# DIALOGIC-INTERACTIVE MEDIA IN ONLINE LEARNING: EFFECTIVENESS IN SPEAKING SKILLS

**Dr. ATMAZAKI**
ORCID: 0000-0001-6240-9045
Faculty of Language and Art
Universitas Negeri Padang
Padang, INDONESIA

**Dr. Syahrul RAMADHAN**
ORCID: 0000-0001-5461-1374
Faculty of Language and Art
Universitas Negeri Padang
Padang, INDONESIA

**Vivi INDRIYANI**
ORCID: 0000-0002-7812-7402
Faculty of Language and Art
Universitas Negeri Padang
Padang, INDONESIA

**Received:** 20/07/2022 **Accepted:** 02/01/2023

## ABSTRACT

The online learning process necessitates the utilization of diverse and creative learning resources by teachers. Nevertheless, a preliminary analysis revealed that Whatsapp, Zoom, and PowerPoint continue to dominate the learning media landscape. The usage of these media has not been able to aid educators in developing dialogic exchanges in the learning process, particularly when it comes to the acquisition of language. On this basis, the objective of this research is to build dialogic-interactive media in language learning to enhance students' speaking abilities in online learning. This is Research and Development (R&D) utilizing the Plomp Development paradigm (Preliminary Research, Prototyping Phase & Assessment Phase). In the Assessment Phase, researchers tested the products that had been developed to determine the practicality and effectiveness of the developed media. The research instruments are in the form of questionnaires, observation sheets and tests. The research subjects were students of MTsN 1 Padang. The results showed that dialogic-interactive media was effective in increasing students' speaking skills in online learning.

**Keywords:** Interactive media, dialogic approach, speaking skills, online learning, distance learning.

## INTRODUCTION

In recent years, due to the COVID-19 pandemic, face-to-face learning has suddenly been transformed into online learning (Means & Neisler, 2020). The rapid global epidemic of COVID-19, which was labeled a pandemic by the WHO, prompted a number of institutions and universities to temporarily close (Baloran, Hernan, & Taoy, 2021). Consequently, tremendous growth in online education has occurred during the COVID-19 epidemic in response to the necessity for social separation [3]. Such situations have prompted educational institutions throughout the globe to mandate that teachers use online teaching methods (Dhawan, 2020). In an effort to continue education in the COVID-19 age, the adopted policy is online learning using a variety of platforms, including e-learning, WhatsApp Group, Google Classroom, zoom meetings, and others (Chinmi, Marta, Haryono, Fernando, & Goswami, K., 2020; Henry, Hinshaw, Al-Bataineh, & Bataineh, 2020). The existence of this platform is considered to be able to assist the implementation of the

learning process in various educational institutions(Ritonga, Lahmi, Saputra, Mursal, & Nofrizaldi, 2022). Therefore, the COVID-19 outbreak has triggered the current outbreak of online learning (Wotto, 2020; Adarkwah, 2021).

Online education has grown extremely popular in the educational setting (Adarkwah, 2021). Due to the fact that the 21st century is the era of technology and all nations are attempting to optimize their level of technology, the use of an online distance education system has become a requirement to combat issues that can interrupt education (Kibici & Sarikaya, 2021). Online learning has become a concept that is being tested day by day in education and represents technology in education (Herguner, Yaman, Sari, Yaman, & Donmez, 2021). Online learning is the most dynamic and engaging type of available learning possibilities, providing a well-designed, interactive and supportive learning environment with a range of technology and digital resources with a student-centered approach (Aoki, 2010; Karakis, 2022). Multiple venues, e-learning, blended learning, entirely online, and extra online resources can constitute online learning (Rice & Dykman, 2018). In addition, online learning is also stated as "distance learning"(Isaac, Aldholay, Abdullah, & Ramayah, 2019).

In the current study, online learning is defined as any TV or web-based application or streaming used to continue the learning process in response to the shift in learning to online means due to school closures, both public and private (Ziadat, 2021). Online learning is a technology-enhancing method that offers students the opportunity to practice at their own pace to develop skills and to educate themselves regardless of geographic location, socioeconomic situation, and/or biographical factors (Lwin, Sungtong, & Auksornnit, 2022). Online learning can be done by using digital tools to give some instructions to others with the internet (Clark & Mayer, 2016). In this globalized and digital era, governments, educational institutions, and businesses are progressively promoting online learning, and the shift from traditional classrooms to distant and online learning is continuing (Aldhafeeri & Khan, 2016).

Learning in one of the most important of these systems is communication (Rawat, 2016), in which teachers have to monitor student progress by ensuring that the right to acquire knowledge operates even if they are not face to face in class (Ritonga et al., 2022). Studies in the field of online learning show that the quality of interaction is a major factor in learning satisfaction (Kuo, Walker, Schroder, & Belland, 2014). While interaction is the most critical criterion for online learning, many students desire to make contact with their peers, teachers, and counselors (Drouin & Vartanian, 2010; Erdogmus & Cakir, 2022). Students consider interaction in the classroom important for learning (Amir et al., 2020). Fostering and maintaining various types of interactions among participants is very important in an online learning environment because interactions play a key role in influencing the quality and success of online education. With the spread of distant education, the lack of social interactions between persons is expanding, indicating a growing need for interactive relationships between students and teachers (Sun & Chen, 2016).

Developing these information/communication skills, which are crucial at all times and stages of life, is only achievable through an excellent education (Tunagur, Kardas, & Kardas, 2021). Communicative competence includes knowledge and expectations regarding who should or should not speak in certain situations, when to speak and when to remain silent, with whom one can converse, how one can converse with people of different statuses and roles, and appropriate behavior in various contexts, among other things (Tomak, 2021). For this purpose, the teacher should organize the class for speaking activities in such a way that useful input can be obtained and enable two-way communication as speaker and listener (Yang, 2007; Ozenc, Orhan-Karsak, & Ozenc, 2021).

Speaking, which is described as the capacity to vocally communicate one's ideas and thoughts, is one of the language abilities that individuals utilize most frequently while communicating with their surroundings in daily life (Bulut & Karasakaloglu, 2021). Speaking is a language skill that allows individuals to communicate. Through communicative actions, humans express needs, wants, ideas, and more. For this reason, speaking in one's native language and in the target language is a very important skill (Gunes & Sarigoz, 2021). Studies show that speaking is very important in demonstrating proficiency in language, which is the key to interaction. Developing students' speaking skills and competencies is very important in facilitating interaction and communicative abilities (Arroba & Acosta, 2021). Thus, students should be given the opportunity to practice speaking during class hours (Rao, 2019).

Speaking is the most difficult of the four language abilities because it requires simultaneous utilization of available linguistic information (Baykara & Aksu Atac, 2021). Based on these statistics, it can be concluded that speaking abilities are the most challenging for students, followed by listening, writing, and reading (Kaya, 2021). In verbal contact, individuals can engage in every oral meeting by constructing meaning in accordance with their objectives, communication goals, and the message the speaker wishes to express (Green, 2013); Thus, speaking is more unexpected than writing because thoughts are typically not planned in advance and flow with the pace of speech (Duque-aguilar, 2021). Therefore, there should be a greater emphasis on speaking and listening abilities (Kaya, 2021). Conversation requires both speaking and listening in order for individuals to interact with one another. Consequently, these two skills are combined or utilized as a multi-layered activity (Wulandari, Piscioneri, & Ikram, 2021).

The importance of speaking skills is related to the development of thinking (Ozenc et al., 2021). This causes speaking skills to be one of the passports of success in work. A professional will have strong communication skills (Kumar, 2021). Moreover, speaking skills have a very important place in every area of life. Thus, individuals need to learn to speak accurately for a developed society, and students need to be raised as good speakers (Ozturk-Pat & Yilmaz, 2021). Students who are successful, socialize, and can communicate easily with others experience an increase in speaking skills (Kumar, 2021).

The speaking exercise is the most challenging for kids. In this scenario, it is reasonable to conclude that the communicative orientation of the curriculum is insufficient for developing students' skills (Yolcu & Dimici, 2021). This is exacerbated by the COVID-19 pandemic, since learning is undertaken online and contact is restricted to electronic means. In this setting, teachers must be able to effectively use pedagogical approaches and online instructional tools to fulfill their students' learning objectives (Bolliger & Martin, 2018). As an alternative to traditional language instruction, online learning might utilize a dialogical approach.

As common metaphors for complex relationships, language and dialogue are part of the conditions that mediate the boundary between similarity and difference. Dialogic relationships are not limited, integrating continuously in all aspects of difference (Dennis, 2020). Although word is frequently used more loosely, dialogue's etymology clearly distinguishes it from acts such as debate, discussion, and conversation (Maele, 2020). Dialogic pedagogical framework (Nystrand, 2006), provide a structure for bringing school-based content into dialogue with students' lives (Stewart, Hill, & Lindstrom, 2020). Dialogue—between students and students and between students and teachers—is very important in education with teachers having an important role in the process (Winters, 2021). Thus, dialogue creates opportunities for students to enhance ideas through shared and open co-formation for learning both with and from students (Han & Hyland, 2015; Tanis, Sensoy, & Atay, 2020).

Bakhtin is the originator of the concept of dialogical discourse, which has been addressed by several others (Bakhtin, 1981; Barwell, 2018). This is frequently viewed as the antithesis of a "limited, authoritative, and impersonal style in which classroom discourse does not permit students to join and explore their interests, concerns, and ideas"(Kumpulainen & Rajala, 2017; Pearcy, 2020). The broad definition of dialogic teaching is "teaching and learning through, through, and as discussion"(Kim & Wilkinson, 2019). Dialogic teaching is a pedagogical technique that utilizes the power of discussion in the classroom to engage students' prior knowledge, stimulate their thinking, deepen their learning, and broaden their perspectives (Shongwe, 2021). Due to its emphasis on the active and continual participation of students in classroom conversations, dialogic instruction is lauded as the method most likely to produce the finest educational outcomes (Alexander, 2020). In Britain, France, India, Russia, and the United States, this teaching method has been offered as a new pedagogical strategy (Worku & Alemu, 2021).

Dialogic learning aspects include: dialogic teaching must be intentional; study; can be assessed; according to its adherence to routine principles and practices with a dialogical quality (Rapanta, Garcia-mila, Remesal, & Goncalves, 2021). Dialogic pedagogy entails interconnected activities that are reciprocal, collaborative, and supportive in the present, and purposeful and cumulative over time (Alexander, 2008); it involves supportive class relations and a dialogical value orientation (Shields-lysiak, Boyd, Iorio, & Vasquez, 2020). Teachers who apply this information should be able to stimulate their students' thinking, permit them to respond by reflecting, and assist them in building bridges between their prior knowledge and future facts (Gillies, 2015). It also focuses on fostering communication through genuine exchanges. There is a real interest in the

perspectives of the interlocutor, and attempts are made to assist participants in sharing and cooperatively constructing meaning (Gander & Wintle, 2020).

Dialogic communication is defined as "a form of communication based on a priori internal acceptance of each other as values in themselves and assuming an orientation to the individual uniqueness of each subject" (Eremeeva & Khamisovna, 2020). In this view, the interaction of social friends in educational settings and dialogic speech in this contact are regarded as a tool for reorganizing the mind and regulating the inner mental activities (Devos, 2017; Comoglu & Dikilitas, 2020). To begin with, a dialogical relationship promotes and relies on equality among the participants. All answers as well as all questions should be taken seriously. This is back-and-forth dialogue is important as much as any temporary conclusion is reached (Coulter & Herman, 2020). This includes organizing participation so that all students have an opportunity to speak, posing questions, criticizing the answers of others, presenting new topics, and offering modifications to the discussion process (Robyn M Gillies, 2020; Reznitskaya & Gregory, 2013).

Although many studies recognize the benefits of a dialogical approach to teaching for student learning, its implementation in the classroom is difficult (Worku & Alemu, 2021). Obviously, the definition of dialogical instruction in theory and practice frequently diverge (Pearcy, 2020). It is a time-consuming, often messy form of pedagogy, and the emphasis on collaboration and willingness to modify one's perspective given contrasting evidence is not a regular feature of most classrooms (Asterhan, Howe, Lefstein, Matusov, & Reznitskaya, 2020). Research compiled by Reznitskaya & Gregory (2013) shows that the dominant form of discourse in schools "remains largely monologic", dominated by the voice of the teacher (Reznitskaya & Gregory, 2013). This is complicated by the rise of the COVID-19 epidemic, which makes it impossible to determine what instructors do to foster a dialogical style or how they might facilitate student involvement, conversation, and communication (Pearcy, 2020). To overcome this, a dialogical approach can be taken to support the online learning process by utilizing interactive media.

By utilizing language-learning technologies that enable interaction between teachers and students, educators can enhance their pedagogical practices (Musling, Ismail, Darmi, Kamaruddin, & Jaffar, 2022). Through the theory of interactive learning, the media have the potential to impart value (Agrawal & Ghosh, 2014). Technology can be implemented in the form of interactive multimedia to enhance student engagement and learning results (Komalasari, 2019). Supported by text, image, video, audio, and animation services, interactive multimedia offers dynamic and interactive presentations with active learning tools (Rukayah, Andayani, & Syawaludin, 2022). The structure of student interaction and the assignment of communicative and cooperative tasks are effective means of fostering positive relationships for the acquisition of learning goals (Cihan & Yildirium, 2014). Interactive media indicates the ability to improve student engagement through two-way dialogue between students and teachers or between students and the media itself (Rukayah et al., 2022). Consequently, while interacting directly with students, teachers are able to build engaging, dynamic, and interactive learning environments through the use of ICT that is continually evolving (Roemintoyo, Miyono, Murniati, & Budiarto, 2022). Interactive multimedia was chosen as an innovative kind of learning material due to its high level of interactivity and ability to capture students' attention during the learning process (Guan, Song & Li, 2018).

Some academics suggest that interactive multimedia utilized in education can generate greater levels of interest, motivation, involvement, stimulation, and critical thinking than traditional learning methods (Nurtanto, Sofyan, & Pardjono, 2020). Involving the audience in the learning process, keeping them aware and thinking, assessing their knowledge, providing feedback on the presentation, and helping the presenter learn from the audience are all advantageous for the instructor. Interaction with the audience, especially with students, increases their self-assurance and spontaneity (Zayapragassarazan & Mohapatra, 2021). Self-efficacy can create and strengthen learners' confidence in their capacity to acquire content in a digital environment when learners engage in more active contact with such content (Arnab et al., 2021). According to this explanation, interactive learning settings provide excellent learning outcomes, and interactive environments promote students' participation, questioning, and discussion skills (Kasimoglu & Celik, 2021).

In order for teachers to effectively use media, the selection of media must be tailored to student characteristics, such as student situations (Widodo, Prihatiningsih, & Taufiq, 2021). Individuals of Generation Z would rather spend their time determining how they can acquire information, how to analyze information, and

how they may benefit from knowledge than memorizing information (Sanalan & Taslibeyaz, 2020). In addition, it must also consider the situation when the learning is carried out. In this study, learning is done online, so the selection of media and integrating dialogical learning needs to be considered so that learning can achieve the expected goals. Based on this, the purpose of this research is to develop interactive-dialogic learning media in language learning to improve speaking skills in online learning.

## METHOD

The purpose of this Research & Development (R&D) is to produce a product through a series of stages. This research was conducted to develop a product in the form of Dialogid-Interactive media in online learning which is used in language learning to improve speaking skills. The development model used in this study is an adaptation of the existing model, namely the Plomp model (2013). This model consists of three stages, namely Preliminary Research (needs analysis), the prototyping stage (product design), the assessment stage (product trial) (Plomp & Nienke, 2013). This research produces learning media based on a syntax model that is innovated in advance according to the needs and learning situations of students. The product is adapted to my current learning curriculum, namely the text-based 2013 Curriculum. The research was conducted during online distance learning. Learning is done synchronously and asynchronously. Synchronous learning is carried out using the google meet application and asynchronous learning using media developed with the Ispring application. In addition, the evaluation was carried out using a google form.

### Participants

The product testing was place at MTsN 1 Padang. The selection of these schools was based on the following criteria: children were registered as State Junior High School/MTs students in Padang City; they were responsive to innovation; they could develop strong collaboration; and they had enough research infrastructure and resources. Based on the criteria selected as the subject of a limited trial and a large-scale trial, it is shown in table 1.

**Table 1.** Test subject

| Free trial class | Total subject |
|---|---|
| Control class | 30 students |
| Experiment class | 30 students |

### Data Collection and Analysis

The trial was carried out from October to December 2021. The trial schedule was adjusted to the school curriculum so that the product developed was suitable for use at that time, namely in news text learning which was carried out in odd semesters. The research instruments were questionnaires, observation sheets, and tests. In this study, descriptive data analysis approach was utilized to characterize the learning model's validity, practicality, and effectiveness of the learning model.

This research use descriptive data analysis technique, which describes the validity and practicality of the data. In the meantime, the effectiveness data in the form of student learning outcomes were analyzed using SPSS 17 to determine the results. The devices utilized for data collection in this investigation are detailed in Table 2.

**Table 2.** Research instrumen

| Type of data | Data source | Data collection tools |
|---|---|---|
| Preliminary research | Teacher & student | Interview guide sheet; questionaire |
| Prototype phase | Validator | Questionaire |
| Assessment phase | Teachers & student | Questionaire, Observasion sheet, test |

## The Scale

The data of this research is to determine the value of the validity, practicality, and effectiveness of the product. First, validity. Validity data will be obtained through validation results by expert validators and self-validation. The data collected is then tabulated. The results of tabulation of each indicator are searched for the percentage with the formula used for data analysis validity as follows.

$$P = \frac{\Sigma score\ each\ item}{max\ score} \text{ x } 100\%$$

The data that will be collected from the product validation results are categorized according to the following table 2.

**Table 3.** Product validity category

| Achievement level | Category |
|---|---|
| 81—100 | Very valid |
| 61—80 | Valid |
| 41—60 | Quite valid |
| 21—40 | Not valid |
| 0—30 | Invalid |

After the product is valid, then a trial is carried out to determine the practicality and effectiveness of the product. Second, Practicality. The implementation of the learning process will be observed by the observer. Observers fill out observation sheets about the learning process with the model to be developed. In addition, the practicality test also analyzes the questionnaires that have been filled out by teachers and students. The collected practical data are then tabulated. The result of tabulation of each bill is searched for the percentage with the following formula.

$$P = \frac{\Sigma score\ each\ item}{max\ score} \text{ x } 100\%$$

The data that will be collected from the product practicality results are categorized according to the following table 3.

**Table 4.** Product validity category

| Achievement level | Category |
|---|---|
| 81—100 | Very valid |
| 61—80 | Valid |
| 41—60 | Quite valid |
| 21—40 | Not valid |
| 0—30 | Invalid |

Third, effectiveness. Analysis of the effectiveness of the learning model through experimental research with the type of Pretest-Postest Control Group Design. The measuring instrument for this experimental research uses an attitude assessment sheet, and a skill test (performance test). Student mastery is measured based on individual mastery obtained by students. Statistical analysis using SPSS. Statistical calculation stages are described as follows.

**Normality test**

The purpose of this normality test is to determine whether the sample data is normally distributed or not. Analysis of the normality test in this study used the Lilliefors test. The hypothesis of the normality test in this

study is to accept H0 if the value of Lcount < Ltable, this means that the research sample data comes from a normally distributed population.

**Homogeneity Test**

The analysis of the homogeneity test in this study used the Levene test. The hypothesis of the homogeneity test in this study is to accept H0 if the value of Fcount <Ftable, this means that the variance of the research sample in the experimental and control classes is homogeneous.

**T-test**

The basis for making decisions on the Independent Sample T Test is as follows. (1) If Sig. (2 tailed) > 0.05 then H0 is accepted or Ha is rejected, which means that there is no difference in the average student learning outcomes between the experimental class and the control class. (2) If Sig. (2 tailed) < 0.05 then H0 is rejected or Ha is accepted

## FINDINGS

The findings of this study include the Preliminary Research, Prototyping Phase, and Assessment Phase. The explanation of the research results is described as follows.

### Preliminary Research

This stage is carried out to determine the needs of students and the learning situation. The results of the research at this stage were collected through a questionnaire filled out by teachers and students. Based on the results of the study, it was concluded that current learning (at the time the research was conducted), was carried out remotely online by utilizing technological devices and applications that could support the learning process. Based on the results of observations, it is concluded that the media used is dominated by the use of WhatsApp, YouTube, Google Classroom, and Zoom Meeting applications. The learning process that is difficult to do in online learning is learning to speak. Based on the questionnaire filled out by the teacher regarding learning speaking skills, it can be concluded as follows. (1) Speaking skill is the most difficult skill to learn compared to other language skills. (2) Interactive media are rarely used in the learning process even though it is done online. (3) Some teachers still have minimum knowledge of interactive media. (4) The teacher agrees that using interactive media can support the speaking learning process. (5) Students' speaking skills need to be developed because online learning makes students rarely speak. Based on the results of the analysis, it can be concluded that it is necessary to provide solutions to language learning to improve speaking skills. One of the alternatives offered is to develop learning media, because for distance learning, media is one of the important things used to support the learning process.

Based on the results of student analysis conducted by distributing questionnaires about learning to speak online, it can be concluded as follows. (1) Teachers do not employ a variety of instructional media to teach speaking skills. Students concur that the use of interactive learning tools can make speaking simpler. Thanks to the usage of learning media, (3) students can easily continue speaking. (4) Learning media are beneficial and can boost pupils' speaking confidence. According to student opinions evaluating the existing speaking learning process, teachers' utilization of learning media is not yet ideal. While students asserted that the learning media could assist kids in learning to speak, experts disagree. The results of student responses indicate that students are still uncertain about the utility of learning media, which may be a result of their teachers' insufficient usage of these tools. Interactive learning media can favorably influence the learning process if they are effectively tied to the learning process and content. If the media is well-designed, pupils will receive regular feedback, making learning more effective. Additionally, it assists pupils in attaining the needed competencies (Atmazaki, Ramadhan, Indriyani, & Nabila, 2021a).

Based on the curriculum study, the following is determined: (1) The 2013 curriculum was utilized in the production of interactive-dialogic media to enhance students' learning activities and communication skills. (2) The text used in learning to be utilized as a trial model is a news text; this text was chosen because it aligns with the learning objectives, namely presenting data, information in the form of news orally and in writing by focusing on structure, language, or oral features (pronunciation, intonation, expression, kinesthetic).

(3) The researched concepts include comprehension, elements, structure, linguistic characteristics of news writings, processes for producing news texts, and oral reading of news texts.

## Prototype Phase

This step is performed to produce a product prototype for generating dialogic-interactive media in online learning to enhance high school students' speaking skills. Before generating learning media, a model that will be incorporated (as learning syntax) into learning media is created. Integrated dialogical-interactive learning syntax, namely introduction, interactive setting, everyday talk, learning talk, teaching talk, presenting; questioning; extending (Atmazaki, Ramadhan, Indriyani, & Nabila, 2021b). The syntax of the model can be seen in Figure 1. After the model is designed, then the learning media is developed using the i-Spring application. Snippets of learning media can be seen in Figure 2.

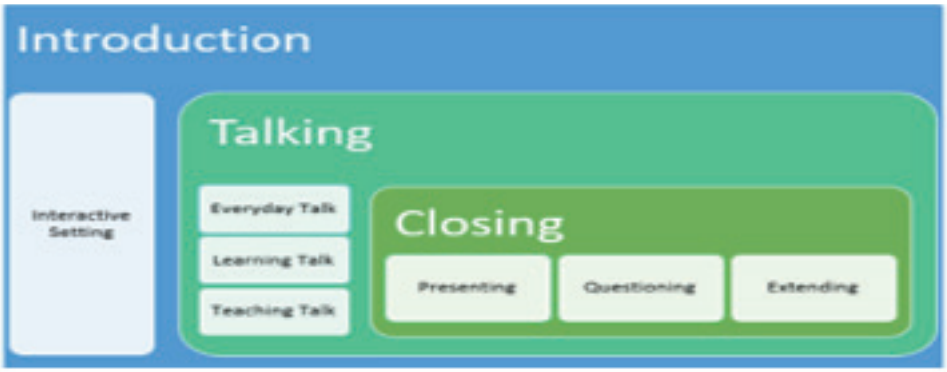


**Figure 1.** Dialogic-interactive media syntax


**Figure 2.** Learning media snippets

After the learning media is designed, then validation is carried out in two ways, namely self-validation and expert validation. The results of the validation can be seen in table 5.

**Table 5.** Validation result

| Validation | Validation result (%) | Category |
|---|---|---|
| Self-evaluation | 90.84 | Very valid |
| Expert validation | 90.05 | Very valid |

## Assessment Phase

Learning media that have been declared valid, then tested in the field. The trial was conducted at MTsN 1 Padang. . The experiment was conducted in 2 classes, namely the control class and the experimental class. In the control class, the learning process was carried out as usual, while the experimental class was treated using the developed Dialogic-Interactive media. The learning process was carried out for four meetings for

learning activities and once for testing effectiveness. The trial was carried out when distance learning was implemented, namely when the Omicron COVID-19 variant was endemic in Indonesia.

The trial was conducted with Indonesian language teachers. To find out the practicality of the learning media developed, the teacher assesses the learning activities by filling out a questionnaire that has been provided by the researcher. The questionnaire was filled out after the learning process was completed. The practicality of learning media is useful to determine whether the learning media designed is a practical medium to use in learning Indonesian. The practicality questionnaire contains statement items which were developed based on practicality indicators, namely ease of use and can be studied within the allotted time. In addition, practicality is also seen based on the learning process activities carried out. The results of the practicality of learning media can be seen in the following table 6.

**Table 6.** The result of the practicality test of the learning media

| Rated aspect | Validation result (%) | Category |
|---|---|---|
| Practicality by teachers | 91.46 | Very practive |
| Practicality by students | 87.38 | Very practive |
| Learning activity | 87.78 | Very practive |

The effectiveness of the learning media developed is the final stage of the assessment. Effectiveness can be seen from three assessments, namely the assessment of student knowledge through cognitive tests, assessment of attitudes, and students' speaking skills. Cognitive tests are carried out by assessing students' knowledge of the material being studied, namely news text material. This test is focused on the ability to understand reading. Furthermore, attitude assessment is carried out by observing student attitudes during the learning process. Observations were made by the teacher because they were more objective. Finally, the assessment of student skills is carried out by assessing students' speaking skills, namely conveying news orally. The test is carried out after students take part in the learning process using the developed learning media. The effectiveness value is described as follows.

First, the knowledge test is related to the competence of students' knowledge of the material being studied. The material studied is news text. Based on the results of the research found, the value is described with descriptive data. The research subjects were 60 students (30 students for the experimental group and 30 students for the control class). The data on the results of the cognitive assessment of students during the learning conducted at MTsN 1 Padang for the experimental class was "80.33" with the predicate "B", while for the control class it was "68.67" with the predicate "C". Based on these data, it was concluded that the knowledge test score of the experimental class was higher than that of the control class. So it can be concluded that the media developed is effective to increase the cognitive value of students.

Second, attitude assessment is related to students' attitudes during the learning process. Student attitude assessment aims to measure and determine aspects of attitude competence that are integrated in learning. The attitude assessment carried out for learning Indonesian includes honest, disciplined, responsible, and active attitudes. Based on the results of the analysis of student attitude assessment, it was concluded that the average value of student attitudes when learning using the developed learning media was 85.5% with the predicate "A".

The analysis was continued by assessing the students' ability in speaking skills. The instrument used to collect data was a performance test sheet consisting of context, instructions, and an assessment rubric. The final test was given with the aim of knowing the effectiveness of the learning media developed by looking at the differences in student learning outcomes who were taught by Dialogic-interactive media (experimental class) with classes whose learning was using other learning media (Power Point) (control class). The results of the analysis of student learning outcomes in the experimental class and control class can be seen in the following table 7.

**Table 7.** Learning outcomes

| Group Statistics | | | | | |
|---|---|---|---|---|---|
| | Group | N | Mean | Std. Deviation | Std. Error Mean |
| Learning_outcomes | Experiment Group | 30 | **82.43** | 7.229 | 1.320 |
| | Control Group | 30 | **70.23** | 9.637 | 1.759 |

Based on student learning outcomes, it shows that the average value of learning outcomes in the experimental class taught by dialogic-interactive media is higher than the control class. Furthermore, before testing the hypothesis, the requirements analysis test is carried out first. Test requirements analysis carried out is normality test and homogeneity test. The normality test was carried out using SPSS 17. The results of the normality test can be seen in the following table 8.

**Table 8.** Normality test results

| Tests of Normality | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Group | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Learning_outcomes | Experiment Group | .213 | 30 | **.001** | .917 | 30 | .023 |
| | Control Group | .190 | 30 | **.007** | .889 | 30 | .005 |
| a. Lilliefors Significance Correction | | | | | | | |

Based on the output table above, the df value (degrees of freedom) for the experimental class group and the control class group are 30 students each. This means that the number of data samples for each group is less than 50, so to determine the normality of the data using the Shaporo-Wilk technique. Based on the Shapiro-Wilk technique, Sig. for the experimental class of 0.001 and for the control class of 0.007. Because Sig. both groups <0.05, so as a basis for decision making in the normality test, it can be concluded that the student learning outcomes data for both groups are normally distributed. Therefore, the independent sample t test was then carried out using the SPSS 17 test results, which can be seen in the following table.

**Table 9.** Idependent samples test

| **Independent Samples Test** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Learning_outcomes | Equal variances assumed | 2.976 | **.090** | 5.55 | 58 | **.000** | 12.200 | 2.199 | 7.797 | 16.603 |
| | Equal variances not assumed | | | 5.55 | 53.79 | **.000** | 12.200 | 2.199 | 7.790 | 16.610 |

Based on the output table above, it is known that the significance value (Sig) based on the Levene test is 0.090 > 0.05; so, it can be concluded that the variance of the control class and the experimental class is the same or homogeneous. The basis for making decisions on the Independent Sample T Test is as follows. (1) If Sig. (2 tailed) > 0.05 then H0 is accepted or Ha is rejected, which means that there is no difference in the average student learning outcomes between the experimental class and the control class. (2) If Sig. (2 tailed) < 0.05 then H0 is rejected or Ha is accepted, which means that there is a difference in the average student learning outcomes between the experimental class group and the control class group.

Based on the output table "Independent Sample Test" in the "Assumption of the same variance" it is known that the value of Sig. (2-tailed) of 0.000 < 0.05, so that as a basis for decision making in the independent sample t test, it can be concluded that H0 is rejected or Ha is accepted, which means that there is a difference in the average student learning outcomes between the experimental class groups using the media.

## DISCUSSIONS AND CONCLUSION

Based on the findings of the study, it was determined that dialogic-interactive media improved students' speaking skills when online learning occurred. According to Budiarto, Rejekiningsih, and Sudiyanto (2021), information technology in education has the ability to provide favorable outcomes in the context of globalization. They outline numerous requirements for integrating technology into education. Students' opinions regarding the incorporation of technology into the learning process were inversely linked to their use of learning media, which was limited to the print module, according to the findings. Students desire to create interactive multimedia as a learning medium due to the needs of technologically literate students and efforts to maximize the use of school equipment. It has been demonstrated that including interactive media into the learning process improves students' capacities. In accordance with this, Ninghardjanti, Huda & Dirgatama (2022) discovered that students' perceptions of interactive media-based mobile learning, particularly the media originality focus indicator, became a factor of efforts to enhance student learning outcomes.

This is evident from past research. Astuti, Wihardi, & Rochintaniawati (2020) are building an educational website that employs interactive information to aid students in understanding human body-related science concepts. The findings revealed that through using educational websites, students felt motivated and had a positive learning experience. Another study, conducted by Shahzad, Nadeem, & U-Nisa (2021), examined the effects of software development design on students and the influence of interactive multimedia environments on graduate-level students' learning habits. The results indicate that multimedia education software should contain instruction in various forms, such as text, graphics, audio, and visuals, but should also provide a learning environment that provides learners with numerous opportunities to explore, discover, and relate concepts so that they can increase their knowledge using their own strategies and satisfy their inner curiosity

Roemintoyo, Miyono, Murniati, & Budiarto (2022) are producing learning-appropriate, interactive multimedia products. The outcomes of this project are interactive multimedia products that are appropriate for high school education, particularly in the fields of crafts and entrepreneurship. The results indicated that the development of interactive multimedia as an innovation of learning media in the digital era is suitable for use in high school educational activities. Correspondingly, Sofowora (2013) investigates the possibility of using popular social interactive media in classrooms in developing countries. The results showed that social interactive technology was effective in changing the image of the school, so that its effectiveness in the classroom was to increase flexible, creative and interactive learning. Furthermore, Syawaludin, Gunardi & Rintayati (2019) describes the development of interactive multimedia based on augmented reality to improve students' critical thinking skills. The results showed that after using the media in learning, it was effective in increasing students' critical thinking skills.

Based on some of these studies, it shows that the use of interactive media is effective in improving students' learning abilities when used in the learning process. Interactive media developed by various kinds of innovations from various researchers. In this study, interactive media was developed with a dialogical approach. Shongwe (2021) explores how and to what extent his teaching reflects a dialogical teaching approach. Dialogic teaching is defined as a pedagogical approach supported by five specific principles that can be applied through various possible speaking strategies to achieve continuous participation of learners and thereby increase the meaning of meaningful learning. Leta, Ayele & Kind (2021) to explore content knowledge (CK) of Ethiopian secondary school physics teachers and implementation of Dialogic (DT) teaching. The results showed that none of the teachers fully implemented dialogic teaching in their classrooms. They recommend using DT for teachers in the learning process. Furthermore, content knowledge and teacher training in dialogical teaching can encourage the implementation of dialogic teaching.

Gonzales & Kokozos (2019) discuss a dialogical strategy to reducing prejudice, with a focus on intergroup discussion in K-12 public schools. Also included are evidence-based metrics and practices educators can

employ to enhance intergroup dialogue competence and foster a more dialogical climate in their schools and classrooms. Garcia-Carrion, Gomez, Molina & Lonescu (2017) changing schools through dialogical learning and involving research-based schools that implement Success Educational Actions (SEA). It is founded on transformative theory and socially responsive research and provides evidence-based arguments and practical knowledge for effective implementation that draws on egalitarian connections and community-wide communication. Based on serendipity and contingent scaffolding, Anwaruddin (2019) proposes a dialogical approach to pedagogy. This study advocates employing a dialogical strategy that may prove beneficial for language instructors and teacher educators.

Based on this explanation, it was found that using interactive media and a dialogical approach in the learning process was effective in improving students' learning abilities. The use of these media in this study is used in online learning, so that the media developed can be useful if assisted with other media that are synchronous. Budhyani, Candiasa, Sutajaya, and Nitlasih (2022) investigated the impact of blended learning with synchronized and asynchronous settings on self-efficacy and student accomplishment in the basic design. Google Meet is the medium utilized for synchronous learning. Blended learning with synchronized and asynchronous settings had a favorable influence on students' self-efficacy and learning achievement in basic design, making learning more fun and conducive.

This research is driven by a learning setting that occurs online, hence posing a number of issues for language acquisition. The difficulties of dialogic and participatory communication is one of these issues. While language acquisition must be able to be demonstrated vocally and in writing. Speaking skills are one of the language skills that are difficult to teach online. Therefore, an alternative that can be done to support the learning process is to use a variety of learning media and innovations. The learning media is dialogic-interactive media. The products that have been developed are validated and tested in the classroom. Based on the results of the study indicate that the product developed is valid, practical and effective to use in learning Indonesian, especially in learning to speak. This learning media is expected to be an alternative for teachers in learning Indonesian. Although this media was tested during the COVID-19 pandemic, this media can be used in online learning, even though the method used is blended learning or hybrid learning. For further researchers, they can develop learning media by integrating other models that adapt to the needs of teachers and students.

**Acknowledgements:** I am grateful to the Principal of MTsN 1 Padang for allowing me to do research in the school. Mrs. Hilda Putri, M.Pd., the Indonesian language instructor, is thanked for her assistance during the pilot phase, followed by the Class 8 students who contributed to the implementation of this study.

## BIODATA and CONTACT ADDRESSES of AUTHORS

**Dr. ATMAZAKI** is a Professor of Indonesian Language Teaching at the Department of Language Education, Universitas Negeri Padang. Obtained his doctoral degree (S3) in 2004 at Universitas Negeri Jakarta. His area of academic interest is Indonesian language learning, especially regarding the learning curriculum, development of teaching materials and learning media, and assessment. Now more teaching and mentoring students as well as writing articles. Also wrote various articles on Indonesian language education. He has published many nationally indexed articles and several international indexed articles.

ATMAZAKI
Department of Languange Education, Faculty of Language and Art
Address: Universitas Negeri Padang, Jalan Prof. Dr. Hamka, Air Tawar Padang, Indonesia
Phone: +62 82268098886
E-mail: atmazaki@fbs.unp.ac.id

**Dr. Syahrul RAMADHAN** is a Professor of Indonesian Language Teaching at the Department of Language Education, Universitas Negeri Padang. Obtained his doctoral degree (S3) in 2007 at Universitas Negeri Malang. His area of academic interest is Indonesian language learning, especially regarding the learning curriculum, development of teaching materials and learning media, and assessment. Now more teaching and mentoring students as well as writing articles. Also wrote various articles on Indonesian language education. He has published many nationally indexed articles and several international indexed articles.

Syahrul RAMADHAN
Department of Languange Education, Faculty of Language and Art
Address: Universitas Negeri Padang, Jalan Prof. Dr. Hamka, Air Tawar Padang, Indonesia
Phone: +62 81374239601
E-mail: syahrul_r@fbs.unp.ac.id

**Vivi INDRIYANI** is a Lecturer of Indonesian Language Teaching at the Department of Language Education, Universitas Negeri Padang. Completed her Masters in Indonesian Language and Literature Education at Padang State University (UNP) in 2017. 2018, continued to study the Doctoral Program at Language Teacher Science at Universitas Negeri Padang. His area of academic interest is Indonesian language learning, especially regarding the learning curriculum, development of teaching materials and learning media, and assessment. Now more teaching and mentoring students as well as writing articles. Also wrote various articles on Indonesian language education. He has published many nationally indexed articles and several international indexed articles.

Vivi INDRIYANI
Department of Languange Education, Faculty of Language and Art
Address: Universitas Negeri Padang, Jalan Prof. Dr. Hamka, Air Tawar Padang, Indonesia
Phone: +62 89506019081
E-mail: vivindriyani@fbs.unp.ac.id

## REFERENCES

Adarkwah, M. A. (2021). An outbreak of online learning in the COVID-19 outbreak in Sub-Saharan Africa: Prospects and challenges. *Global Journal of Computer Science and Technology*, 21(2).

Agrawal, S. R., & Ghosh, C. K. (2014). Inculcation of values for best practices in student support services in open and distance learning-The IGNOU experience. *Journal of Human Values*, 20(1), 95–111.

Aldhafeeri, F. M., & Khan, B. H. (2016). Teachers' and students' views on e-learning readiness in Kuwait's secondary public schools. *Journal of Educational Technology Systems*, 45(2), 202–235.

Alexander, R. J. (2008). *Towards dialogic teaching: Rethinking classroom talk (4th ed.).* York, UK: Dialogos.

Alexander, R. J. (2020). *A dialogic teaching companion (1st ed.).* London, UK: Routledge.

Amir, L. R., Tanti, I., Maharani, D. A., Wimardhani, Y. S., Julia, V., Sulijaya, B., & Puspitawati, R. (2020). Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia. *BMC Medical Education*, 20(1), 1–8. https://doi.org/https://doi.org/10.1186/s12909-020-02312-0

Anwaruddin, S. M. (2019). Teaching language, promoting social justice: A dialogic approach to using social media. *Calico Journal,* 36(1), 1–18.

Aoki, K. (2010). The use of ICT and e-learning in higher education in Japan. *World Academy of Science, Engineering and Technology,* 66, 868–872.

Arnab, S., Walaszczyk, L., Lewis, M., Kernaghan-andrews, S., Loizou, M., Masters, A., … Clarke, S. (2021). Designing mini-games as micro-learning resources for professional development in multi-cultural organisations. *The Electronic Journal of E-Learning,* 19(2), 44–58.

Arroba, J., & Acosta, H. (2021). Authentic digital storytelling as alternative teaching strategy to develop speaking skills in EFL classes. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 317–343.

Asterhan, C. S., Howe, C., Lefstein, A., Matusov, E., & Reznitskaya, A. (2020). Controversies and consensus in research on dialogic teaching and learning. *Dialogic Pedagogy*, 8, 1–166.

Astuti, L., Wihardi, Y., & Rochintaniawati, D. (2020). The development of web-based learning using interactive media for science learning on levers in human body topic. *Journal of Science Learning*, 3(2), 89–98. https://doi.org/10.17509/jsl.v3i2.19366

Atmazaki, Ramadhan, S., Indriyani, V., & Nabila, J. (2021a). Dialogic-interactive media: Alternative learning media to improve speaking skills. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 7(2), 286–296.

Atmazaki, Ramadhan, S., Indriyani, V., & Nabila, J. (2021b). Dialogic-interactive media design for language learning to improve speaking activities and skills. *In 2nd Bukittinggi International Conference on Education (BICED) 2020* (pp. 1–9). IOP Publishing. https://doi.org/10.1088/1742-6596/1779/1/012029

Bakhtin, M. (1981). *The dialogic imagination*. USA: University of Texas Press.

Baloran, E. T., Hernan, J. T., & Taoy, J. S. (2021). Course satisfaction and student engagement in online learning anid covid-19 pandemic: A structural equation model. *Turkish Online Journal of Distance Education-TOJDE*, 22(4), 1–12.

Barwell, R. (2018). From language as a resource to sources of meaning in multilingual mathematics classrooms. *Journal of Mathematical Behavior*, 50, 155–168. https://doi.org/https://doi. org/10.1016/j.jmathb.2018.02.007

Baykara, T., & Aksu Atac, B. (2021). Attitudes of Turkish and foreign students towards English language, and their English speaking anxiety at Turkish international schools in Saudi Arabia. *International Online Journal of Education and Teaching (IOJET)*, 8(1), 485–504.

Bolliger, D. U., & Martin, F. (2018). Instructor and student perceptions of online student engagement strategies. *Distance Education,* 39(4), 568–583.

Budhyani, I. D. A. M., Candiasa, M., Sutajaya, M., & Nitiasih, P. K. (2022). The effectiveness of blended learning with combined synchronized and unsynchronized settings on self-efficacy and learning achievement. *International Journal of Evaluation and Research in Education (IJERE),* 11(1), 321–332. https://doi.org/10.11591/ijere.v11i1.22178

Budiarto, M. K., Rejekiningsih, T., & Sudiyanto, S. (2021). Students' opinions on the need for interactive multimedia development for entrepreneurship learning. *International Journal of Evaluation and Research in Education (IJERE),* 10(4), 1290–1297. https://doi.org/10.11591/ijere.v10i4.21411

Bulut, B., & Karasakaloglu, N. (2021). Rating scale development study for the evaluation of the prepared speeches. *International Journal of Progressive Education,* 17(2), 0–2. https://doi.org/10.29329/ijpe.2020.332.27

Carrion, R. G.-, Gomez, A., Molina, S., & Ionescu, V. (2017). Teacher education in schools as learning communities: Transforming high-poverty schools through dialogic learning. *Australian Journal of Teacher Education*, 42(4), 44–56.

Carrion, R. G.-, Gomez, A., Molina, S., & Ionescu, V. (2017). Teacher education in schools as learning communities: Transforming high-poverty schools through dialogic learning. *Australian Journal of Teacher Education*, 42(4), 44–56.

Chinmi, M., Marta, R. F., Haryono, C. G., Fernando, J., & Goswami, K., J. (2020). Exploring online news as comparative study between Vendatu at India and Ruang Guru from Indonesia in Covid-19 pandemic. *Journal of Content, Community & Communication*, 11(6), 167–176. https://doi.org/ht t ps://doi.org/10.31620/ JCCC.06.20/13

Cihan, T., & Yildirium, A. (2014). Instructor's perception of social instruction and its practical reflection in foreign classes. *Journal Elementary Education Online,* 13(3), 1033–1048.

Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning (4th ed.).* London, UK: Wiley.

Comoglu, I., & Dikilitas, K. (2020). Learning To become an english language teacher: Navigating the self through peer practicum. *Australian Journal of Teacher Education*, 45(8). https://doi.org/http:// dx.doi.org/10.14221/ajte.2020v45n8.2

Coulter, X., & Herman, L. (2020). The lure of autocratic education in a somewhat democratic society. *Athens Journal of Education*, 7(4), 331–351.

Dennis, J. K. (2020). The kantian effect: Reconceiving the integration of knowledge in interdisciplinary theory. JIS: Journal of Interdisciplinary Sciences, 4(2), 1–14.

Devos, N. J. (2017). Peer interactions in new content and language integrated settings. Switzerland: Springer.

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. Journal of Educational Technology Systems, 49(1), 5–22.

Drouin, M., & Vartanian, L. R. (2010). Students' feelings of and desire for sense of community in face-to-face and online courses. The Quarterly Review of Distance Education, 11(3), 147–159.

Duque-aguilar, J. F. (2021). Teachers' assessment approaches regarding EFL students' speaking skill. Profile, 23(1), 161–177.

Erdogmus, C., & Cakir, R. (2022). Students' knowledge sharing behaviours and sense of online learning community in online learning environments. *Participatory Educational Research (PER),* 9, 46–60. https://doi.org/http://dx.doi.org/10.17275/per.22.53.9.3

Eremeeva, G. R., & Khamisovna, I. F. (2020). Dialogic communication between teachers and students as a condition for interaction of subjects of the higher school educational process. *International Journal of Higher Education*, 9(8), 46–51. https://doi.org/10.5430/ijhe.v9n8p46

Gander, T., & Wintle, P. (2020). Dialogic reflection for social justice - He Anga Huritao. *New Zealand Journal of Teachers' Work*, 17(1), 38–55.

Gillies, R. M. (2015). Teacher dialogue that supports collaborative learning in the classroom. In C. S. C. A. & S. N. C. L. B. Resnick (Ed.), *Socializing intelligence through academic talk and dialogue* (pp. 335–345). Washington DC, United States: American Educational Research Association.

Gillies, Robyn M. (2020). Dialogic teaching during cooperative inquiry-based science: A case study of a year 6 classroom. *Education Science*, 10, 1–20.

Gonzalez, M., & Kokozos, M. J. (2019). Prejudice reduction in public schools : A dialogic approach. *Journal of Educational Research and Practice,* 9(1), 340–348. https://doi.org/10.5590/JERAP.2019.09.1.24

Green, A. (2013). *Exploring language assessment and esting: Language in action. London*, UK: Routledge.

Guan, N., Song, J., & Li, D. (2018). On the advantages of computer multimedia-aided english teaching. *Procedia Computer Science*, 131, 727–732. https://doi.org/https://doi.org/10.1016/j.procs. 2018.04.317

Gunes, C., & Sarigoz, I. H. (2021). Speaking struggles of young EFL learners. *International Journal of Curriculum and Instruction*, 13(2), 1267–1308.

Han, Y., & Hyland, F. (2015). Exploring learner engagement with written corrective in a Chinese tertiary EFL classroom. *Ournal of Second Language Writing,* 30(1), 31–44. https://doi.org/https://doi. org/10.1016/j.jslw.2015.08.002

Henry, E., Hinshaw, R., Al-Bataineh, A., & Bataineh, M. (2020). Exploring teacher and student perceptions on the use of digital conferencing tools when providing feedback in writing workshop. *TOJET: The Turkish Online Journal of Educational Technology*, 19(3), 41–50.

Herguner, G., Yaman, C., Sari, S. C., Yaman, M. S., & Donmez, A. (2021). The effect of online learning attitudes of sports sciences students on their learning readiness to learn online in the era of the new coronavirus pandemic (covid-19). *TOJET: The Turkish Online Journal of Educational Technology*, 20(1), 68–77.

Isaac, O., Aldholay, A., Abdullah, Z., & Ramayah, T. (2019). Online learning usage within Yemeni higher education: The role of compatibility and task-technology fit as mediating variables in the IS success model. *Computers & Education*, 136, 113–129.

Karakis, O. (2022). The relation between future time perspective, online learning self-efficacy and lifelong learning tendency: A mediation analysis. *International Journal of Curriculum and Instruction*, 14(1), 404–423.

Kasimoglu, S., & Celik, M. U. (2021). Access to information and use of digital instruments in education and student opinions. *Propositos y Representaciones*, 9(1).

Kaya, S. (2021). From needs analysis to development of a vocational English language curriculum : A practical guide for practitioners. *Journal of Pedagogical Research*, 5(1), 154–171.

Kibici, V. B., & Sarikaya, M. (2021). Readiness levels of music teachers for online learning during the COVID 19 pandemic. *International Journal of Technology in Education (IJTE)*, 4(3), 501–515. https://doi.org/https://doi.org/10.46328/ijte.192

Kim, M. Y., & Wilkinson, I. A. (2019). What is dialogic teaching? Constructing, deconstructing, and reconstructing a pedagogy of classroom talk. *Learning, Culture, and Social Interaction*, 21, 70–86.

Komalasari, K. (2019). Living values based interactive multimedia in civic education learning. *International Journal of Instruction*, 12(1), 113–126.

Kumar, T. (2021). Cypriot Journal of Educational speaking skill among L2 learners. *Cypriot Journal of Educational Science*, 16(1), 411–422.

Kumpulainen, K., & Rajala, A. (2017). Dialogic teaching and students' discursive identity negotiation in the learning of science. *Learning and Instruction*, 48, 23–32.

Kuo, Y.-C., Walker, A. E., Schroder, K. E., & Belland, B. R. (2014). Interaction, Internet self-efficacy, and self-regulated learning as predictors of student satisfaction in online education courses. *Internet Higher Education*, 20, 35–50.

Leta, D. T., Ayele, M. A., & Kind, V. (2021). Dialogic teaching approach vis-à-vis middle school physics teacher's content knowledge. *EURASIA Journal of Mathematics, Science and Technology Education*, 17(1), 1–13.

Lwin, S., Sungtong, E., & Auksornnit, V. (2022). Implementation of online learning program in migrant community: Teachers' challenges and suggestion. *Turkish Online Journal of Distance Education-TOJDE*, 23(1), 43–59.

Maele, J. Van. (2020). What do we exchange in virtual exchange? Reflections on virtual exchange as intercultural dialogue. In E. H. & Y. Wang (Ed.), *Virtual exchange in the Asia-Pacific: research and practice* (pp. 37–59). Research- publishing.net. https://doi.org/10.14705/rpnet.2020.47.1145

Means, B., & Neisler, J. (2020). *Suddenly online: A national survey of undergraduates during the COVID-19 pandemic*. San Mateo, CA: Digital Promise.

Musling, M. N., Ismail, M. Z., Darmi, R., Kamaruddin, A. Y., & Jaffar, M. N. (2022). Summary of possible universal moral values in language pedagogy: A systematic review. *Journal of Language and Linguistic Studies*, 18(1), 40–57. https://doi.org/10.52462/jlls.165

Ninghardjanti, P., Huda, C., & Dirgatama, A. (2022). The perception on mobile-based interactive learning media use in archiving course completion. *International Journal of Evaluation and Research in Education (IJERE)*, 11(2), 516–521. https://doi.org/10.11591/ijere.v11i2.22131

Nurtanto, M., Sofyan, H., & Pardjono, P. (2020). E-learning based autoCAD 3D interactive multimedia on vocational education (VE) learning. *Journal of Engineering Education Transformations*, 34(1), 1–7.

Nystrand, M. (2006). Research on the role of classroom discourse as it affects reading comprehension. *Research in the Teaching of English*, 40, 392–412.

Ozenc, E. G., Orhan-Karsak, H. G., & Ozenc, M. (2021). The effects of speaking instruction via whole language approach collaborative instructional design on pre- service teachers' spe aking anxiety and speaking self-efficacy. *International Journal of Curriculum and Instruction*, 13(1), 149–168.

Ozturk-Pat, O., & Yilmaz, M. (2021). (2021). Impact of creative drama method on students' speaking skills. *Journal of Theoretical Educational Science*, 14(2), 223–245.

Pearcy, M. (2020). "Do you have your baseball bat?" Dialogic teaching in a remote environment. *Research Issues in Contemporary Education*, 5(3), 42–55.

Plomp, T., & Nienke. (2013). Educational design research: An introduction. In T. P. & N. Nieveen (Ed.), *Educational design research - Part A: An Introduction* (pp. 10–51). Enschede, the Netherlands: SLO.

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 2(2), 6–18.

Rapanta, C., Garcia-mila, M., Remesal, A., & Goncalves, C. (2021). The challenge of inclusive dialogic teaching in public secondary school. *Comunicar,* XIXX(66), 21–31.

Rawat, M. D. (2016). Importance of communication in teaching learning process. An International Peer Reviewed & Referred Scholarly. *Research Journal for Interdisciplinary Studies*, 4(26), 3058–3063.

Reznitskaya, A., & Gregory, M. (2013). Student thought and classroom language: Examining the mechanisms of change in dialogic teaching. *Education Psychologist,* 48, 114–133.

Rice, M. F., & Dykman, B. (2018). The emerging research base on online learning and students with disabilities. In & R. E. F. K. Kennedy (Ed.), ig, *Handbook of Research on K-12 Online and Blending Learning* (2nd ed., pp. 189–205). ETC Press.

Ritonga, M., Lahmi, A., Saputra, R., Mursal, & Nofrizaldi. (2022). Online learning during the covid-19 pandemic period : Studies on the social presence and affective and cognitive engagement of students. *Pegem Journal of Education and Instruction,* 12(1), 207–212. https://doi.org/10.47750/pegegog.12.01.21

Roemintoyo, R., Miyono, N., Murniati, N. A. N., & Budiarto, M. K. (2022). Optimising the utilisation of computer-based technology through interactive multimedia for entrepreneurship learning. *Cypriot Journal of Educational Sciences*, 17(1), 105–119.

Rukayah, Andayani, & Syawaludin, A. (2022). Learner's needs of interactive multimedia based on hybrid learning for TISOL program. *Journal of Language and Linguistic Studies*, 18(1), 619–632. https://doi.org/10.52462/jlls.207

Sanalan, V. A., & Taslibeyaz, E. (2020). Discovering Turkish generation-Z in the context of educational technology. *Journal of Educational Issues*, 6(2), 249–268. https://doi.org/10.5296/jei.v6i2.17552

Shahzad, M., Nadeem, M. A., & Zaib, U.-N. (2021). Developing learning environment using interactive multimedia. *Pakistan Journal of Distance & Online Learning*, VII(I), 93–106.

Shields-lysiak, L. K., Boyd, M. P., Iorio, J. P., & Vasquez, C. R. (2020). Classroom greetings: More than a simple hello. *Iranian Journal of Language Teaching Research*, 8(3), 41–56.

Shongwe, B. (2021). Early career teacher's approach to fraction equivalence in Grade 4: A dialogic teaching perspective. *Pythagoras - Journal of the Association for Mathematics Education of South Africa*, 42(1), 1–14. https://doi.org/https://doi. org/10.4102/pythagoras. v42i1.623 Copyright:

Sofowora, O. A. (2013). The usefulness of the popular social interactive media in the classroom. *World Journal of Education*, 3(1), 46–51. https://doi.org/10.5430/wje.v3n1p46

Stewart, T. T., Hill, J., & Lindstrom, P. N. (2020). Exploring wobble through collaborative dialogue to reconcile theory and practice. *Teacher Education Quarterly,* (Winter), 48–70.

Sun, A., & Chen, X. (2016). Online Education and its effective practice: a research review. *Journal of Information Technology Education: Research,* 15, 157–190.

Syawaludin, A., Gunarhadi, & Rintayati, P. (2019). Development of augmented reality-based interactive multimedia to improve critical thinking skills in science learning. *International Journal of Instruction*, 12(4), 331–344.

Tanis, A., Sensoy, F. H., & Atay, D. (2020). The effects of L1 use and dialogic instruction on EFL writing. *Eurasian Journal of Applied Linguistics*, 6(1), 1–21. https://doi.org/10.32601/ejal.710178

Tomak, B. (2021). Evaluation of the "speaking" component of a curriculum applied in a school of foreign languages: An action research in a state university in Turkey. *International Journal of Educational Methodology*, 7(1), 33–51. https://doi.org/10.12973/ijem.7.1.33

Tunagur, M., Kardas, N., & Kardas, M. N. (2021). The effect of student centered listening/speaking activities on Turkish listening speaking skills of bilingual students. *International Journal of Education & Literacy Studies*, 9(1), 136–149.

Widodo, S. A., Prihatiningsih, A., & Taufiq, I. (2021). Single subject research : Use of interactive video in children with developmental disabilities with dyscalculia to introduce natural numbers. *Participatory Educational Research (PER),* 8(April), 94–108.

Winters, T. (2021). Emergency remote studio teaching: Notes From the Field. *Journal of Teaching and Learning with Technology*, 10(special issue), 117–126. https://doi.org/10.14434/jotlt.v9i2.31580

Worku, H., & Alemu, M. (2021). Supportiveness of existing classroom culture to the implementation of dialogic teaching: Analysis of teacher-student interaction in physics teaching and learning. *Pedagogical Research,* 6(3), 1–13. https://doi.org/https://doi.org/10.29333/pr/11062

Wotto, S. (2020). The future high education distance learning in Canada, the United States, and France: Insights from before COVID-19 secondary data analysis. *Jurnal of Educational Technology Systems*, 49(2), 262–281. https://doi.org/10.11 77/0047239520940624

Wulandari, B. A., Piscioneri, M., & Ikram, W. (2021). Examining students' challenges in oracy in academic context classes. *International Journal of Language Education*, 5(1), 598–615.

Yang, S. (2007). Artificial intelligence for integrating English oral practice and writing skills. *Sino-US English Teaching*, 4(4), 1–6.

Yolcu, E., & Dimici, K. (2021). An analysis of foreign language oriented fifth grade english curriculum: Opinions of students, teachers and administrators. *Participatory Educational Research (PER),* 8(1), 48–69.

Zayapragassarazan, Z., & Mohapatra, D. P. (2021). Effective learner engagement strategies in visual presentations. *Journal of Education Technology in Health Sciences*, 8(1), 2–11.

Zeng, X., & Tingzen, W. (2021). College student satisfaction with online learning during COVID-19: A review and implications. *International Journal of Multidisciplinary Perspectives in Higher Education*, 6(1), 182–195.

Ziadat, A. H. (2021). Online learning effects on students with learning disabilities : Parents' perspectives. *Cypriot Journal of Educational Sciences,* 16(2), 759–776. https://doi.org/https://doi.org/10.18844/cjes.v16i2.5656