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Development of online learning video for speaking course as Unila vclass content

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ABSTRACT
Technological advances in the 21st century in the industrial 4.0 era are developing very quickly, thereby changing the perspective and mindset of humans in using information technology where the use of information technology has entered the realm of education. In the realm of education, the use of information and communication technology is triggered by learning with the lecture method which is no longer suitable for the learning process. So that innovation is needed in terms of learning media with the use of information and communication technology. One of the learning media that can be developed and used is video learning. This study aims to determine the level of attractiveness and describe the validity of the video learning media in accordance with the competencies that can be used in speaking material. The research method used is R&D with ADDIE research and development design adapted from Lee and Owens (2014). The results showed the validity of the instructional video media based on the results of expert and student assessments. From the expert's assessment got valid results and from students through small groups obtained 88.5% results and from large groups obtained 91.10% results so that they got very valid results. It can be interpreted that the student's response to the learning video is very good.

KEYWORDS
Tutorial video;
Speaking; Online learning

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Introduction

Technological advances in the 21st century in the industrial era 4.0 are developing very quickly, thereby changing the perspective and mindset of humans in using information technology (Udompong & Wongwanich, 2014). Current technological developments are no longer only in the realm of social media but have entered the realm of education. Likewise, according to (Donnelly & McSweeney, 2009) that technological developments are influencing academics to change learning. Utami (2016) also revealed that the development of information and communication technology in the world of education is able to open opportunities to create student-centered learning, namely by utilizing technology (internet) through e-learning so as to create fun learning and have an impact on increasing student learning activities.

Collaboration between technology and the world of education is an appropriate effort and must be implemented by education practitioners as a tool to develop the learning process (Mishara & Koehler, 2006; McCormick, R., & Scrimshaw, 2001; Srisawasdi, 2012). The use of technology is very useful as a support for face-to-face learning activities that allow students to have control over the time and place to interact with learning materials (Hameed, Baidii & Cullen, 2008). In the realm of education, the use of information and communication technology is triggered by learning using the lecture method which is no longer suitable for the learning process. This is because the lecture method is considered less interesting and

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monotonous. Therefore, there is a need for innovation in terms of learning media with the use of information and communication technology.

Learning media is a tool and material used for educational purposes. Media contains messages as learning stimulants and can foster learning motivation so that students do not become bored in learning (Chrystanti & Sukadi, 2015). One of the learning media with the use of information and communication technology that can be used is video learning.

Learning videos are learning media that can present information, explain processes, explain complex concepts, teach skills, shorten or extend time, and influence attitudes (Arsyad, 2014). Learning videos are used to help students achieve learning objectives which contain live image recordings with the aim of conveying learning material so that students obtain learning objectives (Ario, 2019).

The use of video as a learning medium can add a new dimension to learning. This is because video can present moving images and sound. Video capabilities in visualizing material are very effective in helping educators deliver dynamic material (Agustien, Umamah, & Sumarno, 2018). Likewise, Betrancourt & Tversky (2020) state that animation can be useful if the learning material discusses the trajectory of a dynamic event or process. Animation can help facilitate students to make a conclusion from a stage of the process if the animation is well designed.

What's more, with the current Covid-19 pandemic period where face-to-face learning is being replaced with learning activities from home, learning videos will really help educators to convey lessons to students and make it easier for students to understand lessons.

In this regard, learning videos can be used as a learning media to help the learning process, because it can be accessed by students easily, anywhere and anytime even without direct learning in the classroom so that it is easier for students to understand.

This study aims to determine the level of attractiveness of video learning media in accordance with the competencies that can be used in speaking material and to describe the validity of video learning media according to competencies that can be used in speaking material.

Method

This research method uses Research and Development research with the model used referring to the ADDIE research and development model adapted from Lee and Owens (2014). The research sample in the product trial was the English students of FKIP Unila.

Research procedure

The development research procedure adapted by Lee and Owens (2014) consists of five stages, namely analysis, design, development, implementation, and evaluation, but the research only reaches the third stage, namely the development stage because the three stages have answered the development objectives.

In the analysis stage, the stages carried out are curriculum analysis and material analysis, analysis of student characteristics, and formulating goals. These stages aim to define the requirements for product development according to user needs.

At the design or design stage, the initial product or product design is made with the stages of making written storyboards, preparing scripts, producing video/audio, preparing supporting components, and creating interactive multimedia.

The last stage is the development stage where expert validation of the product is carried out and limited product trials are carried out. At this stage, the data collected were collected using student response questionnaires.

Results And Discussion

The results obtained at the analysis stage found that there were several problems related to learning speaking courses online at the University of Lampung English Education which made learning less than optimal. These problems are the lack of student activity in the process of learning speaking courses. Even though they have used synchronous learning using zoom media and google meetings, students still find it difficult to understand the material.

After getting data information about the problems that occur in the classroom, the researchers designed a learning media that can assist lecturers in delivering learning materials to students. The result of this plan is the design of a media in the form of a learning video.

The results of the next study, namely at the design stage, researchers designed learning videos with an attractive appearance, with summarized material content but could be understood by students and accompanied by quiz questions to find out whether students understood the material presented or not. The following is a specification of the results of the development of learning video media.

a. Media front page

The front page of the media consists of the titles of learning materials that are in accordance with the subject matter, namely: Asking and Giving Advice.

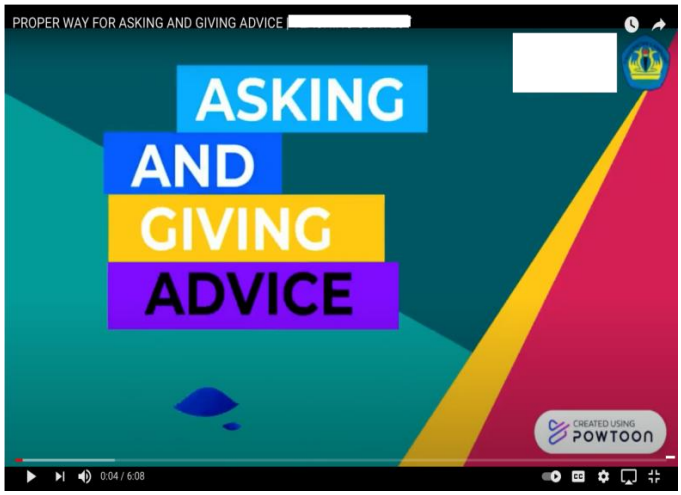

Figure 1. Product front page

a. Learning video content page

Halaman ini mencakup materi pembelajaran yang berupa rangkuman dari materi asking and giving advice.

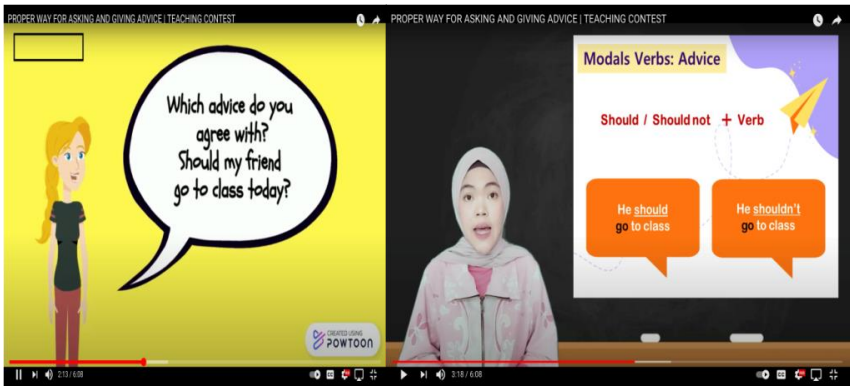

Figure 2. Product content page

In the next stage, product validation is carried out by the validator and product suggestions are obtained by language, media, and material experts as follows.

Table 1. Product Improvement Language Aspect

Suggestion	Before	After
Correcting words that are considered poorly understood by students	There are words in English that are not clear enough	Explain in words that students can understand, especially in pronunciation in the learning video.

Table 2. Improvement of Media Aspect Products

Suggestion	Before	After
Improved the appearance to make it more attractive.	On the learning material page, there is a lack of attractiveness in the display, including colors and there is also an image icon that should not be included.	There is no next word on each slide.

Table 3. Product Improvement Material Aspect

Suggestion	Before	After
Adding various forms of "modal".	There are no forms of "capital".	After adding the various forms of "capital".

Furthermore, the product was carried out in a small group trial where the subjects of this trial were students who were taken as many as 6 students of the pre-intermediate speaking class which were carried out randomly with the criteria of 2 students with high abilities, 2 students with moderate abilities, and 2 students with low abilities. . The results of student responses to product trials in small groups are as follows.

Table 4. Results of Student Responses to Product Attractiveness in Small Group Tests

No.	Statement	Score	Max Score	Percentage	Criteria for the Ministry of Foreign Affairs
		$X_1, X_2, X_3, X_4, X_5, X_6$			
1	Learning video media can make it easier for students to understand energy material and its changes	4,3,4,4,4,3	24	91,7%	Very interesting
2	This learning video media can help students to concentrate more on learning	3,3,4,4,4,3	24	87,5%	Very interesting
3	The language used in this video is easy to understand	3,4,4,3,4,4	24	91,7%	Very interesting
4	This learning video media can make students more enthusiastic in learning	4,4,4,4,3,3	24	91,7%	Very interesting
5	The questions in the learning video quiz are easy for students to understand	4,3,4,3,3,3	24	83,3%	Very interesting
6	Learning video media does not contain words that are difficult to understand	3,4,4,3,4,3	24	87,5%	Very interesting
7	By learning to use video media, students can re-explain the material they have understood	4,3,4,3,4,4	24	91,7%	Very interesting
8	By learning to use these media students can re-explain the material that has been understood in front of the class with confidence	4,3,4,3,3,3	24	83,3%	Very interesting
	Amount	170	192	88,5%	Very interesting

Based on the results of student responses to the attractiveness of the product, it was obtained 88.5% which means that the learning video media product is in the very attractive criteria and no revision is needed. So it can be concluded that at this stage no further

product revision is needed. Then in the next stage the product can be tested on a wider subject, namely all students of the pre-intermediate speaking class as a large group trial, with the following results.

Table 5. Results of Student Responses to Product Attractiveness in Wider Tests

No.	Statement	Score	Max Score	Percentage	Criteria for the Ministry of Foreign Affairs
1	Learning video media can make it easier for students to understand the material asking and giving questions	118	124	95,16%	Very interesting
2	This learning video media can help students to concentrate more on learning	120	124	96,77%	Very interesting
3	The language used in this video is easy to understand	117	124	92,74%	Very interesting
4	This learning video media can make students more enthusiastic in learning	115	124	94,35%	Very interesting
5	Learning video media does not contain words that are difficult to understand	118	124	95,16%	Very interesting
6	By learning to use video media, students can re-explain the material that has been understood	112	124	90,32%	Very interesting
7	With this media learning, students can re-explain the material that has been understood by making their own videos with confidence	109	124	87,90%	Very interesting
	Amount	809	868	93,20%	Very interesting

Based on the results of student responses to the attractiveness of the product, 93.20% was obtained which means that media products in the form of learning videos fall into the criteria of being very interesting and can be used in the learning process.

Conclusion

Based on the results of research and discussion, the following conclusions are obtained: The development process of learning video media is carried out in several stages. The first stage is to collect information in the field. Then the next step the researcher designs a product that will be developed into a learning media. Furthermore, the media that has been made by researchers will be validated by several experts to improve learning media, at this stage researchers will get suggestions about the media. After getting validation from the experts, the researcher revises matters regarding the learning media that must be improved according to the suggestions from the validator. After getting approval from the validator, the learning video media is ready to be tested in the field to see the effectiveness of the media. The level of validity of the learning video media can be seen from the results of the validator and student assessments. From experts and practitioners on average get valid results, and from students through small groups taken from 6 students from class III with 88.5% results and from large groups that is taken from all students with 91.10% results so that getting very valid results. It can be interpreted that the student's response to the learning video is very good.

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