



Measuring Meaningful English Learning Through Video Production: An Instrument Development Report

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Abstrak

Motivasi siswa yang rendah dalam belajar bahasa Inggris sebagai bahasa asing adalah masalah lama bagi guru bahasa Inggris. Untuk mengatasi masalah ini guru harus merancang dan menyajikan proses pembelajaran sedemikian rupa sehingga meminimalkan ketakutan dan kecemasan siswa. Salah satu cara yang lebih menarik untuk mengajar bahasa Inggris adalah dengan menggunakan video di kelas. Penelitian ini bertujuan mengembangkan instrumen untuk mengukur persepsi siswa tentang kebermaknaan pembelajaran bahasa Inggris menggunakan produksi video. Instrumen ini dikembangkan untuk memfasilitasi pengukuran persepsi siswa tentang kebermaknaan pembelajaran bahasa Inggris menggunakan video. Konstruk yang digunakan sebagai dasar pengembangan instrumen adalah Pembelajaran Bermakna dengan menggunakan media digital dan video yang dikemukakan oleh Paivi Karppinen. Instrumen dikembangkan dengan menggunakan proses pengembangan instrumen tujuh langkah Borg yang meliputi mendefinisikan konstruk yang akan diukur, menentukan populasi sasaran, meninjau tes terkait, mengembangkan prototipe (cetak biru dan item tes), mengevaluasi prototipe, merevisi instrumen, dan mengumpulkan data tentang validitas dan reliabilitas instrumen. Produk akhir terdiri dari 23 item, mengukur 6 sub-konstruksi dengan Nilai Cronbach's Alpha dan Cronbach's Alpha Berdasarkan nilai item Standar masing-masing 0,903 dan 0,932.

Kata Kunci: Pembuatan Video, Pembelajaran Bermakna, Pengembangan Instrumen

Abstract

Students' low motivation in learning English as a foreign language is an age-old problem for English teachers. To overcome this problem teacher must design and present the learning process in such way which minimize students' fear and anxiety. One of the more interesting ways to teach English is to use videos in class. The present study aims at developing an instrument to measure students' perception of the meaningfulness of English learning using video production. This instrument is developed to facilitate the measurement of students' perception of the meaningfulness of English learning using video. The construct used as the basis of the instrument development is the Meaningful Learning using digital media and video proposed by Paivi Karppinen. The instrument is developed using Borg's seven steps instrument development process which includes defining the construct to be measured, defining the target population, reviewing related test, developing prototypes (blueprint and test items), evaluating the prototype, revising the instrument, and collecting data on the validity and reliability of the instrument. The final product consists of 23 items, measuring the 6 sub-constructs with Cronbach's Alpha Value and the Cronbach's Alpha Based on Standardized items values of .0903 and 0.932 respectively.

Keywords: Video Production, Meaningful Learning, Instrument Development

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1. INTRODUCTION

The advances in technology have brought the world even closer with the use of English as the medium. This background has pushed English into an increasingly important position as a language. Nevertheless, despite the fact that the students may very well be in need of English for their future, there are still many students who decidedly avoid English (Evans et al., 2021; Ryan, 1998; Zein, S, 2017). Students avoided English since they view English as a very difficult subject. Such perception has demotivated students from even trying to learn the language. Students' low motivation in learning English as a foreign language is an age-old problem for English teachers (Pertiwi & Sudarsono, 2015; Putra, 2021; Uddiniyah & Silfia, 2019). To overcome this problem teacher must design and present

the learning process in such ways which minimize students' fear and anxiety (Jiménez & Rose, 2010; Wachob, 2006). One of the more interesting ways to teach English is to use videos in class.

Previous researches on the use of video in ELT, however, have focused mostly on the use of video viewing English learning. Video viewing in the classroom is more than just a novel approach when compared to the staple textbook-oriented and test-driven approach to everyday teaching (Andini et al., 2018; King, 2002). Video has been proven useful in facilitating language learning and improving motivation (Ariantini et al., 2021; Audina et al., 2022; Dantes et al., 2022; Listiani et al., 2021; Purwanti et al., 2022; Rastari et al., 2023; Ryan, 1998; Suwastini et al., 2023), it creates an interesting and lively English learning compared to conventional learning without video (Mekheimer, 2011; Renes & Strange, 2010; Yusup et al., 2016). Furthermore, video can be used to improve conversation, listening, and pronunciation skills, and it can even be used as realia to stimulate cultural lessons and promotes authentic vocabulary development (Audina et al., 2022, 2023; Dantes et al., 2022; Dung, 2021; Rastari et al., 2023; Soeod et al., 2018; Suwastini et al., 2023; Watkins & Wilkins, 2011). However, despite the fact that video viewing is enjoyable, video viewing is just another form of knowledge presentation. When watching a video, students tend to passively consume a set of knowledge prepared by other people. To have a meaningful learning process, students must be put in a position where they have to create or construct their own knowledge, concepts, and ideas based on the information they have possessed (Ersani et al., 2021; Karppinen, 2005; Sharan, 2015; Suwastini et al., 2021).

Undergraduate level students aspiring to master English and to teach the language must experience a meaningful English learning. The experience of a meaningful English learning will not only prompt them to learn English but also reward them with a sense of achievement (Khodadad & Kaur, 2016; Li & Pan, 2009; Pertiwi & Sudarsono, 2015). Sense of achievement is the feeling of satisfaction that a person experience when she or he manages to do something. In English learning context, when students are successful in performing certain tasks, they will feel satisfied with themselves and their effort which in turn boost their confidence. The sense of achievement is actually part of students' internal motivation system. The satisfaction will push students to learn more, even trying new and more challenging activities or tasks, in order to have the satisfaction (Komarraju et al., 2009; Oz, 2016).

It is this sense of achievement that needs to be capitalized by the teachers by providing activities which will prompt students' satisfaction of their learning process by producing something tangible that they can be proud of. Furthermore, by using video production as a project in English learning, students will learn not only English but also other skills associated with producing videos (Dwifadjrin & Pamungkas, 2020; Hutapea & Suwastini, 2019; Suwastini et al., 2021; Sweeder, 2007). The use of video and video making is a part of the methodological approach which combines pedagogical knowledge, content knowledge, and technological knowledge, which is widely known as TPACK or Technological Pedagogical Content Knowledge (Koehler & Mishra, 2005; Muslimin et al., 2023; Tan et al., 2019).

However, to date, there has never been any instrument developed to measure student's perception of the meaningfulness of the learning through video production project. The increase in the use of video production instead of mere video viewing warrants a good instrument which is able to measure students' English learning. For it is very easy for both the teacher and the students to forget the English learning objectives, amidst the flurry of excitement of video production. Such departure from English learning objectives may prompt students to produce well-made videos with little English learning experience. Therefore, it is important to devise an instrument which can be used to measure students active learning

process while producing videos. Thus, this instrument is developed to measure students' perception of the meaningfulness of learning through video production.

2. METHODS

The development of the instrument is based on the seven major steps of instrument development (Gall et al., 2003). Step 1 is defining the construct that is going to be measured. Step 2, after the construct is defined, the target population is specified based on the purpose of the instrument. Step 3 is the process of reviewing other related instruments. Step 4 the prototype of the instrument is developed in the form of a blueprint of the instrument prototype down to the items of the instrument. Step 5 is the instruments prototype evaluation, conducted by obtaining critical review from experts on the instrument's content validity. Step 6 is revising the instruments based on the result of the evaluation in step 5. The revised version of the instrument is used in the next step. Step 7 is the empirical steps of instrument development which includes pilot-testing the instrument to get the internal attributes of the test, namely; reliability, construct validity, and also item analysis. The resulting instrument was piloted by EFL pre-service students from three different classes at a local state university in Bali province. These classes were selected since they represent the target population upon which the instrument will be used in the future. Since the instrument measures meaningful learning in classes with video production, the classes selected were classes that have experienced video production in their learning of English.

The target populations of the instrument are male and female students, from any level of education, both formal and informal, who have been learning English using video production. Furthermore, video production also challenges students technical and language skills, prompt students' cooperation and collaboration, and most importantly video production improved students' language competence and boosted students' learning motivation (Nikitina, 2010). Students took part in video production also reported mastery in the subject matter learned through video production as well as feeling positive emotion and motivation during video production (Pirhonen & Rasi, 2017).

3. RESULTS AND DISCUSSION

Result

The instrument developed in this study is aimed at measuring student's perception of the meaningfulness of learning using video production project. Naturally, the construct used here is meaningful learning. The construct is defined based on meaningful learning with digital and video learning description. A mere presentation of interesting material in the form of video will not automatically lead to in-depth learning. Therefore, students need to study in a meaningful way, in the sense that the students need to a) actively construct their own meaning instead of simply acquiring the knowledge, and b) Learning is a process of facilitation knowledge construction instead of communicating knowledge. The principles are the foundation of meaningful learning with digital and video learning which will be further detailed into variables, indicators, and finally into items. The development of the construct into items is recorded in the blueprint.

Based on the review of related literature and the formulation of construct definition, variables and indicators, the blueprint of the presently developed instrument can be shown in Table 1. Base on Table 1, there are 6 variables that represent the construct of meaningful learning. The indicators of each variable are developed based on the principles of meaningful learning. The items are developed in form of statements to be responded based on the users' agreement using 5 points Likert scale; *Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree*.

Table 1. The Prototype of the Instruments to Measure Perceived Meaningfulness of English Learning Using Video Production

Concept / Dimension	Variables	Indicators	Item No.	Items /Questions
Perceived Meaningfulness of video production (Karppinen, 2005)	Active Learning	learners are engaged by the learning process in a mindful processing of information, where they are responsible for the result	1	Video Production project forces me to read articles in English
			2	Video Production project forces me to write the script in English by myself
			3	Video Production project forces me to learn acceptable English pronunciation
			4	Video Production Project pushes me to find information for the project by myself
	Constructive and Individual Learning	Students construct their own knowledge in their own way and learning pace	5	The script I made for the video production project was based on my own idea
			6	I developed my idea for the topic from reading articles in English about the topic
			7	The videos that I watch on my topic improve my understanding of my topic
			8	I watch video and read the articles on my own time and pace
	Collaborative and Conversational Learning	Learning involves collaboration and communication with other students	9	I discuss the topic for the video with my friends
			10	my friends and I helped each other when preparing the script
			11	my friends and I helped each other in producing the video
			12	Everybody in my group has their own responsibility in the video production project
	Contextual Learning	Students learn authentic and real-life use of the language in realistic context	13	I read newspaper articles in English on my topic
			14	I watch videos in English about my topic
			15	I search for information written in English for my topic
			16	In my video I use English to explain about my topic
	Guided Learning	Teacher takes the role of facilitator and guide students during the learning process	17	The Teacher helped me with the topic selection
			18	The teacher helped me find the articles and videos on my topic
			19	The teacher taught me how to write my script
			20	The teacher taught me how to write my script
	Emotionally Involving Learning	Students experienced challenges, difficulties, pleasure, and satisfaction with the learning process	21	At the beginning of the project, I was not sure that I can do it
			22	The video Production Project was too hard
			23	I am satisfied with the video that I produced
			24	I want to make more videos on other topics

Upon the completion of the prototype, it was sent to a panel of 5 judges which are all English teachers holding in minimum, a master degree in English education and a minimum of 10 years teaching experience. The authors shared the prototype to the experts and then they were given the chance to evaluate the material, instruments construction, and language use. The results of the experts' evaluation are as follows. 1.) The first thing criticized by the experts is the use of overtly judgmental words in the items. The experts point out that the words such as “forces” and “pushes” in items 1 to 4 is not appropriate because it presents a very strong tone which may invite a negative reaction from the participants. The panel of experts suggested changing the words with a subtler one such as “prompts”. 2.) The panel of expert pointed out that there are two items, item 19 and item 20, which present the same question, “The teacher taught me how to write my script”. This was a technical error since in the first draft of the blueprint, the question was “The teacher taught me how to shoot and edit my video”. 3.) The experts noted some grammatical mistakes in the items, such as the inconsistencies in the tenses used in the items. Some of the sentences still used simple present tense to describe past events.

Based on the results of the evaluation performed by the panel of experts, revisions were made on the prototype. Since there were only minor revisions for the items, it did not take much time to revise the prototype. The revised version of the Instruments to Measure Perceived Meaningfulness of English Learning Using Video Production is presented in [Table 2](#). The last stage of the instrument development is pilot testing the instrument. The participants selected for the pilot was based on the requirement that they have taken an English course which uses Video Production approach. The participants were taken from three university level EFL classes of a state university in Bali. There were 86 participants consisting of 54 male and 32 female students. Each of the students has been involved in an English class using video production.

Table 2. The Revised Prototype of the Instruments to Measure Perceived Meaningfulness of English Learning Using Video Production

Concept / Dimension	Variables	Indicators	Item No.	Items /Questions
Perceived Meaningfulness of video production (Karppinen, 2005)	Active Learning	Learners are engaged by the learning process in a mindful processing of information, where they are responsible for the result	1	Video Production project prompted me to read articles in English
			2	Video Production project prompted me to write the script in English by myself
			3	Video Production project prompted me to learn acceptable English pronunciation
			4	Video Production Project prompted me to find information for the project by myself
	Constructive and Individual Learning	Students construct their own knowledge in their own way and learning pace	5	The script I made for the video production project was based on my own idea
			6	I developed my idea for the topic from reading articles in English about the topic
			7	The videos that I watched on my topic improved my understanding of my topic
			8	I watched the videos and read the articles on my own time and pace
			9	I discussed the topic for the video with
Collaborat	Learning			

Concept / Dimension	Variables	Indicators	Item No.	Items /Questions
Conversational Learning	ive and	involves collaboration and communication with other students	10	my friends
			11	My friends and I helped each other when preparing the script
			12	My friends and I helped each other in producing the video
	Contextual Learning	Students learn authentic and real-life use of the language in a realistic context	13	Everybody in my group has their own responsibility in the video production project
			14	I read newspaper articles in English on my topic
			15	I watched videos in English about my topic
			16	I searched for information written in English for my topic
	Guided Learning	The teacher takes the role of facilitator and guide students during the learning process	17	In my video, I used English to explain about my topic
			18	The Teacher helped me with the topic selection
			19	The teacher helped me find the articles and videos on my topic
20			The teacher taught me how to write my script	
Emotionally Involving Learning	Students experienced challenges, difficulties, pleasure, and satisfaction with the learning process	21	The teacher taught me how to shoot and edit my video	
		22	At the beginning of the project, I was not sure that I can do it	
		23	The video Production Project was too hard	
		24	I am satisfied with the video that I produced	
				I want to make more videos on other topics

The data obtained from the tryout were then analyzed using SPSS to obtain the Cronbach's Alpha Coefficient which signifies the internal consistency and the evidence of the instrument reliability. The result of the analysis can be seen in [Table 3](#).

Table 3. The Result of Cronbach's Alpha Analysis

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.896	0.927	24

Base on [Table 3](#), it can be concluded that the *Cronbach's Alpha* Value and the *Cronbach's Alpha Based on Standardized items* value are 0.896 and 0.927 respectively. This means that this instrument achieves a high internal consistency, or in other words all items of this instrument measure the same concept or construct and it is connected to the inter-relatedness of the items within the instrument.

Furthermore, since the acceptable value of *Cronbach Alpha* ranges from .70 - .95 and low *Cronbach's Alpha* value can be caused by poor correlation between items, items which

are not correlated should be removed to improve the Cronbach’s Alpha value. Using the *Item-Total Statistic* performed by SPSS, we can see that if a particular item is to be deleted, the Cronbach’s Alpha value will improve. The *item-total statistics* is displayed in [Table 4](#).

Table 4. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 1	99.78	72.574	0.870	.	0.886
Item 2	100.14	74.710	0.344	.	0.896
Item 3	99.74	73.793	0.728	.	0.888
Item 4	99.81	76.271	0.384	.	0.894
Item 5	99.85	74.742	0.550	.	0.891
Item 6	99.78	72.574	0.870	.	0.886
Item 7	99.70	74.166	0.698	.	0.889
Item 8	99.78	72.574	0.870	.	0.886
Item 9	99.81	75.330	0.486	.	0.892
Item 10	99.70	74.331	0.677	.	0.889
Item 11	99.83	74.663	0.558	.	0.891
Item 12	99.94	77.255	0.142	.	0.903
Item 13	99.90	72.212	0.591	.	0.889
Item 14	99.78	72.574	0.870	.	0.886
Item 15	99.97	75.987	0.213	.	0.901
Item 16	99.78	72.574	0.870	.	0.886
Item 17	99.87	73.736	0.663	.	0.889
Item 18	100.16	72.091	0.323	.	0.902
Item 19	99.81	73.236	0.561	.	0.890
Item 20	99.83	71.934	0.744	.	0.886
Item 21	99.87	71.666	0.651	.	0.888
Item 22	102.71	78.491	0.082	.	0.903
Item 23	99.93	74.701	0.268	.	0.900
Item 24	100.02	74.564	0.394	.	0.894

As presented in [Table 4](#), if either item 12 or item 22 is deleted, the *Cronbach’s Alpha* value will be higher and achieve 0.903. Since item 22 has lower corrected item-total correlation compared to item 12, it would be better to delete item 22. After deleting item 22, the calculation for the *Cronbach’s Alpha* was run again, and the result of the second calculation is presented in [Table 5](#).

Table 5. Final Cronbach’s Alpha Value

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.903	0.932	23

Based on [Table 5](#), the final instrument has a total of 23 items, with the *Cronbach’s Alpha* Value and the *Cronbach’s Alpha Based on Standardized items* values are 0.903 and 0.932 respectively. This also means that this instrument has high internal consistency.

Discussions

Instrument development in this study is based on the principles of meaningful learning (Karppinen, 2005). A meaningful learning is an active and student-centered learning process. Students are engaged by the learning process in a mindful processing of information, where they are responsible for the result (Jiménez & Rose, 2010; Sholeh et al., 2021). It is a constructive and individual process where students incorporate new information into existing knowledge. The whole process involves meaning-making, a process of understanding the world around us. Individuality means that each student is different and should be understood accordingly. Students decide what topics they want to talk about, how to present their topics, and be creative in their ways. A meaningful learning is a collaborative and conversational process. It promotes cooperation and collaboration between students through pair work or group work setting which prompts the students to work together to achieve the group goal (Nair & Yunus, 2021; Taylor et al., 2015). It also promotes collaboration between students and teacher as teacher guides and advises the students during the learning process.

Despite the popularity of the use of video in English classes, previous teaching and research of said usage focus heavily on video viewing instead of video production. Naturally, the instruments developed related to video and English class were mostly to measure students' responses to video viewing. To date, there are only few studies focusing on video production, and each of these studies used different instruments. Previous study measure students' perception of video blogging (Hung & Huang, 2015). The instruments used to measure students' verbal performance using a public speaking scale adapted from Johnson and validated.

Another instrument used in the study was an interview guide which resulted in two themes of the students' reaction. Another study conducted by previous study on Japanese students' video production using their smartphones to improve the number of words spoken by students when performing a monologue (Gromik, 2012). The instruments used were interview guides to obtain students' monologue performance improvement and perception of video production. Based on the above studies, it is safe to conclude that there were limited studies conducted on video production, and none of these researches used an instrument to measure students' perception on video production as a meaningful learning process (Hobbs & FrieSEM, 2019; Yamashiro & Johnson, 1997). It is hoped that the present instrument can be used in other studies which investigate students' perception of meaningful learning using video production.

However, there are still very few instruments developed to assess or measure students' perception of English learning using video production. This current study has managed to develop an instrument which aimed at measuring students' perception of the meaningfulness of English learning using video production. The instrument constructed through this study considered to have high internal consistency. Despite the high internal consistency achieved by this instrument, future researcher is suggested to adapt, modify, and improve this instrument to better suit their needs as well as to better measure any variables which have not been included in the construct used as the basis of the instrument developed herein.

4. CONCLUSION

The development of technology has accommodated the widespread use of video and video production in learning, including in English learning. The availability of technological means has prompted the rise of video production in English class. The instrument is developed using Borg's seven steps instrument development process. This instrument achieves a high internal consistency, or in other words all items of this instrument measure

the same concept or construct and it is connected to the inter-relatedness of the items within the instrument.

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