



## **Developing Educational Videos Containing Authentic Interaction Video Clips for Teaching Language Functions**

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### **Abstrak**

Video yang berisi klip video berbasis interaksi otentik memainkan peran penting dalam memfasilitasi pembelajar bahasa Inggris sebagai bahasa asing mempelajari bahasa target. Penelitian ini bertujuan untuk mengembangkan video pendidikan yang berisi video klip berbasis interaksi otentik, yang dapat digunakan untuk memfasilitasi mahasiswa dalam mempelajari tindak tutur permintaan dan permintaan maaf. Penelitian ini menggunakan Penelitian Pengembangan dengan menggunakan model ADDIE. Tahap analisis menunjukkan bahwa video sangat penting untuk dikembangkan. Evaluasi para ahli menunjukkan bahwa video tersebut dapat diterima, relevan, dapat digunakan, dan sesuai untuk tingkat yang sangat tinggi. Evaluasi siswa mengungkapkan bahwa video itu valid dan dapat diterapkan dengan penilaian tingkat tinggi. Dalam implementasi video, terungkap bahwa ada peningkatan yang signifikan pada pengetahuan siswa. Artinya isi video signifikan untuk meningkatkan pengetahuan siswa. Artinya, produk penelitian ini dapat diterapkan sebagai video pendidikan atau perangkat pembelajaran dalam mengajar serta perangkat pembelajaran untuk belajar mandiri.

**Kata kunci:** interaksi otentik, klip video, model ADDIE, fungsi bahasa, EFL

### **Abstract**

*Videos containing authentic interaction-based video clips play an important role in facilitating EFL learners to study the target language. This study aimed to develop video lectures containing authentic interaction-based video clips, which can facilitate students in learning requests and apology speech acts. This study employed Research and Development using the ADDIE model. The analysis phase showed that it is necessary to develop the videos. Experts' evaluations showed that the videos were acceptable, relevant, usable, and appropriate to a very high extent. The students' evaluation revealed that the videos were valid and applicable to a high extent. In the implementation of the videos, it was revealed that there was a significant increase in the students' ability. This means that the content of the videos was significant to increase the students' ability. This means that the products of this research can be applied as lecture videos or instructional devices in teaching and learning devices for independent study.*

**Keywords:** authentic interaction, video clips, ADDIE model, language functions, EFL

## INTRODUCTION

As technology develops, it dominates the educational system. Educators or lecturers quickly identify the actual power of videos as one of the innovations in technology in the process of teaching and learning. Integrating technology or information and communication technology (ICT) in English as a foreign language (EFL) teaching appears to increase to provide EFL learners with a natural situation where English is utilized as a means of interaction. Lecturers need to be innovative in developing the teaching materials such as videos to meet the challenges (Robles & Acedo, 2019) in the global era and provide better learning experiences for the students. Some researchers have examined that the extensive application of ICT can considerably enhance the effectiveness of active learning approaches in all systems of the organization of the educational process in learning a foreign language (Nadolskaya, 2014, as cited in Bilyalova, 2017). Therefore, EFL lecturers should develop and update themselves with ICT to delve into current teaching and learning resources and integrate ICT into EFL instructions.

Videos/video clips as teaching and learning devices have several advantages over naturalistic observations and textbooks, authentic interaction videos/video clips can be used as a medium for teaching in second and foreign language classes (Dufon, 2004, p. 68). Videos are viewed as great effective educational devices (Brame, 2016). They are regarded as a rich source of L2 input (Perez & Rodgers, 2019) and provide EFL students with the language used in real-life situations (Lin, 2014). With real interaction videos/video clips, foreign language learners (EFL) can be allowed to be exposed to the situation of how the language is used in authentic social interactions. According to (Warschauer, 2000), instructors should provide the students with opportunities for interacting in real social communications to exercise real-life skills. Zhao (2003) supports the view and says that authentic material provided in the target language is significant for the success of learning a language. Using videos /video clips as teaching media, teachers can direct students to observe, answer questions, analyze phenomena to make predictions, and interpret messages presented in the videos following the learning objectives to provide effectiveness in the designed process (Bull & Bell, 2010).

According to Stempleski (1987, p. 3), authentic interaction videos refer to videos that are for entertainment purposes instead of teaching languages. Stempleski (1992, p. 9) also claims that authentic videos provide “real language” as well as “an authentic look at the culture”. According to Liu (2008, p. 8), authentic videos refer to “kind of materials which are all real text and designed not for language students, but the speakers of the language”. Furthermore, Sherman (2003) claims that ‘all kinds of programs you commonly see at the cinema, on TV...’ (p.1) are classified as authentic videos. One of the authentic videos listed by Sherman is a talk show. When authentic materials are employed for language learning purposes, the learners may feel that they learn a real language which is different from learning the language in the classroom (Mevada & Popat, 2016).

ICT has aided and enhanced language learning. ICT allows educators and teachers to customize activities in the classroom, thereby developing the process of learning a language. Technology keeps growing in prominence as a device to support teachers assist language learning for their students (Birjandi & Derakhshan, 2014). Bajrami and Ismaili (2016) maintain that video materials have a vast benefit as they offer language input, which is original and authentic. Furthermore, in educational settings, videos can be employed for diverse purposes such as: presenting content, initiating discussion, and illustrating a specific topic and subject matter. Videos can offer valuable instruments to develop student learning and engagement (Brame, 2016). Jernigan (2012) states that the use of video-based learning units, as used in his research, is valuable for communicative teaching. The use of video-based pragmatic teaching is suggested not only in research but also in teaching English as a second language, for more successful teaching of the complexities of pragmatics.

The use of authentic video materials input and the role of instruction have attracted the interest of researchers in interlanguage pragmatics (ILP) study. Research conducted by Washburn (2001) and Alcón-

Soler (2005) is justified by the fact that pragmatic awareness involving pragmalinguistic and sociopragmatic is problematic for EFL students. Therefore, they claim that authentic interaction videos provide various opportunities to engage in all aspects of language use across multiple contexts. Birjandi and Derakhshan (2014) state that great attention has been directed to the use of authentic interaction-based videos and the role of teaching in the development of pragmatics. Along with that Dufon (2008) states that context-enriched teaching, including video clips, improves the explanation of speech acts. The learning appears to be more effective in context-enriched situations using video clips. According to Sherman (2003), the language of real-life situations and culture are present in the teaching and learning process by incorporating authentic video materials. Cohen (2016) and Taguchi and Skyes (2013) have revealed how technology can reinforce the pragmatic teaching of a second language.

Previous research showed that video clips were used only as a means of testing design (Niezgoda & Röver, 2001) rather than as a pedagogical method for pragmatic teaching. Bardovi-Harlig and Dörnyei's (1998) research was repeated by Niezgoda and Röver (2001). Their investigation used the same video clips and questionnaire for four different pragmatic skills (suggestion, apology, rejection, and request). Their results also showed that the environment (EFL compared to the context of ESL) influenced the error severity ranking of learners between grammar and pragmatics. Researchers have concluded that students must be exposed to authentic materials to develop their pragmatic competence through authentic interaction videos (Moradkhan & Jalayer, 2010). Heidari et al.'s (2020) research focused on the use of video clips and short stories to develop EFL students' speech acts oral production. The results revealed that students taught using video clips orally performed better in using speech acts.

According to Guariento and Morley (2001), authentic materials in videos or video clips provide many significant benefits to the students in learning a language and lead to increase communicative competence in the target language learned. Some investigations have exhibited that the use of authentic materials can develop spoken language (Otte, 2006). Moreover, many language teachers and pedagogical experts state that applying authentic material will improve the learners' communicative abilities (Guariento & Morley, 2001). Rogers and Medley (1988, as cited in Otte, 2006) state that if learners want to enhance their functional competence in language and utilize it for communication in a real context, they have to start discovering that world language in the classroom. In addition, students need the opportunity to practice employing the language to deal with daily interactions that they may face outside the class. Based on the results of their research, Moradkhan and Jalayer (2010) state that the participants in the video recording class outperformed those in the audio recording class in terms of pragmatic competence, and thus, it was concluded that using authentic video recording material could significantly improve students' pragmatic competence.

Despite the advantages of videos/video clips and educators' or lecturers' enthusiasm for using them, there has been relatively innovative research on developing the videos of requests and apologies and investigating the effectiveness in teaching language functions in Sociolinguistic classes. Besides, video self-production is infrequently produced (Espino et al., 2020). Educators may feel overwhelmed by the demand of integrating technology into teaching requires the educators' time commitment and competency in technology (Palao et al., 2015). On the other hand, students must be provided with the experience of how the language learned is used in authentic interactions. For example, students may use English in the manner or culture of their mother tongue or Indonesian. Even though these EFL students do not get into contact with native speakers in direct exchanges, they can still gain exposure through other means; that as using videos/video clips (Washburn, 2001). Therefore, this study aims to develop lecture videos containing authentic interaction-based video clips. Two videos focusing on requests and apologies were developed using the ADDIE model. Authentic interactions – based videos can be used as a guide for lecturers who teach related topics in Sociolinguistics with the expectation that the students will get the benefits. The current study aimed to address the following research questions:

1. How are the videos evaluated in terms of validity and applicability?
2. Is there any significant difference between the students' scores before and after the implementation of the videos?

## RESEARCH METHOD

This investigation is Research and Development using the ADDIE model that aims to develop lecture videos containing authentic interactions-based video clips. According to Branch (2010), ADDIE is a product development paradigm and not a mere model. The ADDIE concept is applied to a planned learning environment. ADDIE is a process that serves as a framework guide for complex situations; ADDIE is suitable for developing education and other learning resources. According to Branch (2010), the development stages use five phases involving (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.

### 1. Analysis

The analysis phase involved students and lecturers. In this stage, the researcher conducted a needs analysis to identify the needs of students and lecturers who teach Sociolinguistics regarding the media and authentic interaction video clips. Need analysis was carried out by distributing questionnaires to students who took Sociolinguistics in the previous semester and interviewing 3 Sociolinguistic lecturers. The analysis also focused on the instructional content of topics and the syllabi. The aim was to determine what must be learned. Besides, the researchers also developed the concept of a video media learning framework and identified authentic interactions in English TV talk shows that are suitable for the target students, learning objectives, learning content/material, delivery strategies, and learning outcomes. Identification and data analysis based on semester learning plan and student worksheets. The result of the analysis was the initial drafting of the concept for developing lecture videos containing authentic interaction-based video clips.

### 2. Design

In the design phase, the researcher considered the data in the analysis phase for planning throughout the design phase. The design phase encompassed designing the content of the videos based on the syllabus, deciding which talk show programs to be included, deciding the number of video clips involved in each lecture video, the length of time for each video, the blueprint of the video, the evaluation, and instructional strategies to be implemented.

### 3. Development

The development stage implemented what had been designed in the design phase. Development activities involved: a) making lecture videos; b) inserting authentic interaction-based video clips in the lecture videos; c) video editing. Furthermore, an evaluation of validity and applicability was carried out. Four experts evaluated the videos. They consisted of two experts in sociolinguistics learning, one expert in learning technology, and one expert in English education. All of the experts have a doctoral degree. The videos were sent to experts for evaluating their validity and applicability. The validity comprises the acceptability and relevance of the videos, while applicability encompasses usability and appropriateness. Each variable evaluated consisted of five indicators. The evaluation form was adapted (with slight modification) from Robles (2016, as cited in Robles & Acedo, 2019).

Revision of the videos was made based on experts' evaluations and suggestions. The participants of the implementation stage were also requested to evaluate the validity and applicability of the videos. For that, this study employed the same evaluation sheet as that used by the experts.

### 4. Implementation

The fourth phase of the activity involved online implementation. At this stage, the study employed the pre-experiment design with one group pretest-posttest design. To analyze the data in the experiment, SPSS

version 23 was used.

## 5. Evaluation

The last stage is to conduct an evaluation. The evaluation involved process evaluation and outcomes evaluation. The process evaluation focused on the internal process of how the videos developed could be completed. The outcome evaluation was used to see the impact of using lecture videos containing authentic interaction-based video clips in learning speech functions. The evaluation was carried out at each stage of the ADDIE process, namely during the development phase, experts' evaluation, and the implementation.

An evaluation sheet with a five-point Likert scale was used to obtain the evaluation from the experts and the students. The videos are classified as valid and applicable when the average rating of the videos attains at least 3.0 (Robles & Acedo, 2019).

## RESULT AND DISCUSSION

### The Results of the Research

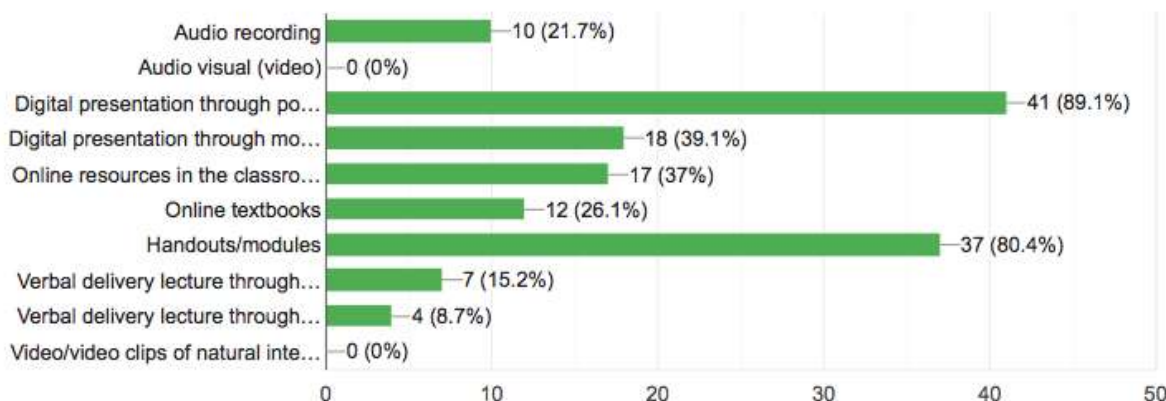
#### 1. Analysis Phase

In this phase, the researcher analyzed the syllabus and media. The aim was to investigate which media had been applied and which topics or sub-topics were possibly developed in the form of lecture videos. Need analysis was also conducted to investigate the students' and the lecturers' needs for lecture videos containing authentic interaction-based video clips. Besides, a survey and an interview with three lecturers who taught the subject were conducted. The survey was directed to students who took the subject in the previous semester and 46 students responded to the survey. The interview was directed to lecturers who taught the subject in the preceding semester. Picture 1 shows the kinds of media that had been used in class.

1. Kinds of media used in my Sociolinguistic class. Please select all that apply.



46 responses



Picture 1. Kinds of Media used

Picture 1 shows that many media were used, but most students classified that the lecturers mostly used PowerPoint presentations and handouts. They did not have video or video of natural interaction utilized in the classroom. Based on the interview with the lecturers, the media used in class involved PowerPoint presentations and handouts. They did not use video and authentic interaction-based video in teaching. So, it was considered that video containing authentic interaction-based video clips was essential to be developed. The survey also exhibits kinds of media based on the level of importance as shown in Table 1.

**Table 1**  
**Kinds of Media Based on the Level of Importance**

No.	Kinds of Media	VI	FI	I	SI	NI	Mean
1.	PowerPoint	52.2% (24)	28.3% (13)	19.6% (9)	0% (0)	0% (0)	4.32
2.	Online resources	43.5% (20)	28.3% (13)	28.3% (13)	0% (0)	0% (0)	4.15
3.	Video	32.6% (15)	26.1% (12)	37% (17)	4.3% (2)	0% (0)	3.80
4.	Written texts/handouts /modules	37% (17)	19.6% (9)	30.4% (14)	3% (6)	0% (0)	3.80
5.	Video clips of natural interactions	39.1% (18)	21.7% (10)	23.9% (11)	15.2% (7)	0% (0)	3.84
6.	Audio of natural interactions	34.8% (16)	17.4% (8)	32.6% (15)	15.2% (7)	0% (0)	3.71
7.	Mobile phones	26.1% (12)	19.6% (9)	34.8% (16)	17.4% (8)	2.2% (1)	3.50
8.	Audio recording	19.6% (9)	23.9% (11)	30.4% (14)	23.9% (11)	2.2% (1)	3.34
9.	Interactive media	8.7% (4)	13% (6)	34.8% (16)	28.3% (13)	15.2% (7)	2.71

Note: VI (Very important), FI (Fairly important), I (Important), SI (Slightly important), and NI (Not important)

Table 1 presents the kinds of media based on the level of importance. The students ranked the media and positioned PowerPoint presentations and online resources as important enough with mean scores of 4.32 and 4.15. On the other hand, video, handouts, and video clips of natural/authentic interactions were classified as important with the mean scores of 3.80, 3.80, and 3.84 correspondingly. In other words, developing videos containing authentic interaction-based videos were required. Similarly, from the lecturers' perspective in the interview, they considered that authentic interaction-based video is necessary to develop, as there has not been any creativity such as that implemented.

## 2. Design Phase

The design phase involved determining the objectives of learning speech functions, learning content, instructional strategies, type of activities, the content of videos: requests and apologies, selecting authentic interactions from targeted English TV talk show programs, length of authentic interaction clips, length of time for each video, blueprint material and video clips in the video, and evaluation plan.

## 3. Development Phase

The development phase executed what had been designed. This phase involved making the videos, inserting video clips from talk show programs in the lecture videos, and video editing. When the videos were ready, they were sent to 4 experts to evaluate the validity and applicability of the videos.

After the evaluation process, a revision was made to the videos based on the suggestions provided by the experts, such as deleting the presenter's picture that blocked the right bottom part of the authentic interaction video clips. After editing the videos, the videos were applied in pre-implementation in teaching a small group of students online. The students were also requested to evaluate the validity and applicability of the videos. Table 2 presents the results of experts' evaluation in terms of the validity of the two videos. In the table, V1 is for video 1, and V2 is for video 2.

**Table 2**  
**Evaluation of Validity and Applicability from Experts**

No.	Validity	Users/Students		Mean
		V1	V2	
1.	Acceptability	4.90	4.85	4.85
2.	Relevance	4.90	4.75	4.82
Mean		4.90	4.80	4.83
<b>No. Applicability</b>				
1.	Usability	4.90	4.65	4.77
2.	Appropriateness	4.80	4.75	4.77
Mean		4.85	4.70	4.77
Overall Mean		4.87	4.75	4.80

The validity of lecture videos containing authentic interaction-based video clips was evaluated for their acceptability and relevance. The experts scored Video 1 to Very High Extent with the grand mean rating was 4.90. This means the content of Video 1 was relevant and acceptable to a Very High Extent. In other words, Video 1 was considered valid. The evaluation for video 2 showed that experts regarded all indicators of validity as Very High Extent, with the grand mean rating was 4.83. The indicators ‘appropriately and accurately explained concept’, ‘a creative approach for helping the students understand vital concepts’ and ‘the relevance and alignment of objective/s of the lecture videos with the skills and competencies’ got the highest mean of 5.0. The indicator ‘relevant for reinforcing or supplementing concepts necessary for mastery’ got the lowest mean of 4.5 but was still categorized as Very High Extent. The result of experts’ evaluation of videos was very highly acceptable and relevant. In other words, the videos attained their validity greatly validly.

The experts also evaluated the applicability of the lecture videos. Applicability evaluation focused on the usability and appropriateness of the videos. Evaluation from the experts revealed that, for Video 1, the experts graded all the indicators of usability with a Very High Extent ranging from 4.75 to 5.0. The average score of usability for Video 1 was 4.77. The experts also assessed all the indicators of appropriateness for Video 1 with a Very High Extent except for the indicator "developing students’ critical thinking skills" which got a High Extent. The average rating for applicability was 4.77, which was a Very High Extent. For video 2, all indicators of usability and applicability were graded as Very High Extent with the highest mean of 5.0 and the lowest one was 4.5 which was also classified as Very High Extent. One of the indicators of appropriateness "appropriateness for developing students’ critical thinking skills" obtained the lowest average score which was 4.5. Thus, it was the same indicator of appropriateness in Video 1, which was evaluated as the lowest one in both videos. However, 4.5 was at the level of a Very High Extent. The grand mean rating was 4.77, which means that the applicability of Video 2 was Very High Extent.

After the experts evaluated the validity and applicability of the video, a slight revision was made. After the revision, the researchers implemented the videos. After the implementation, the validity and applicability of the videos were evaluated by students. Table 3 presents the results of the evaluation.

**Table 3**  
**The Results of Students’ Evaluation on Validity and Applicability**

No.	Validity	Users/Students		Mean
		V1	V2	
1.	Acceptability	4.19	4.14	4.16
2.	Relevance	3.90	4.16	4.03
Mean		4.04	4.15	4.09
<b>No. Applicability</b>				
1.	Usability	4.14	4.20	4.17
2.	Appropriateness	4.12	4.04	4.08

Mean	4.13	4.12	4.12
Overall Mean	4.08	4.13	4.10

Students' evaluation of validity for Videos 1 and 2 displayed that the average score of acceptability was 4.16, while the relevance of the videos was at the level of 4.03. This means that the students considered that the video was valid as the grand mean rating for validity components was 4.09, which was at the level of a High Extent. Of the validity components, the relevance of Video 1 got the lowest mean score (3.90), which was classified as High Extent. The evaluation of applicability for Videos 1 and 2 displayed that the average score of usability was 4.17, while the average score of the appropriateness was 4.08, which was also in High Extent. The grand mean rating for applicability was 4.12, which was in High Extent. Similarly, the grand mean rating for validity and applicability for the videos was 4.10, High Extent. This means that the students considered the videos as valid and applicable instruments as supplementary devices in teaching speech functions, as they evaluated the videos to have a High Extent of acceptability, relevance, usability, and appropriateness.

#### 4. Implementation

After the evaluation from the experts, the videos were edited following the experts' suggestions. The products were then applied in the online implementation to examine how effective the videos were. The online implementation stage was conducted using a pre-experimental design. The implementation stage involved 23 participants. Table 4 shows that the average scores between the pretest (54.43) and posttest (76.69) are different.

**Table 4**  
**Means of Pretest and Posttest in the Implementation**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	54.4348	23	15.47968	3.22774
	POSTTEST	76.6957	23	17.75191	3.70153

The results of the implementation stage, Table 9, exhibit that the use of the videos in the instruction caused a difference. Sig. (.000) that does not exceed the significant level (.05), that is,  $t(22) = 7.208$ ,  $p = 0.000$  verifies the difference. The results also show that  $t$ -observed (7.208) is higher than the  $t$ -critical (2.704). Thus, it can be concluded that the use of the lecture videos containing authentic interaction-based video clips in the instruction affected the students' scores. This means that the lecture videos containing authentic interaction-based video clips were effective to increase the students' scores in learning speech functions.

**Table 5**  
**Comparing the Means of Pretest and Posttest in the Implementation**

		Paired Samples Test							
		Paired Differences							
		95% confidence interval of the difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest	-	14.81160	3.08843	-	-	-	2	.000
	Posttest	22.26087			28.66588	5.85585	7.208	2	

#### 5. Evaluation

The last stage is to conduct an evaluation. Evaluation is used to see the impact of using lecture videos containing authentic interaction-based video clips in learning speech functions. An evaluation was carried out at each stage of the ADDIE process, namely during the development phase, experts' evaluation, and the implementation.



The evaluation involved process evaluation and outcomes evaluation. The process evaluation focused on the internal process of how the videos developed could be completed. This depended on experts' evaluation and suggestions on the lecture videos developed as the evaluation of validity and applicability of the videos might make the videos amended. The results of the evaluation of validity and applicability did not require any modification. The grand mean rating achieved a Very High Extent. However, the small changes should be made, as there was a suggestion from the expert saying: "It's better to sometimes hide your appearance, especially when the inserted video is playing, so it does not block some parts of the video." Students were also required to evaluate the validity and applicability of the videos. The results revealed that no modification was amended as the grand mean rating reached a High Extent. The outcomes evaluation depended on the results of the implementation. The implementation focused on investigating the effectiveness of the videos developed when applied in teaching. The results revealed that the application of the two videos provided a significant effect on the students' scores.

## Discussion

The study revealed that the results of experts' evaluation in terms of validation and applicability of the videos with authentic interaction-based video clips are very feasible at an average score of 4.91 for the validity and 4.77 for the applicability. This means that the videos achieved had well-defined concepts that are acceptable, relevant, applicable, and matched to the level of the learners. This result brings into line with Prieto's (2017) claim that innovations with precise concepts reaching the criteria of acceptable, relevant, and appropriate to the level of the students achieve legitimacy.

The students' or users' evaluation has slightly different results. The grand mean rating for validity and applicability for the videos was 4.1, which was the level of a High Extent. The slight difference might be due to the process of watching the lecture videos. For the experts, the lecture videos were sent to them via email. The expert had to download the videos before watching them. Thus, they could watch the videos and face no network problems while watching the videos. On the contrary, the learners viewed the videos during online implementation. During online classes, the students may experience network connection problems. Some students provided a suggestion to put the videos in Google classroom. The aim was that they would not experience network connection errors while they watched the lecture videos during the implementation stage. Research carried out by Purwanti et al. (2022) focused on the use of videos in the flipped classroom and disclosed that the learners did not provide any complaints regarding network problems as the videos were made available in Google classroom.

The findings disclosed that videos and video clips of natural interactions were rated as important. This may mean that the students perceived the videos or video clips of authentic interaction as beneficial to them. Tuna et al.'s (2017) findings also exhibited that lecture videos were considered to be very important. Other research from Tuna et al. (2018, pp. 222-223) revealed that the students remarked that the videos were enlightening. Furthermore, Noetel et al. (2021) consider that lecturers may concentrate on the core content of the videos and omit peripheral details unnecessary for learning objectives. Therefore, videos usually function better. Videos may have a greater impact because of their authenticity. The authentic interaction in the current study provides the learners with the feeling that they learned the real language used in the community. Guarineto and Morley (2001) claim that authentic materials provided the learners with real language exposure.

The videos developed were applied in the implementation to examine their effectiveness. The findings showed that there was a difference between the average scores of the students' ability in the pre-test and post-test. The difference was statistically significant. Thus, it can be interpreted that the implementation of videos containing authentic interaction-based video clips was effective and positively affected students' abilities. The results of this investigation corroborate Cheng's (2016) study on the use of transcripts of authentic interactions and video recordings that have apparent pedagogical value by increasing the pragmatic awareness of second language speakers. Similarly, Shirazi et al.'s (2016) research also revealed that EFL learners who received

video game-based teaching treatment displayed positive progress in the acquisition of apology and request speech acts. Furthermore, Moradkhan and Jalayer (2010) showed that the abilities of video and audio recording groups had increased their ability in particular speech acts. In contrast, the video recording group outperformed the audio recording group significantly. In other words, the findings of this research support previous studies on the application of authentic interaction videos in learning speech functions (Cheng, 2016; Moradkhan & Jalayer, 2010; Shirazi et al., 2016). Moradkhan and Jalayer (2010) state that researchers have concluded that students must be exposed to authentic material in developing pragmatic competencies in this case with authentic interaction videos.

The students' ability increased after the implementation showing the role of authentic video clips inserted in the lecture videos. The authentic video clips in EFL class provide the students with authentic language in the classroom and allow students' language to develop. For teaching speech acts such as apologies and requests in this study, authentic materials in the video can promote students' awareness of the situation governing the speech acts production. Moreover, the authentic materials provide information about the context of how the L1 speakers use the language naturally. Thus, they can raise the students' sociopragmatic awareness as well. Sherman (2003) claims that authentic video appears to be the 'window on English-language culture'. Therefore, Webb (2013) suggests that the medium of instruction plays a vital role in how learners acquire speech acts. The results of this study corroborate Heidari et al.'s (2020) research. Their research showed that video clips were effective to enhance EFL students' speech act production. Videos reflect natural interaction in the world. The findings regarding authentic video clips in this study are in line with the research results carried out by Alcón-Soler (2015) and Derakhshan and Eslami (2015).

Apart from the effectiveness of using videos with authentic video clips, the process of selecting and obtaining authentic video clips relevant to the subject matter may require researchers' attention as they sometimes need to obtain permission from the owners of the videos. Furthermore, the implementation phase of this research was conducted on a small scale, and in a pre-experimental design. The result may be more convincing when it was conducted using treatment and control group design. However, this research is valuable in the development of instruments for teaching language functions, especially for EFL students, as the authentic videos will provide the EFL students with how the language is used in natural interactions.

## CONCLUSION AND RECOMMENDATION

The development of the lecture videos containing authentic interaction-based video clips undertook the process in the ADDIE model. The developed lecture videos are highly valid and applicable to help both the lecturers and students in the teaching and learning process. The implementation phase revealed that the lecture videos were effective and increased the students' knowledge. Thus, it can be concluded that the use of the videos in the instruction gave an effect on the students' scores. This study recommends that EFL lecturers are required to be creative to develop lecture videos containing authentic interaction-based video clips. Videos/authentic video clips can be used as a model solution for models of native speakers of English. As foreign language learners, students need to be given a model of how native speakers of English use the language in natural interactions. Furthermore, videos containing authentic interaction-based video clips can be developed for skill courses and content courses. Lecture videos containing authentic interaction-based video clips can be developed as learning devices in blended learning.

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