THE LEARNING MEDIA USING ACTIVE PRESENTER FOR ELEVEN-GRADE STUDENTS OF SMK NEGERI 1 BANGLI

Made Satya Hitasthana[1*], I Nyoman Adi Jaya Putra [2], Ni Putu Astiti Pratiwi [3]

[1,2,3]*Universitas Pendidikan Ganesha, Singaraja - Indonesia*

A R T I C L E I N F O	A B S T R A K
	Penelitian ini bertujuan untuk mengembangkan media pembelajaran dalam bentuk video menggunakan aplikasi rekam layer bernama Active Presenter untuk membantu siswa belajar dalam masa pandemi COVID-19 untuk meningkatkan kemampuan kosa kata Bahasa Inggris. Selama pengembangan media pembelajaran, metode Desain dan Pengembangan (D&D) yang dikemukakan oleh Richey dan Klein (2007) diterapkan dalam penelitian ini. Ada tiga instrument yang digunakan untuk mengumpulkan data, ketiganya adalah pedoman wawancara, kuesioner, dan pertimbangan ahli. Subjek penelitian ini adalah siswa SMK Negeri 1 Bangli yang terletak di Kabupaten Bangli. Hasil penelitian menunjukan bahwa media pembelajaran ini sangat relevan dengan sebelas kriteria media pembelajaran berbentuk video yang berkualitas dan juga dikategorikan sebagai sebuah media pembelajaran yang baik. Dengan demikian, media pembelajaran berbentuk video ini merupakan media yang penting digunakan untuk membantu siswa belajar pada masa pandemi COVID-19 dan juga untuk meningkatkan kemampuan kosa kata Bahasa Inggris siswa.

A B S T R A C T

This research aimed to develop learning media in the form of video using screencast application named Active Presenter to help students learned English during COVID-19 and to increase their vocabulary skill. In developing the learning media, Design and Development (D&D) method proposed by Richey and Klein (2007) was applied in this research. There were three instruments used to collect the data, they were interview guide, questionnaire, and expert judgment. The subject of this research was students from SMK Negeri 1 Bangli in Bangli regency. The result showed that the learning media was highly relevant to the eleven criteria of a good learning media in the form of video and was also categorized as good media. Thus, the learning media in the form of video was an essential media to be used to help students learned during COVID-19 as well as to develop vocabulary skill.

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[1] Corresponding author.
E-mail : hitasthanasatya@gmail.com (Made Satya Hitasthana)

1. **Introduction**

English has long been regarded as an international language that must be learned. The English language has now become extremely significant to the people. It aids people to communicate with people from different countries. According to Pearson (2001), English has become the most widely spoken language in this world. Since everyone knows the importance of learning English, English has already been taught in school. The importance of learning English in school is not only to be able to communicate with people from around the world but also to prepare students to face the globalization era.

In this globalization era, almost all activities cannot be separated with technology. Smartphones and PCs are common media used to utilize technology in every sector of life such as economy, tourism, mental health, and education. In education, teachers implement technology to create learning materials, assist them to deliver the learning material to students, and organize their documents related to the teaching and learning process. Involving technology to support the teaching and learning process is called e-learning (Urdan, 2000). In implementing e-learning, teachers created various innovative things to teach the learning material, one of them is creating learning media to assist them in conveying the learning material.

In 2020, COVID-19 gave a massive effect that caused anything in the world to be messed up, particularly in education. Indonesia's Minister of Education had already stated that education will be conducted online to prevent the spread of COVID-19. Most schools in Indonesia had not done full online learning before, but with this new regulation, schools needed to find a way to keep up the teaching and learning process. The importance of technology was highly proven during COVID-19 outbreak because teachers needed to utilize technology to create a learning media that fitted online learning during pandemic. The implementation of learning media in online class can be beneficial as Rovai (2007) stated that students will be highly motivated when conducting online learning using learning media. In addition, the use of media in online learning will increase the effectiveness of learning. The application of learning media in the online learning process can increase desires and interests to learn (Arsyad, 2015).

Unfortunately, the use of learning media during online learning at SMK Negeri 1 Bangli cannot be said to enhance students' motivation to learn. Based on the short interview done by the researcher at SMK Negeri 1 Bangli, the researcher found that teacher only taught the student by distributing material in form of document in Google Classroom or Whatsapp and rarely used variative learning media which cause the online learning process was monotone and cannot motivate students to learn. Interview that had been conducted to English teacher there also indicated that students did not understand when the teacher taught English only using file documents because they used to learn by watching their teacher explaining the material, but they cannot watch their teachers explaining the material in front of the class anymore because they have to learn from home due to COVID 19 pandemic.

In order to give a solution about this problem, the researcher introduced an application named Active Presenter. Active Presenter is an application which can record the screen of a laptop or computer and then the result can be converted into video. This application also offers free hosting for videos we make and after making recording with simple interface and operation. This screen recorder application can help teachers to provide certain materials to students when teachers cannot conduct face-to-face teaching and learning processes like what happened in this pandemic. Any activity performed when making videos with this application will be recorded properly in detail for both sound and video.

Using video as learning media is also effective to teach vocabulary. Pearson (2001) stated that video can be useful in learning English vocabulary. The use of audio-visual learning during online learning can make students not only hear the language, they also can see it as well. In this case, using video made by Active Presenter can make students see the objects of certain vocabulary through video. In result, as Pearson (2001) stated, students will be able to understand and memorize the vocabularies by learning through learning video.

Based on the explanation above, SMK Negeri 1 Bangli was chosen as a place to conduct this study because this school needed an application which can help students to learn English as if they were in the class listening to their teacher in an attractive way, so students will be highly motivated in learning. Thus, the researcher developed a learning media in the form of a video made by screencast application named Active Presenter to help the teacher in teaching English during COVID-19 and to increase students' vocabulary skill at SMK Negeri 1 Bangli.

2. Method

This research focused on developing learning media using Active Presenter to teach English for students in SMK Negeri 1 Bangli. In this study, the researcher used Design and Development Research (D&D) model proposed by Richey and Klien (2007). The stages are Design, Development, and Evaluation.

The subjects of this study were eleventh grades students of TKJ at SMK Negeri 1 Bangli in the academic year 2021/2022 and there were 44 students in total. 11th grades students were chosen in this study because 11th students had enough experience in following the learning process in their school, so later they would clearly find out what kind of learning media suited them. The 10th grades students were not chosen because they were still new in following the learning process in their new school and 12th students were not chosen because they had to prepare for the national examination in near time. The object of this study was Active Presenter Screen recorder application. This application was chosen because it had no limit in recording and it could make students as if watching their teacher in the class explains the learning material since they had to learn from home during COVID-19 pandemic. The other reason was this application was easy and simple to be operated with plain interface and few features.

There were three procedures which were conducted to collect the data needed in developing the product. The procedures were Design, Development, and Evaluation.There were two things to be analyzed in design stage. The first was syllabus analysis. The syllabus which was applied at SMK Negeri 1 Bangli was analyzed in order to know the topic that should be taught in eleventh grades. The second was analyzing the students' learning style. The aim of second activity was to determine the students' preference in the way they learn. After that, designing the media was started by considering the information obtained from the syllabus analysis students' learning style analysis. The design of the product that had been made was started to be developed into a final product. After the product was finished to be developed, there would be some experts assessed the media. The evaluation was conducted to see the quality of the media. After the development, the product was evaluated by using content validity and quality judgement in which the result was measured by using Nurkancana & Sunartana (1992) formula.

There were four methods used in the current study namely interview, questionnaire, and document analysis, and rubric of expert judgement. According to Kabir (2016), an interview is a data collection process that entails asking questions and receiving responses from the respondent. Face-to-face interviews and face-to-face group interviews are only two examples of how to conduct an interview. Telephone or other electronic equipment may be used to conduct the interview with the respondent. There are two types of the interview, they are structured or unstructured. The structured interview is when the interviewers have already prepared the questions they are going to ask, and the interviewers has already known which information they will get from the interview. Meanwhile, the unstructured is used when the interviewers do not know what kind of information they will during the interview. Furthermore, the researcher used the structured interview in this study. According to Kabir (2016) interview is a data collection method that involves asking questions and collecting answers from the respondent. Face-to-face and face-to-face group interviews are only two examples of interviewing techniques. The interview with the respondent may be conducted over the phone or with other electronic equipment. Document analysis, according to Bowen (2009), is a data collection method for analyzing and assessing printed and electronic records. The aim of document analysis is to analyze the document to extract meaning and obtain a better understanding of it. The document can be in any forms such as written, picture or electronic one. This study used this method to obtain data about material or topic of English subject. The data obtained from the syllabus for eleventh grades of high school students will be used as content that is put in the media. The fourth method to collect the data is assessing the quality with expert judgment. The content validity rubric was filled by two expert judges who were the lecturers of English Language Education UNDIKSHA. The result of the content validity judgment was analyzed by using Gregory Formula. The quality judgement was used to rate the quality of the learning media in form of video made by Active Presenter based on the criteria of a good video as learning media. The quality jugdement was filled by three experts, two lecturers of English Language Education UNDIKSHA and IT teacher of SMK Negeri 1 Bangli. In the quality judgement rubric, there were eighteen criteria of a good learning media in the form of that were used by the experts to rate the quality of the learning media. In order to rate the quality of the dictionary, the experts and the users should give a checkmark ($\sqrt{}$)

Table 1. Rubric of Expert Judgement		
Number	**Criteria**	**Description**
1	Material Suitability	The topic is relevant to the students' daily life

2		The video uses appropriate words and suitable with the topic
3		The video uses appropriate phase and suitable with the topic
4		The new material is well and systematically arranged (graded and trace)
5		The new material gives examples or model that is suitable to the topic
6		The new material overall prioritizes the students' participation
7		The scope of the material is in accordance with the basic competencies that is wanted to be achieved
1		The video uses consistent writing type
2		The video uses space, such as writing title space with the first row, title space to the main text
3		The video uses layout and consistent or similar typing, from typing pattern to typing margin
4		The material is mapped from the easiest to the hardest
5	Physical Design Suitability	The video uses clear material mapping in describing limitation of the material
6		The materials are presented systematically to make students easier to understand
7		The materials are delivered in interesting way
8		The materials are presented by using various pictures
9		The materials are presented by using various colors
10		The video uses font type that is easy to be read
11		The font size is enough

Source: Tomlinson (1998)

Qualitative and quantitative data analysis were the two types of data analysis available. Interviews, questionnaires, and record analysis were used to collect qualitative data, which was then quantitatively analyzed. Meanwhile, expert judgment sheets (content validity judgment sheet and validity judgment sheet) were used to test the product, and quantitative data analysis was obtained from them (learning media in form of video). The Gregory Formula was used to assess the result of the material validity judgment, and the Nurkancana & Sunartana (1992) formula was used to calculate the result of the consistency judgment.

3. Finding and Discussion

The objective of this research was to design the learning media in form of video using Active Presenter for eleventh grade students of TKJ in SMK Negeri 1 Bangli and rate the quality of the media. Thus, the researcher conducted some data collection which were interview, syllabus checklist, and questionnaire.

The researcher did the interview with one of English teachers in SMK Negeri 1 Bangli. This interview aimed to figure out what media was used, and problem was faced by the English teacher during pandemic. The first and the second questions were related to the use of ICT by the teacher, based on the explanation of the interviewee, the teacher usually used Power Point to help her explained learning material. However, during COVID-19 pandemic, she used ICT more often such as Whatsapp and Youtube. The teacher distributed learning material which could be in form of document or video from Youtube in the Whatsapp Group.The second and the fourth questions were about the problem faced by teacher and the solution for the problem. The English teacher explained that students often ran out of internet data to join the class which made some of them missed the learning material explanation session. Another problem was they preferred face to face learning because they could watch and hear their teacher's explanation which made them understand the learning material more. For the solution, the teacher gave students extra time to finish the task and motivated them to follow online learning class. In the fifth and the sixth questions, the researcher asked how the students studied and how they felt about studying during COVID-19 pandemic. From the explanation of the teacher, some of them still be active during question-and-answer session, yet there were some students did not enjoy the online learning class because they felt they would easier to understand the learning material if they attended the classroom learning.

The questionnaire was distributed to get information about the learning style of eleventh grade students of TKJ in SMK Negeri 1 Bangli. The questionnaire was distributed in 22nd of February 2021. In this case the questionnaire was distributed in class TKJ 1 and TKJ 2 class. The questionnaire was filled by 44 students. The result can be seen in table 2 below:

The Result of Questionnaire

No	Questionnaire	Result (%)
1	Material sheet	62,9%
2	Reading a book	37,2%
3	Observing pictures	69,8%
4	Watching video	90,7%
5	Listening to teacher's explanation	79,1%
6	Using English textbook	51,2%
7	Using students' worksheet (LKS)	67,4%
8	Using dictionary	74,4%
9	Using exercise	65,1%
10	Students needed learning media in learning English	83,7%
11	Students were interested in learning English if there was a learning media in the form of video	88,4%

From Table 2, it can be seen that students of TKJ in SMK Negeri 1 Bangli preferred watching video in learning English during COVID-19 pandemic. Besides, they stated a learning media was needed and interested if there was a learning media in form of video. It can be concluded the learning video suitable to be implemented in this school.

Syllabus analysis was done to make the content of learning video made by Active Presenter matched with the syllabus. The syllabus analysis was the guidance in designing the content of the product. It also gave the limitation for the learning material. In analyzing the syllabus, the English teacher of the eleventh-grade students of TKJ in SMK Negeri 1 Bangli was involved. The teacher was asked to fill the syllabus checklist. The teacher chose a topic from the second semester to be developed.

Before designing the draft of the media, the researcher designed a blueprint that considered the problem faced from the result of interview, result of syllabus analysis, the theory of good learning media, the students learning style, and empirical studies. After accomplishing the blueprint of the supporting material, the researcher started to collect material needed.

The development of the learning media using Active Presenter was divided into three parts, namely: making PowerPoint for presenting the material, recording the learning material explanation using Active Presenter, and editing the video. The material of procedure, report, and analytical exposition text were in form of PowerPoint slide. There were some steps in making the PowerPoint. First, open the Microsoft PowerPoint. Second, make a blank presentation. Third, choose the design of the slide. Fourth, write down the material based on the syllabus checklist and blueprint of material. Fifth, put some pictures to engage the students. After all of material has already written on the slide, next step is saving the file to folder.

The material that already in form of PowerPoint slide would be processed to be an audio-visual media by Active Presenter screencast. There were some steps in recording the material using Active Presenter. First, open the PowerPoint slide that already made. Second, activate the Active Presenter by clicking its logo in search engine. Third, click record video button. Fourth, set up the setting included voice and webcam. Click REC button to start recording. Fifth, end the video by clicking the end button on the bottom right corner. Sixth, export the video in your laptop/PC.

After that, the video was edited by a video editing application namely Wondershare Filmora. In this step, the audio-visual media would be adjusted and exported. There were some steps in editing the result. First, open the editing application Wondershare Filmora. Second, click import media and then import media files. Third, put the audio-visual media in the track to edit the video such as cutting, adding music or animation. After that, export the media. Before that, rename and choose where to put the final product.

In the evaluation, the learning video was judged by using two kinds of expert judgements, they were content validity judgement and quality judgement. The quality judgement was used to judge the content of the learning video made by Active Presenter based on the criteria of good learning media rubric adapted from Tomlinson (1998). The quality judgement was filled by two expert judges who were the lecturers of English Language Education UNDIKSHA: The eighteen criteria in content validity judgement were judged by the expert judges to check the relevance of the learning video. The result of the content validity rubric was analyzed by using Gregory formula which could be seen on Table 2 below.

Table 3. Gregory Formula for Content Validity Judgement

		Judge 1	
		Irrelevant	Relevant
Judge 2	Irrelevant	A=0	B=0
	Relevant	C=0	D=18

Gregory Formula:

$$Content\ Valdity = \frac{D}{A + B + C + D}$$

$$Content\ Validity = \frac{18}{18}$$

$$= 1$$

The result of content validity judgement showed that the content in the learning media was highly relevant to eleven criteria of a good learning media in form of video, yet there were four minor revisions. Based on the revisions given by the expert judges, the four things related to learning media content that were revised, such as: (1) the video's brightness, (2) spelling, (3) punctuation, and (4) font.

The brightness of the video was revised because the face camera was too dark which made the speaker face could not be seen clearly. After adjusting the brightness of the video became higher, the face of the speaker was visible and bright. The result of before and after revision could be seen in table 3 below.

Table 4. Brightness Revision

| Before Revision | After Revision |
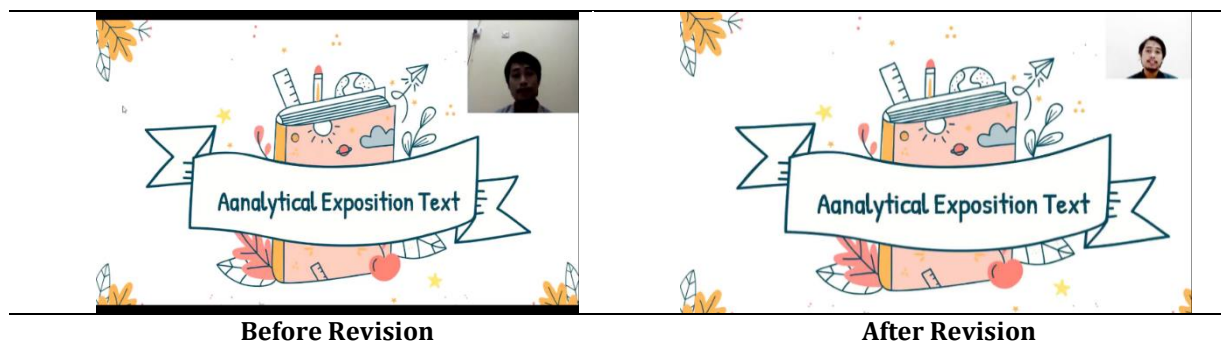
There were several misspellings found in the learning video. One of them was in the first scene. Instead of "Aanalytical" it should be "Analytical". After the misspellings were checked and fixed, the content of the video was free from misspelling. The result of before and after revision could be seen in the table 4 below.

Table 5. Misspellings Revision
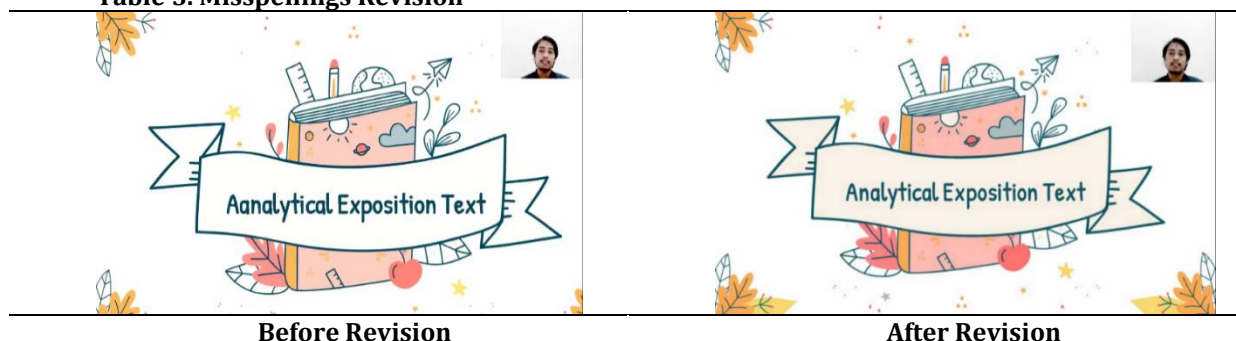
| Before Revision | After Revision |

The font of both English and Bahasa Indonesia vocabulary was the same. The font of English vocabulary was typed in different font after being revised. Meanwhile, Bahasa Indonesia vocabulary should be typed in the middle of apostrophe. The result of before and after revision could be seen in the table 5 below.

Table 6. Punctuation Mark Revision

| Before Revision | After Revision |
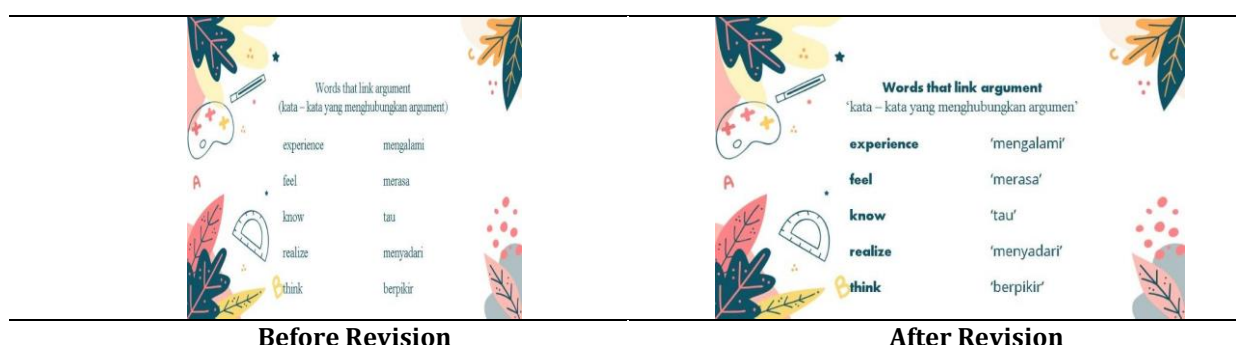
The quality judgement was used to rate the quality of the learning media. The quality judgement was filled by three expert judges, they were two lecturers of English Language Education UNDDIKSHA and an IT teacher of SMK Negeri 1 Bangli. The results of the quality judgement were measured by using Nurkancana & Sunartana (1992) formula. The Nurkancana & Sunartana (1992) formula could be seen on table 6 below.

Table 7. The Criteria in Rating the Quality of The Product

Score	Creteria
$X \geq Mi + 1.5Sdi$	Excellent

Mi + 0.5Sdi ≤ X <Mi +1.5Sdi	Good
Mi - 0.5Sdi ≤ X <Mi +0.5Sdi	Average
Mi - 1.5Sdi ≤ X <Mi -0.5Sdi	Below average
X <Mi −1.5Sdi	Poor

Description:
Mi = ½ (Score max + score Min)
Sdi = 1
/3 (Mi)
x = Mean
Mi = Mean Ideal
Sdi = Standar deviasi ideal (Standard deviation)

There were eighteen criteria equipped with the score in quality judgement rubric which were used by the experts to rate the quality of the learning media in form of video. The minimum score was 1 and the maximum score was 5. Therefore, the minimum accumulated score was 18 and the maximum accumulated score was 90. After finding the minimum and maximum accumulated score, the next step was found the Mi and Sdi to get the rate score of each criterion in Nurkancana & Sunartana (1992) formula. It was obtained by calculating the formula below.

Mi = ½ (Score Max + Score Min)
Sdi = 1
/3 (Mi)
Based on the formula, the result of Mi and Sdi will be:
Mi = ½ (Score Max + Score Min)
 = ½ (90+18)
 = ½ (108)
 = 54
Sdi = 1
/3 (Mi)
 = 1
/3 (54)
 = 18

The results of Mi and Sdi were put on the formula provided in the table to find out the rating score of each criterion of Nurkancana & Sunartana (1992) formula, which were excellent, good, average, below average, and poor. The detailed calculation of the formula can be seen as follows.

Table 8. Rate of Score

Score	Criteria
x ≥ 81	Excellent
63 ≤ x < 70.5	Good
45 ≤ x < 63	Average
27 ≤ x < 45	Below average
x < 27	Poor

After finding the accumulated score for each criterion in Nurkancana & Sunartana (1992) Formula, the result of each quality judgement by the experts and the users were measured. The results were: (1) the total score of the quality judgement given by the first expert judge was 73 which was categorized as excellent, (2) the total score of the quality judgement given by the second expert judge was 58 which was categorized as average, (3) the total score of the quality judgement given by the third expert judge was 74 which was categorized as excellent. Conclusively, learning video made by Active Presenter was categorized as a good media.

As it was stated, the purpose of conducting this research was to develop a learning media in form of video made by Active Presenter as media to teach English for eleventh grade students at vocational high school. The media was developed based on interview, syllabus analysis, questionnaire, expert judgement, and consultation with supervisors.

Based on the teacher's interview, teacher explained that during COVID-19 pandemic, she used various learning media to teach students such as video from Youtube, document, and Power Point. After

that, teacher used Whatsapp Group to keep interaction with the students and share information related to learning material. During the online learning process, teacher explained that a lot of students complained if they preferred to study in classroom learning because it would make them easily understand the learning material. In online learning, students often ran out of internet data which made the missed the online class. It was related to ÇAKICI (2014) that stated the integration of ICT in classrooms can also bring certain disadvantages. To overcome this problem, the teacher tried to motivate the students to join online learning so they would still know the topic of the learning even though it was hard for them.

In line with the result of teacher interview, the result of students' questionnaire also resulted that the students need a supporting media to support them in learning English in this COVID-19 outbreak situation. Based on the questionnaire, the statements number 1-4 were about the methodology used in learning, such as reading book (51,2%) observing picture (69,8%), watching video (81,4%), and listening to teacher's explanation (79,1%). The result showed that most students like to watch video in learning English. It was related to study offers individuals to learn more conveniently and quickly while information delivers in visual and verbal forms simultaneously (Salomon, 1979). Therefore, students needed media which can help them to understand the meaning of words which was used during watching video. This was related to the result of statements number 5-10 which were about the use of media in learning English and statement number 11-14 which was about students' learning style. The statements number 6-10 were about the use of media in learning English, such as English textbook (41,9%), students' worksheet (67,4%), dictionary (74,4%), audio-visual (90,7%), handout (62,8%) and exercise (65,1%). From the result, it was found that most students liked to use audio visual as the media that can support them in learning English during COVID-19 pandemic. This result was also related to the result of questionnaire number 11-14 that stated 83,7% of students needed a media in learning English, 76,7% of students needed an audiovisual media in learning English, 62,8% of students needed teacher explain directly in learning English, and 88,4% of students were excited when there was an audio-visual media in learning English. From those results, it was found that audio-visual media was a necessary media for learning English.

Based on the teacher interview and students' questionnaire, it was found that audio-visual media was an appropriate media needed by the students in this outbreak situation. Thus, this current study developed an audio-visual media using screen recorder app Monsonap for the eleventh-grade students. In the findings, the audio-visual media using screen recorder app Active Presenter was already developed based on DnD model proposed by Richey and Klien (2007) which consisted of three steps, such as designing, developing, and evaluating. The result was in the form of audio-visual which contained a theme based on the eleventh-grade vocational school students' English syllabus.

The researcher gathers information from the teacher interview, questionnaire, and syllabus checklist during the designing stage. The researcher then used the information to draft the next step in media design. Before creating the media draft, the researcher created a blueprint that focuses on understanding the issue at hand, as determined by the results of the interview, the results of the syllabus study, the theory of good media, the students' learning styles, and empirical studies. In this case, the media blueprint was created by consideration and analyzing comprehension data and information from the identified problems, as well as syllabus analysis, media theory, and empirical studies as supporting theories. Following the completion of the material blueprint, the researcher began collecting the required materials. Procedure, report, and analytical exposition text were the blueprints for the media in the genre text subject. Based on the second level of vocational high school, the supervisor and English teacher at SMKN 1 Bangli proposed that developing vocabulary, structure, language features, and a genre text topic example would suffice. The researcher continued to construct a full blueprint for the media after the materials had been organized. The blueprint included step-by-step instructions and information material for each slide.

The researcher conducted some consultations with material experts and media experts such as supervisors and teachers in SMK Negeri 1 Bangli in order to establish learning media in the form of a video created by Active Presenter. During the production of the film, some changes were made. During the COVID-19 pandemic, students were unable to attend class and were supposed to study at home. Since they used to watch their teacher explain the learning material, students lost interest in studying. As a result, the researcher set out to create a successful learning media in the form of a video that would make students feel as if they were watching their teacher explain the material in front of them. Considering this, audio-visual made by Active Presenter screencast had a simple operation and had the explanation that designed as simple as possible. Besides, it has PowerPoint slide which colourful and full of pictures that made the video more interactive and could engage the student's interest. This was related to Ristyani et al. (2020) whose study showed that the use of picture as media can increase student's motivation to learn vocabulary.

In the last step was about evaluating the learning media. the learning media content was judged by using content validity judgement. There were two expert judges in content validity judgement. The first and second expert were an English expert. The result of the content validity judgment showed that the learning media was highly relevant with the criteria of a good learning media in the form of video which was adapted and modified from Tomlinson (1998). The result of content validity judgement showed that the content in the learning media was highly relevant to eleven criteria of a good learning media in form of video with minor revision. Based on the revisions given by the expert judges, there were four things about the learning media content that were revised, such as: (1) the video's brightness, (2) spelling, (3) punctuation, and (4) font. The detail of the revisions could be seen below. The brightness of the video was revised because the face camera was too dark which made the speaker face could not be seen clearly. After adjusting the brightness of the video became higher, the face of the speaker was visible and bright. There were also several misspellings found in the learning video. One of them was in the first scene. Instead of "Aanalytical" it should be "Analytical". After the misspelling were checked and fixed, the content of the video was free from misspelling. Then the last revision was about the font of both English and Bahasa Indonesia vocabulary was the same. The font of English vocabulary was typed in different font after being revised. Meanwhile, Bahasa Indonesia vocabulary should be type in the middle of apostrophe.

After revising the learning media content, the learning media was judged in order to rate the quality of the learning media by using quality judgement. There were three expert judges in order to judge the learning media. The result of the quality judgement was measured by using Nurkancana & Sunartana (1992) formula. The total score which was given by the first expert judge was 73 which categorized as good. The total score which was given by the second expert judge was 58 which categorized as good. The total score which was given by the third expert judge was 74 which categorized as good. Based on those total scores, it can be concluded that the audio-visual media made by Active Presenter screencast was categorized as a good media.

Audio-visual media created by Active Presenter screencast was created not only to assist 11th grade students in learning English, but also to help them improve their vocabulary. This was related to the result of study conducted by Heriyanto (2015) which indicted that learning video showed improvement in the students' vocabulary achievenment. In contrast to previous studies audio-visual media, the learning media used PowerPoint slides as learning content. The audio-visual media generated by Active Presenter screencast included a vocabulary table to assist students in improving their vocabulary skills.

4. Conclusion

From the data analysis, it can be concluded that there was learning media for vocational high school students in the form of video made by using Active Presenter App. The content of the video was supported by various apps such as Microsoft Word, Power Point, and media such as pictures. On the bottom right corner, there was a camera of the speaker who explained the material. The video was designed as creative as possible to enhance students' learning motivation and to make students learn English as if they watched their teacher explained in front of the class. Another benefit of this learning media was it could be accessed anytime and repeated as many as the students want. In classifying the rating of the media, the formula which was adopted from Nurkancana & Sunartana (1992) was used. Based on the result from media expert judgement a learning video made by Active Presenter was categorized as good. Therefore, this media was proper to use in teaching English for students in online learning during COVID-19 pandemic.

Based on the research that had been conducted, some suggestions are proposed. It is suggested for the students to use learning video made by Active Presenter as a media to practice vocabulary skill. Furthermore, by providing them a way of learning as if they watch their teacher explain the learning material, they are still motivated to learn even though they cannot conduct face to face learning. It is suggested for the teacher to deliver the material with video made by using screencast app because it can help teacher to explain the learning material even though he/she cannot attend the class. It is suggested for the institution to use the product of this research as additional material in teaching the prospective teachers about developing learning media in form of video made by using screencast app for vocational school students. Since this product still has many flaws, it is suggested for other researchers to continue this research by conducting field implementation and develop this product into a better form of final media.

Daftar Rujukan

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