

THE DEVELOPMENT OF INSTRUCTIONAL VIDEO FOR ONLINE ENGLISH SUBJECT AT SD DWIJENDRA DENPASAR

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ARTICLE INFO

Article history:

Received 23th July 2021

Accepted 31th July 2021

Kata Kunci:

Pengembangan Video Pembelajaran, Perkuliahan Daring, Mata Pelajaran Bahasa Inggris.

Keywords:

Developing Instructional Video, Online learning, English subject.

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan video instruksional untuk mata pelajaran bahasa Inggris online berdasarkan penilaian validator. Penelitian berlangsung di SD Dwijendra Denpasar. Desain penelitian yang digunakan dalam penelitian ini adalah metode R&D dengan menggunakan model ADDIE. Model ini memiliki lima tahap pengembangan, yaitu: analisis, desain, pengembangan, implementasi, dan evaluasi. Penelitian ini menggunakan lembar validasi sebagai instrumen penelitian. Validator penelitian ini adalah dua validator ahli materi pelajaran, dan satu orang ahli media pembelajaran. Berdasarkan analisis validasi data, ditemukan bahwa persentase tertinggi adalah untuk aspek pedagogi. Sekitar 94% data dikategorikan valid. Sehingga, dapat disimpulkan bahwa video pembelajaran mata pelajaran Bahasa Inggris online layak digunakan sebagai media pembelajaran bagi siswa kelas III SD Dwijendra Denpasar.

ABSTRACT

This study aimed at developing instructional video for online English subject based on validators' assessment. The research took place at SD Dwijendra Denpasar. The research design used in this study was R&D method by using ADDIE model. This model have five stages development, namely: analysis, design, development, implementation, and evaluation. This research used validation sheets as research instrument. The validators of this research were two validators of subject matter experts, and one for learning media expert. Based on the analysis of data validation, it was found that the highest percentage is for pedagogical aspect. It was about 94% data were categorized valid. Thus, it could be concluded that the instructional video for online English subject is appropriate used as teaching media for the third grade students of SD Dwijendra Denpasar.

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1. Introduction

Nowadays, the development of covid-19 has received special attention from various parties. It is because covid-19 continues to mutate and it harm the various field of life, especially in education field. Viewing on this situation, the government decided to cancel face to face school and it continued to online learning. It was decided to minimize the spread of new variants of covid-19.

The implementation of online learning policy will be challenging for parents and educators. The role of parents is needed, especially for those children who's still at elementary school. In this situation, parents became teacher's partner in teaching the students at home. Parents should participate in explaining the learning materials to their children until they understand the materials given by the teacher through online. Besides that, parents have to take the time in accompanying their children during online learning and ensure the assignments has been sent to the teacher.

Furthermore, the teacher as an educator should be able to apply some learning media and use available platform such as *whatsApp group, google classroom, email, zoom meeting and google meet* in conducting online learning. However, not all teachers are ready to implement it. In this case, some of them do not have ICT skills and it will give impact to the subject development and difficult to create a meaningful learning to their students. Vallori (2014) in Ratminingsih (2021) stated that meaningful learning as learning that directs the students to understand not memorize and relates new knowledge with students' prior knowledge. Besides that, the other problems of online learning came from the students. In this case, not all students have an ideal environmental condition for online learning. For example, some of them do not have their own smartphone and have lack of internet connection. They will wait for their parents in order to do and send their assignment to their teachers. Moreover, the students here are elementary school students who will easily get bored with something monotone. They tend to be curious about something new and do activities that make them happy. In relation with this, the teacher especially English teacher have to create creative and innovative learning media in motivating students to learn.

According to Suryandari & Singgih (2021) most teachers think that a possible solution in implementing online learning is by using video as a medium for delivering information compared to video conferences or with modules. Video is considered capable of delivering material better than modules and reducing the quantity of internet quota usage. It is because video is media that displays visual and produces audio which serves to introduce or explain something to others. In this case, the students at elementary school level will be interested and motivated to learn the materials.

This research focuses on developing instructional video for online English subject at the third grade students. English is important to be taught at elementary school level because at this age learning a language is easier to be understood by the students. According to Harmer (2007) and McKay (2007) in Ratminingsih (2021) it is a good period to teach English for students, because students at the age of 3-12 years old are referred as the golden age or critical period. It is a good period for students to acquire languages. In this case, students' language acquisition devices are still relatively fresh and it have not been contaminated by the other languages.

In addition the goals of learning English is to achieve communicative competence, in which students are able to use the target language that they have learnt to communicate with the others, as stated by Hymes (1972) in Ratminingsih (2021). Therefore, the instructional video becomes an alternative to teach English for elementary students, because video is an audio-visual media that displays motion and animation. By using instructional video, the students would be not easily feel bored learn at home. It could developed their listening and speaking skills and also support their memory development. The students learned and remembered what they have seen and heard in the instructional video.

2. Method

This research was conducted at SD Dwijendra Denpasar. English is taught from first grade students and it becomes a compulsory subject at this school. The type of this research is research and development. According to Sugiyono (2013, p.297) Research and Development is the research method used to produce certain products, and test the effectiveness of these products. The development of this research used ADDIE model. According to ADDIE model is one of the most common models used in the instructional design field a guide to produce an effective design. This model is appropriate use for instructional designers and teachers to create an efficient, effective teaching design. This model consists of five steps, namely: (1) analyze, (2) design, (3) development, (4) implementation, and (5) evaluation (Aldoobie, 2015). The elements made by following the ADDIE model can be used in any environment as

online or face to face. Thus, this model can be used to develop an instruction video for online English subject.

This research focuses on developing instructional video for online English subject at the third grade of elementary school students which is appropriate used based on the assessment of the validators, therefore the researcher only used three steps in this research. Those steps are analyze, design, and development. The researcher following some steps in developing the materials. First, the researcher check the syllabus in order to find out the content or materials in the third grade of elementary school. After that, the researcher arranged the materials for instructional video. In arranging the materials the researcher should be adjusted to the syllabus and used the appropriate selection of picture, audio, music and text.

In collecting the data, this research used validation sheet as the research instrument. The validation sheets were given to the three validators. The validators of this research were two subjects matter experts, to check whether the materials are valid or not and one learning media expert to check the appropriateness media used in the video. After the validators check the video, then the researcher analyzed the data from the validators.

In this research, the data were analyzed both qualitatively and quantitatively. The data were obtained by calculating the average of each scoring aspect which was included in the aspects of instructional video validation sheet. The formula used in determining categorize of the average of each aspect in validation sheet could be formulated as follow:

$$\text{Percentage} = \frac{\text{Detail}}{\text{Detail}} \times 100 \%$$

The table 1 shows the level of product eligibility of the R&D research. The criteria in determining the decision to validate the Instructional Video for online learning could be seen as follows:

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)

(Adopted from Yuniari & Juliari, 2020)

3. Finding and Discussion

The results of this research were obtained based on validation from a team of experts consisting of: subject matter experts, and learning media expert. Expert teams are selected based on their abilities, such as subject matter and learning media. The validation process by a team of experts was carried out repeatedly until a valid score was obtained. The result of the average score of the learning media validation in each aspect described as follows:

1. Validation of Content Aspect

Based on the result of data analysis gained the result of validation of the Instructional Video development for online English Subject, from the content aspect eligibility which the material of English Subject 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	English Subject materials are appropriate with the syllabus	95%	Valid
2	English Subject materials are appropriate are appropriate with the learning objectives	90%	Valid
3	The presentation of the materials of English Subject in each meeting are fun and attractive	89%	Valid
4	The arrangement of the materials from one material to another material.	90%	Valid
5	The relation between materials and daily life	85%	Valid

6	The language and the written (title, subtitle, and definition) used in Instructional Video is understandable	90%	Valid
7	The completeness of the material content of English Subject in the Instructional Video.	85%	Valid
8	The accuracy of the concept presented in Instructional Video	90%	Valid
9	The appropriateness of language used for thinking level of the students	95%	Valid
10	The appropriateness of the use of Instructional Video in English Subject materials	85%	Valid
11	The appropriateness of picture used in English Subject materials	90%	Valid
The average percentage		89,45%	Valid

From the table 2 above showed that the average percentage of the validation of content aspect by subject matter expert is 89,45 % categorized as 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	90%	Valid
2	The language and written used in Instructional Video are understandable	85%	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 English subject.	85%	Valid
The average percentage		85%	Valid

From the table 3 above showed that the average percentage of the validation of content aspect by learning media expert is 85 % categorized as valid.

2. The Validation of Design Aspect

Based on the result of data analysis gained the result of Instructional Video for online English Subject in design aspect would be 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 sentences used in Instructional Video are grammatically correct	95%	Valid
2	The consistency of the page position in Instructional Video	90%	Valid
3	The color composition in Instructional Video are appropriate	95%	Valid
4	The creativity in presented the idea	90%	Valid
5	The appropriateness of font used in the text of Instructional Video	85%	Valid
6	The quality of video used in Instructional Video	90%	Valid
7	The quality of pictures used in Instructional Video	85%	Valid
8	Audio (sound and music background) used are clear and do not interfere the presentation	90%	Valid
9	The screen design in Instructional Video has attractive design	90%	Valid
The average percentage		90%	Valid

From the table 4 above showed that the average percentage of the validation result of Instructional Video at design aspect by subject matter expert was 90%. 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	95%	Valid
2	The appropriateness of color composition and combination in Instructional Video	90%	Valid
3	The screen design in Instructional Video is attractive	95%	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.	95%	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		89,5%	Valid

Table 5 above showed that the average percentage in the validation result of Instructional Video at design aspect by learning media expert was 89,5% 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 English Subject in pedagogy aspect of Critical 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	95%	Valid
2	The material presentation presented systematically and easy to follow.	100%	Valid
3	The materials presented by using Instructional Video are understandable	95%	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		94%	Valid

Table 6 above showed that the average percentage in the validation result of Instructional Video at pedagogy aspect by subject matter expert was 93% 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	85%	Valid
3	The Instructional Video encourages the students to learn individually	90%	Valid
4	The learning topics are appropriate with the learning objective	100 %	Valid
5	The use of Instructional Video helps the process of learning	95%	Valid
The average percentage		94%	Valid

Table 7 above showed that the average percentage in the validation result of Instructional Video at pedagogy aspect by learning media expert was 94% 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 English Subject, which is in the practicability aspect of Critical Reading by subject matter expert and learning media expert. It is 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	95%	Valid
2	The steps of content presentation in Instructional Video are easy to follow	100%	Valid
3	The important information about Critical Reading are easy to find	85%	Valid
4	The materials can be repeated every time until the students understand about the material	90 %	Valid
5	The Instructional Video is easy to operate	85%	Valid
The average percentage		91%	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 95% 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	95%	Valid
3	The important information about Critical 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		93%	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 93% which could be seen in each component of the statement. Then, it was categorized as valid.

Based on the eight tables that have been presented above, it could be seen from the four aspects, namely content, design, pedagogy, and practicability aspects. The pedagogy aspect was the aspect that got the highest average percentage (94%), while the content aspect was the aspect that got the lowest average percentage of 87,22%.

The results of this research were obtained based on validation from a team of experts consisting of: subject matter experts, and learning media expert. Expert teams are selected based on their abilities in developing subject matter and learning media. There were several revisions and consultation done based on the validation from the expert team, those processes were done many times and intensively until the best result of Instructional Video found and then it would be categorized as valid.

Furthermore, this research could be compared with the finding of the previous research entitled "Developing of Instructional Video Media to Improve Learning Quality and Student Motivation". In this research, the instruments that have been used are observation, tests and documentation. Data that has been processed with percentage analysis and presented in the form of descriptions and presentations. The findings of its application are asking questions, thinking together and answering; the application of video lessons through learning to improve student learning outcomes reaches 85%.

Another 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%).

The last previous research entitled “Developing Instructional Video for Online Literal Reading Course”. The finding of this research is 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 aspects was the content aspect (86,25%). It was because the relation between material and daily life was not related well.

From explanation above, the difference between the current research and the previous research is there is no students who is involved in the process of validation and there is only one previous research which similar with the current research, this research used the subject matter experts and the learning media expert as the experts.

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 expert 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 English Subject has reached the valid category. Besides, it also based on the final decision of the expert team and the researcher. Thus, the Instructional Video for online English Subject was appropriate to be implemented in the online classroom. The instructional Video for online English Subject 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.

The Instructional Video for English Subject will be an alternative for teachers who want to motivate their students to study independently at home. Students also have the freedom to determine their study hours. So students can study whenever they want. They can replay the video many times until they understand the material. In the instructional video, it does not only contain theory but also contains examples of questions. From the example of questions, students can easily do the assignments given.

This Instructional Video was designed as attractive as possible with animated pictures related to the material being taught and close to students' daily lives. This Instructional Video was also equipped with clear audio and music that could stimulate students to be more enthusiastic about learning or studying from home. By watching this Instructional Video, students will become independent learners where they can learn the material in the learning video and then they can immediately practice what they learn individually without the help of the teacher and their parents.

4. Conclusion

Based on analyzing the validation result of all aspects namely content, design, pedagogy and the practicability aspects, it could be found the highest average percentage was pedagogical aspect. It was about 94% data were categorized valid. Meanwhile, the content aspect was the aspect that got the lowest average percentage of 87,22%. It could be concluded that (1) the use of instructional video could improve students' attention and motivation in learning English. (2) The students could learn and practice English independently at home without time limitation. By doing this, the students are able to use English on their daily activities. Thus, they could achieve the communicative competence. (3) The use of Instructional Video for online English subject was appropriate used as the teaching media for third grade students at SD Dwijendra Denpasar.

The researcher proposes suggestion for the students, teacher and other researchers. For the students, the researcher hopes they should watch the whole video and must read and comprehend the instructions. Thus, they can improve their English skills. Meanwhile, the teacher could use this product to teach English for elementary school students. It could help teacher in motivating their students to learn English during pandemic. Furthermore, for the other researcher, it is needed to find out better validation

result on all aspects, because this research is focusing on the development of instructional video for online English subject.

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