



## Developing Visual Prompt Video of Canva for Students' Speaking Performance at Rumah Belajar Saab Shares 09 Nias Utara

Febri Yanti Zendrato<sup>1\*</sup>, Afore Tahir Harefa<sup>2</sup>, Hidayati Daeli<sup>3</sup>, Kristof Martin Efori Telaumbanua<sup>4</sup>

<sup>1)2)3)4)</sup> Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nias

[febrizendrato2001@gmail.com](mailto:febrizendrato2001@gmail.com)<sup>1)</sup>, [aforetahirharefa@gmail.com](mailto:aforetahirharefa@gmail.com)<sup>2)</sup>, [daelihidayati@gmail.com](mailto:daelihidayati@gmail.com)<sup>3)</sup>

[kristoftelaumbanua8@gmail.com](mailto:kristoftelaumbanua8@gmail.com)<sup>4)</sup>

\*Correspondence: [febrizendrato2001@gmail.com](mailto:febrizendrato2001@gmail.com)

### ABSTRACT

*This study aims to develop visual prompts in the form of videos using the Research and Development (R&D) approach with the 4D development model (Define, Design, Develop, Disseminate). The use of visual prompts in videos aims to improve learning effectiveness and facilitate user understanding. At the Define stage, a needs analysis and problem identification were conducted to determine the objectives and content of the video. At the Design stage, video scenarios and designs are developed by considering visual elements and messages to be conveyed. The Develop stage involves creating video prototypes using supporting technology and software, namely the Canva application, as well as initial testing to obtain feedback. Finally, the Disseminate stage involved video distribution and end-user evaluation to measure the success of the development. The results showed that the visual prompt video was able to significantly increase students' engagement and comprehension, thus having a positive impact to the increasing speaking performance in learning process.*

**Keywords:** 4D Development, visual prompt, speaking performance, learning media

### INTRODUCTION

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 the researcher can conclude that 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.

In Independent curriculum at Rumah Belajar 09 Nias Utara adopted English as one of subject teach to the students. Especially in English 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 introducing self to reach Mcc 65 by using visual prompt as media of teaching learning 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 communicate simple descriptive text orally especially in introducing self and could not reach MCC 65. This problem happened because of some factors 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 play a more passive role.

Inspired by the difference between hope and reality above, the researcher offers visual prompt video of Canva to solve the students' problem to communicate descriptive text orally especially in introducing self. A visual prompt in education refers to images, video or other visual

stimuli used to provoke thinking, stimulate ideas, or guide learning activities. These visual prompt video 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 visual help scaffold learning by breaking down abstract concepts into more understandable forms (Bruner 2021).

Regarding to the explanation above the researcher develop visual prompt video of Canva as a media in teaching speaking specially to communicate descriptive text in introducing self-based on its content and its purpose. This research entitled "Developing the Visual Prompt Video of Canva for Students' Speaking Performance at Rumah Belajar Saab Shares 09 Nias Utara"

## LITERATURE REVIEW

### 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 evidences 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.

### **The Purpose of Speaking**

Generally, there are many theories define the term of speaking. As cited in Ashour (2004), Burns and Joyce (1997) in (Dako, et al., 2021) 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 allowing the speakers to produce words and sounds for expressing the information, ideas, or any feelings they have. Ever since it is believed that speaking is crucial for maintaining communication in

which is a need of society. According to Davies & Pearse, (2020) another purpose of speaking in language teaching is to provide students the ability to use the language in communication effectively and correctly. 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.

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.

### **The Types of Speaking**

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

#### ***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.

### ***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.

### ***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.

### ***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.

### ***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.

### ***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.

### ***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 aspects 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.

### **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.

## **METHODS**

### **Research Design**

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.

### **Research Instrument**

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

#### **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.

#### **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. 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), 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).

### **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 student's 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 generalizable 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). The feasibility value of visual prompt video media products is determined as the lowest or not feasible.

**Table 1. 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.

## FINDING

This research and development were 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) disseminate. The following is an explanation of each stage in detail:

### 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.

Some content sections in visual prompt video:

**First Section Listening & Pay Attention**

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

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

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

**The Third Section Asking (Student's Time)**

in this part the students give question and the people animation in the video give response. 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 2. 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

**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 English lecturer at university of Nias as a media expert validator and Sir Selamat as 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 3. 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>No interactive features available</li> <li>Lack of user interaction</li> <li>Lack of provision of feedback</li> </ol>	<ol style="list-style-type: none"> <li>Availability of interactive features</li> <li>The ability of users to actively participate</li> <li>Providing feedback</li> </ol>

### 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.

### 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. Percentage Value

Code	Category	(Percentage)
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 Sir Selamat 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

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).

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 animations. First people give question and the other give response. In this part the student listens and pay attention to the video.

Second section, this section give time to student to speak and give response. In the video people animation give question and after that the student give response 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.

### 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 response (speaking), and the last is time to ask (speaking) this material using

3. Development

Development steps that have been carried out by researchers at stage development 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 containt introducing material.

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.

Data Analysis Results

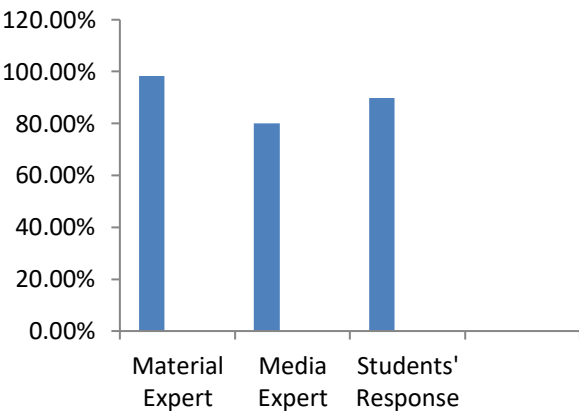
The results of data analysis will present 3 main topics, namely, material expert assesment results, media expert assesment results, student response assesment results. The results of data analysis are presented as follows:

Table 5. 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
Total	89,35 %	Very valid

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

Diagram 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**

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 student's 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.

## **DISCUSSION**

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. How Does the Visual Prompt Video of Canva affect the 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.

4. 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.
5. 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.
6. 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 of 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.
7. **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.
8. **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.
9. **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.
10. **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.
11. **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.

## CONCLUSIONS

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.

The primary goal of this initiative is to encourage Rumah Belajar Saab Shares 09 Nias Utara to utilize this media as a valuable tool for supporting the teaching and learning process, particularly in enhancing students' speaking performance. By using Canva's visual prompt videos, it is expected that students will find it easier to engage with the material and improve their speaking skills. Moreover, this media can

contribute to a broader understanding of the educational process by making the students' achievements visible to the wider community, thus adding value to both the learning experience and the students' self-confidence.

For researchers, this project offers an opportunity to explore in-depth how to design more engaging and effective learning media. Further study is needed to understand the specific benefits of using visual prompts in education. Research in this area could uncover innovative ways to integrate such media into various teaching contexts, enhancing the overall learning experience for students.

Looking ahead, future researchers are encouraged to continue developing diverse learning media that not only engage students but also improve the effectiveness of teaching. By applying visual prompt videos created with Canva, future studies could explore how such tools can capture students' attention, boost their motivation, and create a more dynamic learning environment. The goal is to provide educators with a variety of resources that cater to different learning styles, ensuring that teaching remains both effective and engaging.

## REFERENCES

- Brown, H. D. (2020). *Principles of Language Learning and Teaching* (6th ed.). Pearson Education.
- Devito, J. A. (2022). *The Interpersonal Communication Book* (15th ed.). Pearson.
- Lucas, S. E. (2020). *The Art of Public Speaking* (13th ed.). McGraw-Hill Education.
- Pearson, P. (2021). Speaking and learning: Building communication skills. *Journal of Communication*, 5(2), 34–49.
- Magdalena, R., Wijayanti, T., & Saputra, M. (2021). Enhancing English speaking performance through collaborative activities. *English Language Teaching*, 12(2), 178–192.
- Chaney, A. (2020). *Teaching Oral Communication in Grades K-8*. Allyn & Bacon.
- Chomsky, N. (2021). In D. Carlson (Ed.), *Linguistic Theory and Practice*. Oxford University Press.
- Al Hafiz, M., & Gushendra, E. (2021). Developing speaking performance through innovative methods. *Language Education Journal*, 15(3), 112–119.
- Davies, P., & Pearse, E. (2020). *Success in English Teaching*. Oxford University Press.
- Bruner, J. (2021). *Educational Psychology: Cognitive Foundations of Learning*. Academic Press.
- Thornbury, S., & Brown, H. D. (2003). *Speaking and Communication Skills for English Learners*. Cambridge University Press.
- Sugiyono. (2018). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Tegeh, I., & Arikunto, S. (2019). *4D Development Model for Educational Media*.
- Richard, J. C., & Schmidt, R. (2020). *Longman Dictionary of Language Teaching and Applied Linguistics* (5th ed.).
- Gueba, B. (2021). *Practical Applications of Speaking in the Classroom*. Learning Sciences International.