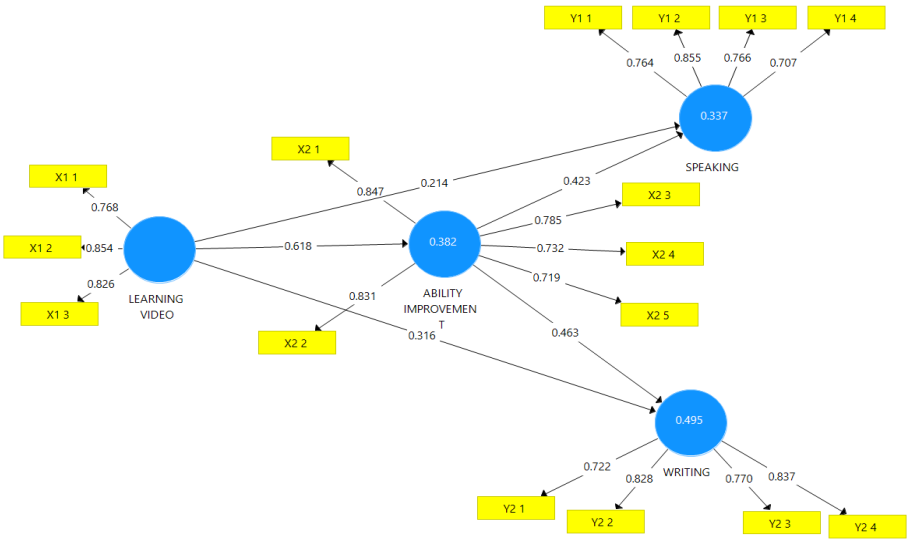


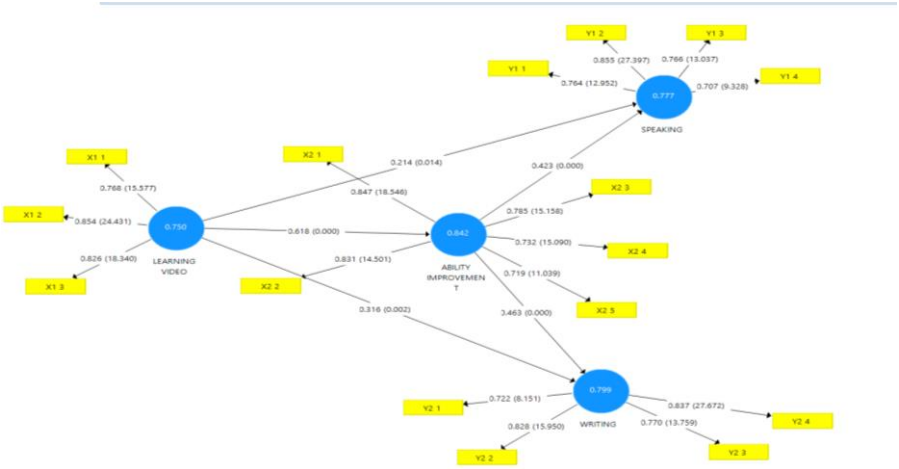
Figure 3.1 Measurement Model Evaluation Results
Source: SmartPLS Report

The figure above is a visual representation of the results of path analysis, which is used to test the cause-and-effect relationship between variables. This model consists of exogenous variables (independent variables or causal variables) and endogenous variables (dependent variables or effect variables). Exogenous Variables: 'Learning Video' is represented by the circle on the left. This variable is measured through several indicators (X1 1, X1 2, X1 3) with a loading factor value (the number above the connecting line between the indicator and the variable) indicating how strongly the indicator represents the latent variable 'Learning Video'. Endogenous Variables: There are two main endogenous variables, namely 'Speaking' and 'Writing', which are represented by the circles on the right. Each endogenous variable is also measured through several indicators (X2 1, X2 3, X2 4, X2 5 for 'Speaking' and Y2 1, Y2 2, Y2 3, Y2 4 for 'Writing') with similar loading factor values as the exogenous variables. There is also an intermediate endogenous variable 'Ability Improvement'. Relationship between Variables: Arrow lines between circles indicate causal relationships. A unidirectional arrow indicates a cause-and-effect relationship, where the variable to which the arrow points is affected by the variable from which the arrow originates. The number above the arrow line between variables (e.g., 0.618, 0.423,0.316) is called the path coefficient, which indicates the strength and direction of a variable's direct effect on another variable.

Learning Video → Ability Improvement (0.618): Learning videos have a positive and moderately strong influence on ability improvement. This means that the more frequent or effective the use of learning videos, the higher the ability improvement achieved. Learning Video → Speaking (0.316): Learning videos also have a positive effect on speaking, although the effect is smaller than that of general proficiency improvement. This suggests that learning videos can directly improve speaking, regardless of their effect on proficiency improvement.

Learning Video →Writing (0.214): Learning videos also have a positive effect on writing ability, but the effect is the smallest compared to the other variables. Ability Improvement → Speaking (0.423): Ability improvement has a positive and moderately strong influence on speaking ability. This indicates that ability improvement generally contributes significantly to speaking improvement. Ability Improvement → Writing (0.463): Ability improvement also has a positive and moderately strong influence on writing ability. This suggests that general ability improvement also contributes significantly to writing improvement.

Loading Factor (The number above the line connecting the indicator and the variable): This value indicates how strongly the indicator represents the latent variable. Values above 0.7 are generally considered good, indicating that the indicator is valid and reliable in measuring the latent variable. In the figure, almost all loading factors are above 0.7, which indicates good measurement quality. R-square (The number inside the endogenous variable circle): This value indicates the proportion of variance of the endogenous variable that is explained by the exogenous variables and other endogenous variables that affect it. For example, the R-square for 'Speaking' is 0.337, meaning that 33.7% of the variance in speaking ability can be explained by the model (Learning Video and Ability Improvement). Similarly, the R-square for 'Writing' is 0.495 which means 49.5% of the variance in writing ability can be explained by the model. Based on the results of the research conducted, it can be concluded that this model shows that learning videos have a positive effect on ability improvement, both in general and specifically on speaking and writing skills. Proficiency improvement itself also has a positive effect on speaking and writing skills. This model provides empirical evidence of the effectiveness of learning videos in improving language skills.



Gambar; 3.2 Bootstrapping Model Evaluation Results
Source: Smartpls Report

The figure above is the result of SmartPLS software analysis, which shows the relationship model between latent variables and their indicators. This model consists of several latent variables, such as "Learning Video," "Ability Improvement," "Speaking," And "WritinG," each of which is measured using indicators marked in yellow. In addition, the results of the bootstrapping analysis are also displayed in the form of path coefficients along with t-statistics and p-values, which indicate the significance of the relationship between the latent variables.

From the bootstrapping results, it can be seen that all relationships between variables have a fairly high t-statistic value (greater than 1.96), which indicates that the relationship is significant at the 95% confidence level. For example, the relationship between "Learning Video" and "Ability Improvement" has a path coefficient value of 0.618 with a p-value of 0.000, meaning there is a significant influence between these two variables. In addition, the relationship between "Ability Improvement" And "Writing" also shows a strong influence with a coefficient value of 0.799 and a high t-statistic value. Analisis ini menunjukkan bahwa variabel "Learning Video" memiliki peran penting dalam meningkatkan "Ability Improvement," yang pada akhirnya berdampak pada kemampuan "SPEAKING" dan "Writing." Nilai loading faktor dari masing-masing indikator terhadap variabel laten juga menunjukkan validitas yang baik, karena sebagian besar memiliki nilai di atas 0.7. Dengan demikian, model ini memberikan wawasan yang berharga mengenai bagaimana penggunaan video pembelajaran dapat berkontribusi terhadap peningkatan kemampuan berbicara dan menulis

1. The Effect of Interactive Learning Videos in Improving English Speaking Skills in Grade 10 Students at Ma Jihadul Ummah NW Waker Central Lombok

The influence between variables in a study. In contrast to direct effects that measure the direct relationship between two variables, indirect effects show how a variable can influence another variable through the role of a mediating variable. In the context of this study, the variable 'Learning Video' not only has a direct impact on speaking and writing skills, but also through the mediating variable 'Ability Improvement'. This indirect relationship reflects the complexity of the learning process, where the effect of the learning video can be amplified through ability improvement as an intermediate step.

The path coefficients presented in this table help measure how strong the indirect effects are. Figures such as Original Sample, which reflects the results of the analysis on the original data, and Sample Mean, which is the average of the coefficients from the bootstrapping process, provide a more in-depth picture of the stability of the relationships found. Standard deviation provides information on the variation of the effect, while t statistics and p values are used to test statistical significance. In general, p values smaller than 0.05 are considered significant, indicating that the identified indirect effects are not the result of chance, but are statistically relevant.

This influence analysis is particularly important in research involving mediating variables, as it can provide deeper insights into how and why one variable influences another. In the context of this study, the results can be used to understand the effectiveness of learning videos as a tool that not only provides a direct impact, but is also able to facilitate the improvement of students' abilities. This improvement then strengthens students', speaking and writing skills indirectly, suggesting that the success of learning is not only determined by the learning media, but also an internal process mediated by the students' own abilities.

2. The Effect of Video in Interactive Learning to Improve English Writing Skills in grade 10 Students at Ma Jihadul Ummah NW Waker Central Lombok

The effect of 'Learning Video' on 'Speaking' through 'Ability Improvement', with a path coefficient of 0.286 and a p value of 0.000; second, the effect of 'Learning Video' on 'Writing' through 'Ability Improvement', with a path coefficient of 0.261 and a p value of 0.000. The highly significant p values in these two paths indicate that learning videos have a substantial contribution in improving students' speaking and writing through general ability improvement as a mediator. This suggests that learning videos not only influence specific skills directly, but also build a stronger foundation of proficiency, which then contributes to the development of other language skills.

For the effect of 'Learning Video' on 'Speaking', the table results show that learning videos improve speaking ability by first improving students' general ability. In other words, this improvement does not happen directly, but rather through a process where the learning videos help students expand their understanding and basic skills, which are then applied in a speaking context. The same applies to writing skills. The effect of 'Learning Video' on 'Writing' through 'Ability Improvement' shows that learning videos provide a strong foundation for students to develop better writing skills. With a path coefficient of 0.261 and a p-value of 0.000, this effect is also highly statistically significant.

These results reinforce the finding that learning videos have a broader impact than just directly improving specific skills. They also play an important role in building students' basic abilities, which provide the foundation for the development of speaking and writing skills. The findings provide a more comprehensive understanding of how learning videos can be integrated into the teaching process to support more effective and holistic learning. By looking at both direct and indirect effects, this study confirms that innovative learning media, such as learning videos, can be a very effective tool in improving students' language skills.

Conclusions and Suggestions

Conclusion

In conclusion, interactive learning videos proved effective in improving the English speaking and writing skills of grade 10 students at MA Jihadul Ummah NW Waker Central Lombok, both directly and indirectly through the mediating variable 'Ability Improvement'. This effect reflects the important role of learning videos in building students' basic abilities which then support the development of speaking and writing skills. With a path coefficient value of 0.286 for speaking and 0.261 for writing, as well as a p value of 0.000 indicating high significance, this result confirms that the success of language learning is not only determined by learning media, but also students' internal processes in utilising ability improvement as a foundation for learning.

Suggestion

Further research should investigate the impact of using interactive learning videos on speaking and writing skills in the long term. One of the things the researchers in this study could do is to evaluate how the impact of learning videos continues after several months or years, taking into account things such as student motivation to learn, student engagement, and a supportive learning environment. In addition, researchers could compare interactive learning videos with other learning approaches, such as group discussions or live simulations, to gain a better understanding of the learning method.

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