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DEVELOPING INSTRUCTIONAL VIDEO FOR ONLINE LITERAL READING COURSE

N.M. Yuniari[1], I.G.A.I.T. Juliari[2]
Pendidikan Bahasa Inggris, Universitas Dwijendra, Denpasar
e-mail: yuniari6868@gmail.com

Abstrak

Penelitian ini merupakan penelitian R & D. Proses pengembangan dilakukan menggunakan model ADDIE yang dimana memiliki lima tahapan yaitu analisis, perancangan, pengembangan, penerapan, dan evaluasi. Tujuan penelitian ini hanya sebatas mengembangkan dan menghasilkan video pembelajaran pada mata kuliah literal reading secara daring yang sesuai dipergunakan berdasarkan penilaian dari validator. Validator dalam penelitian ini adalah ahli materi dan ahli media. Berdasarkan hasil validasi dari semua aspek didapatkan bahwa rata-rata persentase tertinggi adalah aspek kemudahan dalam penggunaan (93%) dan dikategorikan valid. Dapat disimpulkan bahwa video pembelajaran pada mata kuliah literal reading secara daring layak digunakan sebagai media pembelajaran untuk mahasiswa semester dua prodi Pendidikan Bahasa Inggris di Universitas Dwijendra.

Kata kunci: Pengembangan Video Pembelajaran, Perkuliahan Daring, Literal Reading

Abstract

This research is R & D. The process of development has been done by using ADDIE model which has five stages of development namely; analysis, design, development, implementation, and evaluation. The purpose of this research is limited to develop and produce the Instructional Video for online literal reading course which is appropriate used based on the assessment of the validators. The validators in this research were the subject matter experts, and the learning media expert. *Based on the validation result on all aspects namely content, design, pedagogy, and the practicability aspect can be found that the highest average percentage is the practicability aspect (93%) and it is categorized as valid. It can be concluded that the Instructional Video for online literal reading course is appropriate used as the teaching media for second semester students of English Language Education at Dwijendra University.*

Keywords: *Developing Instructional Video, online course, literal reading*

1. Introduction

The emergence of the Covid 19 affected various field of life. From the economy to education also affected. Indonesia governments have decided to close school, colleges, and universities in order to reduce contact and save their lives from corona virus. Study at home is a massive shock to students' social life and learning. The students are forced to adapt online learning by using some video conference application and online class application. Online learning is not only a massive shock to students, but also to the educators' teaching style. Normally, the learning processes occur in the classroom, the educators have met their students face to face.

Nowadays, the educators face the students through laptop or computer screen and smartphone via online. There are several problems appear because of the use of online learning. First, online learning is boring. The teachers only give the students task without explaining the materials. The task given is monotone and not attractive. Second, the students encounter technical difficulties. Technical issues are one of stumbling blocks of online learning. Those issues are the students' smartphone are not compatible with the online learning application, the lack of signal at their home, video conference application consumes a lot of internet quota, and to many tasks from different teachers make them tired and abandon their class.Third, the students cannot practice. The best way to learn something is by practicing. However, many online learnings only focus on theoretical content. It makes

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students cannot practice and the learning process does not reach its full potential. (Swan Jenna, 2017:21). There should be a solution to solve those issues. Nowadays, many lecturers learn to make an attractive Instructional Video. They upload it on their youtube channel and google classroom. The use of Instructional Video is more effective than video conference. The students can learn material every time they want. They do not need to wait their friends' attendance complete to start learning. They can manage their time well and reduce the internet quota usage. Besides, the Instructional Video can be replayed and repeated again and again until the students understand it. According to Galbraith (2004), video can be as an instructor in communicating facts or demonstrating procedures to assist in mastery learning where a student can view complex clinical or mechanical procedures as many times as they need to. Furthermore, Willmot, et al (2012) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centered learning activities through: increased student motivation, enhanced learning experience, higher marks, development of learner autonomy, and enhanced team working and communication skills.

In this research, the researcher would be focus on developing Instructional Video for online Literal Reading Course for second semester students at English Language Education, Dwijendra University. Literal reading course was chosen as a subject of research, because this course is the basic knowledge in reading skill that need to be comprehended by the students. Besides, the materials of this course should be developed innovatively in order to attract students' motivation in learning reading. The students usually get bored, if the lecturer presents them text only. By watching the instructional video, the students do not only learn theory, they also can apply or practice theory by their selves. Thus, they can be independent in learning.

2. Methods

This research was conducted at English Language Education, Faculty of Teacher Training and Pedagogy, Dwijendra University.The type of the research is research and development. The development model used in this research is ADDIE. It is an instructional system design framework which many instructional designer and training developers use to develop courses (Morrison, 2010). This model consists of five steps, namely: (1) analyze, (2) design, (3) development, (4) implementation, and (5) evaluation). This model is appropriate used for developing Instructional Video for online learning especially for literal reading course. However, this research was only used three steps; analyze, design, and development, because the purpose of this research is limited to develop and produce the Instructional Video for online literal reading course which is appropriate used based on the assessment of the validators. In the development step, the researcher arranged the materials which would be used in the video such as picture, audio, music, graphic, and text. Those materials would be arranged based on the storyline that has been made before. Data collection instrument used in this research were validation sheetswhich were given to three validators. The validators of this research were two subject matter experts, and one learning media expert. The validators would validate the Instructional Video and then the result from the validators would become the data which would be analyzed by the researcher.The technique of data analysis used in this research was descriptive analysis by calculating the average of each scoring aspect which included in the aspects of Instructional Video validation sheet. The formula used in determining the categorize of the average of each aspect in validation sheet would be formulated as follow:

$$\text{Percentage} = \frac{gaining\ score}{maximum\ score} \times 100\% \qquad (1)$$

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The Level of product eligibility of the R&D research result was identified by score percentage. If the percentage score of data analysis result is getting higher, the Level of product eligibility of the R&D research result will be better too. The criteria in determining the decision in validating Instructional Video of online learning could be seen in table 1.

Table 1. The percentage of product eligibility criteria

Percentage	Detail
80,00 – 100	Very good/valid/eligible
60,00 – 79,99	Quite good/quite valid/quite eligible
50,00 – 59,99	Not good/not valid/not eligible
0 – 49,99	Very poor (Changed)

(modified from Riduwan, 2011)

3. Finding and Discussion

The result of research data was gained through validation from team of validators which consisted of three validators: two subject matter experts, and one learning media expert. The validators were chosen based on the development of learning media. The validation process was done repeatedly until the valid learning media gained and the valid score of learning media was decided and given by the validators. The result of the average score of the learning media validation in each aspect was described as follow:

1. Validation of Content Aspect

Based on the result of data analysis gained the result of validation of the Instructional Video development for online literal reading course from the content aspect eligibility which the material of literal reading presented on table 2 and 3.

Table 2. The Validation result of Instructional Video on Content aspect by subject matter experts

No	Statement	Percentage	Category
1	The materials of literal reading are appropriate with the syllabus	100%	Valid
2	The materials of literal reading are appropriate with the learning objectives	90%	Valid
3	The presentation of the materials of literal reading in each meeting are fun and attractive	90%	Valid
4	The completeness of the material content of literal reading in the Instructional Video.	80 %	Valid
5	The arrangement of the materials from one material to another material.	90%	Valid
6	The relation between materials and daily life	80%	Valid
7	The language and the written (title, subtitle, and definition) used in Instructional Video is understandable	90%	Valid
8	The accuracy of the concept presented in Instructional Video	90%	Valid
9	The appropriateness of picture used in literal reading materials	90%	Valid
10	The appropriateness of the use of Instructional Video in literal reading materials	90%	Valid
11	The appropriateness of language used for thinking level of the students	100%	Valid

ISSN: 2613-9529 DOI: Nomor DOI

The average percentage	90%	Valid

Table 3. The result of Instructional Video validation at content aspect by learning media expert

No	Statement	Percentage	Category
1	The materials presentation in Instructional Video are fun and attractive	85%	Valid
2	The language and written used in Instructional Video are understandable	80%	Valid
3	The materials in Instructional Video are related to daily life	80%	Valid
4	The completeness of the Instructional Video content, especially the materials of literal reading.	85%	Valid
	The average percentage	82,5%	Valid

From the table above showed that the average percentage of the eligibility of content aspect is 82,5 % which categorized as valid.

2. The validation of design aspect

Based on the result of data analysis gained the result of Instructional Video for online Literal Reading Course in design aspect of literal reading materials presented on table 4 and 5.

Table 4. The validation result of Instructional Video at design aspect by subject matter expert

No	Statement	Percentage	Category
1	The consistency of the page position in Instructional Video	90%	Valid
2	The appropriateness of color composition in Instructional Video	90%	Valid
3	The screen design in Instructional Video is attractive	90%	Valid
4	The appropriateness of font used in the text of Instructional Video	80 %	Valid
5	The creativity in presented the idea	90%	Valid
6	The quality of pictures used in Instructional Video	80%	Valid
7	The quality of video used in Instructional Video	90%	Valid
8	The sentences in Instructional Video are written grammatically correct	90%	Valid
9	Audio (sound and music background) used do not disturb the materials presented	90%	Valid
	The average percentage	88%	Valid

From the table above showed that the average percentage of the validation result of Instructional Video at design aspect by subject matter expert was 88%. Each component observed was categorized as valid.

Table 5. The validation result of Instructional Video at design aspect by learning media expert

No	Statement	Percentage	Category
1	The consistency page position of Instructional Video	90%	Valid
2	The appropriateness of color composition and	90%	Valid

ISSN: 2613-9529 DOI: Nomor DOI

	combination in Instructional Video		
3	The screen design in Instructional Video is attractive	90%	Valid
4	The appropriateness of color, size, and font used in the text of Instructional Video	90 %	Valid
5	The creativity in presented the idea	90%	Valid
6	The quality of pictures used in Instructional Video	80%	Valid
7	The quality of video used in Instructional Video	90%	Valid
8	The timeline arrangement in Instructional Video is easy to follow.	100%	Valid
9	The animation quality used in Instructional Video	80%	Valid
10	Audio (sound and music background) used do not disturb the materials presented	90%	Valid
	The average percentage	89%	Valid

Table 5 above showed that the average percentage in the validation result of Instructional Video at design aspect by learning media expert was 89% which could be seen in each component of the statement. Then, it was categorized as valid.

3. The validation of Pedagogy aspect

Based on the result of data analysis gained the result of Instructional Video for online Literal Reading Course in pedagogy aspect of literal reading by subject matter expert and learning media expert presented on table 6 and 7

Table 6. The validation result of Instructional Video at pedagogy aspect by subject matter expert

No	Statement	Percentage	Category
1	The learning topics presented are attractive	100%	Valid
2	The material presentation presented systematically and easy to follow.	90%	Valid
3	The materials presented by using Instructional Video are understandable	90%	Valid
4	The Instructional Video facilitates individual task for students	90 %	Valid
5	The use of Instructional Video helps the process of learning	90%	Valid
	The average percentage	92%	Valid

Table 6 above showed that the average percentage in the validation result of Instructional Video at pedagogy aspect by subject matter expert was 92% which could be seen in each component of the statement. Then, it was categorized as valid.

Table 7. The validation result of Instructional Video at pedagogy aspect by learning media expert

No	Statement	Percentage	Category
1	The learning topics presented are attractive	100%	Valid
2	The materials presentation presented are easy to follow by the student	80%	Valid
3	The Instructional Video encourages the students to learn individually	80%	Valid
4	The learning topics are appropriate with the learning objective	100 %	Valid

ISSN: 2613-9529 DOI: Nomor DOI

5	The use of Instructional Video helps the process of learning	100%	Valid
	The average percentage	92%	Valid

Table 7 above showed that the average percentage in the validation result of Instructional Video at pedagogy aspect by learning media expert was 92% which could be seen in each component of the statement. Then, it was categorized as valid.

4. The validation of the practicability aspect

Based on the result of data analysis gained the result of Instructional Video for online Literal Reading Course in the practicability aspect of literal reading by subject matter expert and learning media expert presented on table 8 and 9.

Table 8. The validation result of Instructional Video at the practicability aspect by subject matter expert

No	Statement	Percentage	Category
1	The user can control the Instructional Video when the learning process occur	90%	Valid
2	The steps of content presentation in Instructional Video are easy to follow	100%	Valid
3	The important information about literal reading are easy to find	100%	Valid
4	The materials can be repeated every time until the students understand about the material	80 %	Valid
5	The Instructional Video is easy to operate	90%	Valid
	The average percentage	92%	Valid

Table 8 above showed that the average percentage in the validation result of Instructional Video at the practicability aspect by subject matter expert was 92% which could be seen in each component of the statement. Then, it was categorized as valid.

Table 9. The validation result of Instructional Video at the practicability aspect by learning media expert

No	Statement	Percentage	Category
1	The user can control the Instructional Video when the learning process occur	90%	Valid
2	The steps of content presentation in Instructional Video are easy to follow	100%	Valid
3	The important information about literal reading are easy to find	90%	Valid
4	The materials can be repeated every time until the students understand about the material	100 %	Valid
5	The Instructional Video is easy to operate	90%	Valid
	The average percentage	94%	Valid

Table 9 above showed that the average percentage in the validation result of Instructional Video at the practicability aspect by learning media expert was 90% which could be seen in each component of the statement. Then, it was categorized as valid.

Based on all table presented above, it can be seen that the highest average percentage from all aspects was the practicability aspect (93%). This was because the Instructional Video was easy to operate. While, the lowest average percentage from all

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aspects was the content aspect (86,25%). It was because the relation between material and daily life was not related well. It needed to improve or revise again.

The result of the research data gained through the validation result done by validator team (two subject matter experts, and one learning media expert). The validators were chosen based on their expertise. There were several revisions and consultation in the Instructional Video based on the validation from the validator team, those processes we done many times and intensively until the best result of Instructional Video was found and categorized as valid. It can be compared with the finding of the previous research entitled "Developing the Instructional Video of Reading Poetry Technique in Bahasa" which shows that the result of media expert is valid or feasible to use in the learning process based on the result of validation (91,25). Then, the result of the material experts is valid/feasible to use based on the result of validation (85%). The result of validation from students which done in limited scale is valid/feasible to use in the learning process (91,7%).

Another finding of the previous research entitled "The Development of the Instructional Video for the Dynamic Promotion Subject at SMKN 1 Pengasih" was the instructional video which the appropriateness was assessed by the media expert, the material experts, and students as the users of the media. Overall, the tryouts showed good result in the appropriate category with the following details. (1) from the material experts, the mean score was 5.55 which is the appropriate category. (2) from the media experts, the mean score was 3.5 which was in the appropriate category. (3) from the small-scale tryout involving students, the mean score was 3.5 which was in the appropriate category. (4) from the large-scale tryout involving students, the mean score was in the appropriate category. From the result above, it can be concluded that the instructional video is appropriate to be used as learning media for the dynamic promotion subject at SMKN 1 Pengasih.

From explanation above, the difference between the current research and the previous research is there is no student who is involved in the process of validation, because this research only used the subject matter expertsand the learning media expert as the validators.

The development of Instructional Video which has been finished through the steps of validation could be used, if the validation result was 80-99% (Valid) based on the validity criteria by Riduwan (2011). If the average percentage was < 80 %, the researcher would revise and repeat the validation until the valid percentage found. The revision and suggestion given by the validator team in the validation process were done until the Instructional Video was valid.

The average percentage in the validation result was gained after conducting the revision for many times until the Instructional Video for online literal reading course has reached the valid category. Besides, it also based on the final decision of the validator team and the writer. Thus, the Instructional Video for online literal reading course was appropriate to be implemented in the online classroom. The instructional Video for online literal reading course will be a solution for the lecturer who want to increase the students' motivation in learning reading online. The students also will use their autonomy in learning. They can choose the right time to learn, whenever they need without limited time. They can replay the video for many times until they understand the materials. In addition, the students will be independent learners who learn the theory and then practice it by their selves based on the instructional video which they have watched before. This instructional video will be useful media for the students who studying at home especially in the pandemic covid 19.

4. Conclusion and Suggestion

Based on the validation result on all aspects namely content aspect, design aspect, pedagogy aspect, and the practicability aspect. From those aspects, it could be found that the highest average percentage from all aspects was the practicability aspect (93%) and the lowest average percentage was the content aspect (86,25%). It can be concluded that 1) the instructional video would be a solution for the lecturers in presenting the attractive materials

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which can increased the students' motivation in learning reading. 2) the students could learn and practice the materials independently at home. 3) the students would have their autonomy in learning, it means that they can choose the right time to learn. 4) the Instructional Video for online literal reading course was appropriate used as the teaching media for second semester students of English Language Education at Dwijendra University.However, the Instructional Video was not perfect, it needs to be improved especially on the content aspect. Thus, it will be related to the students' daily life.

Sincethis research is limited which focus on the development of Instructional Videofor online literal reading course, further research is needed to find out better result of validation on all aspects. Besides, the next steps such as the implementation and the evaluation should be conducted by other researchers in the future. The result of further research is hoped can be used by the lecturers in their online courses at their campus.

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