CHAPTER I
INTRODUCTION

This chapter informs the background of the research. It contains identification of the issue/phenomena, delimitation and focus of the study, research questions consisting of two questions, aims of the research consisting of two aims, and significance of the research namely theoretical and practical significance. In addition, it also describes the theoretical foundation covering several topics related to this research, previous studies, and frame of thought. Finally it explains the research method includes research design and steps of the research, sources and types of data, data collection techniques and instruments using questionnaires and interviews, data analysis techniques, and research timeline.

1.1 Background of the Research

In the era where videos are used for learning, the use of videos, as materials for learning, can be boring and uninteresting. For instance, in a study conducted by Boateng, Boateng, Awuah, Ansong, and Anderson (2016, p. 7), some students are not interested and not enthusiastic to watch videos, because the time and effort used in watching videos can be too long for about 30 minutes to understand a topic or issue. This makes them fall asleep so the students actually do not appreciate it. Meanwhile, if replaced by reading, the student may just take a minute to understand (p. 7). Video can be a boring medium for learning (p. 7) if not created according to the students' needs and interests. This is because not all students like watching videos.

Reflecting on Boateng et al.'s study, the available videos sometimes do not pay attention to aspects that make students interested and do not pay attention to aspects that can improve skills that should exist in the 21st century. Also, this might be because the video itself is a passive medium that is usually watched by viewers without interaction with the video content (Pramerta, 2018, p. 18). Therefore, as a learning medium, video should be designed appropriately in order to attract students for learning, such as instructional videos that can make students

interactive in their learning. Interactive learning videos will allow students to interact with the video content to some degree through questions, pauses for discussion with friends, and understanding the learning material (p. 18). In conclusion, the use of video as learning materials must pay attention to the needs and interests of students in learning.

In learning, students must carry out the learning process so that each student can gain knowledge and skills. Learning is an activity that is carried out with the goal of gaining knowledge, learning certain skills, and establishing student attitudes (Puspitarini & Hanif, 2019, p. 53). Learning is also composed of several elements that will support the achievement of a learning goal. One important element is learning materials.

Learning materials for students in learning activities are important things that must be conveyed. In order for learning materials to be conveyed well to students and students' understanding in mastering a subject matter can be achieved, then there must be a medium in conveying the material in order to make the learning process more varied and innovative. Learning media is used to support the learning process in order to attain learning objectives (Puspitarini & Hanif, 2019, p. 54). Furthermore, learning media is defined as a tool used by teachers to impart material to students in a more effective and efficient manner, both physically and virtually. As a result, the learning materials are more immediately accepted by students and attract them to learn more (Musfiqon as cited in Puspitarini & Hanif, 2019, p. 54). Thus, the existence of learning media can support a more creative teaching and learning process in delivering learning materials.

Video can be used as a medium in delivering learning materials. The importance of using learning videos is by showing an explanation video related to a learning material, students will understand the material easier and enjoy the learning process more. Video is the most effective medium for instruction (Ou, Joyner & Goel, 2019, p. 84). Furthermore, when students are learning in class, learning video is one of the mediums that can make them more active, creative,

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and enthusiastic (Sukmanasa, Novita & Majid, 2019, p. 72). Thus, video can be used as a medium of learning to deliver learning materials to students.

Videos used to deliver learning materials must continue to be developed. This must be adapted to the needs of students. In learning, each student has a different learning style. Therefore, the selection of video as a medium in delivering learning materials is appropriate, because videos are suitable for students with auditory and visual (audio-visual) learning styles. Video or audio visual media is a means for providing information that combines audio (sound) and visual (image). Because it combines these two features, this sort of media has a higher ability. Thus, audio-visual or video media is a sort of learning media, video media is particularly useful in imparting difficult to communicate and difficult to understand material to students (Sukmanasa, Novita & Majid, 2019, p. 73). Meanwhile, if the learning material is only packaged in the form of a book, then it is less effective. Because not all students like to read and can not cover the different learning styles of students. Thus, video as learning materials need to be developed.

Videos that are used as learning materials that continue to develop can improve students' writing skills. Writing ability is one of the important skills that must be mastered by students in learning English. Writing can be characterized as learners' output when they have had enough input. It is possibly the most difficult talent to master because it entails handwriting, spelling, grammar, syntax, and paragraph order (Ioannou & Pavlou as cited in Spanou & Zafiri, 2019, p. 5). Writing can measure the extent of understanding they get after learning. Thus, learning video can enhance students' writing skills in learning.

In learning, video can contain an explanation of the material to be studied. One of the materials that will be described in this research is Creating Caption material for 12th grade of Vocational High School. The importance of caption text material to learn is that students can make an appropriate description of an image, graph or table so that the information that students provide to the reader can be understood well by the reader. Creating Caption explains about a caption text along with the structure of the text, linguistic elements, social functions and their

types. A caption, often known as a cutline, is a piece of text that appears beneath an image. The majority of captions call attention to something in the image that is not immediately apparent, such as its relationship to the text (Maulina, Muslem & Yuliana, 2018, p. 10). Moreover, a caption is a brief description that goes along with an illustration, and it is the component of a legal document that contains the vital details of a photograph (Grayam as cited in Maulina, Muslem & Yuliana, 2018, p. 10). Thus, basically any learning material can be packaged in a video.

To the importance of research in material development, researchers identify areas of interest to explore in providing a more comprehensive understanding of successful learning. Some clusters of research exist in this field of material development. They are Learning (Puspitarini & Hanif, 2019; Pramerta, 2018; Qvortrup, Wiberg, Christensen & Hansbol, 2016; Houwer, Holmes & Moors, 2014; Jorg, Davis & Nickmans, 2007). Next there are Learning media for learning English (Dewi, Adnyani & Wahyuni, 2020; Gusmuliana, Apriani & Karolina, 2020; Arif, 2019; Puspitarini & Hanif, 2019; Pramerta, 2018), Learning Video (Sulihin, Asbar & Elihami, 2020; Ou, Joyner & Goel, 2019; Sukmanasa, Novita & Majid, 2019; Nurhayati, Khumaedi & Yudiono, 2018; Pramerta, 2018). The other clusters is about Teaching Writing (Toba, Noor & Sanu, 2019; Spanou & Zafiri, 2019; Atayeva, Setyo, Kassymova & Kosbay, 2019; Indrilla & Ciptaningrum, 2018; Jarrah, Mansor, Talafhah & Jarrah, 2018), and Creating Caption (Citra, 2020; Maulina, Muslem, & Yuliana, 2018; Daud, 2018; Greenwood, 2010).

In previous research there are gaps for research with a similar study area. First, some research does not explain the definition of learning, instead discussing the curriculum in Indonesia. Meanwhile, learning is important for students to acquire knowledge, learn certain skills, and shape student attitudes (Puspitarini & Hanif, 2019, p. 53). It would be better if these things were explained at the beginning of the research. Second, some previous research did not explain about learning media. While the importance of learning media in the learning process in the classroom is to support the learning process to be more effective and fun, so that learning objectives can be achieved (p. 54). It would be better if learning

media were explained in the research. Third, some research does not explain learning video. Some research actually only describes videos that can improve English language skills and actually explain the meaning of certain skills. Meanwhile the importance of using learning videos is to encourage active engagement from students by simultaneously delivering messages and information to all students, boosting incentive to study, and overcoming space and time constraints (Pramerta, 2018, p. 18). It would be better if the definition of video were explained in the research. Thus, the gaps in previous research can be used as clues so that current research can be better.

The importance of the three points criticized is that the research can be improved, so that it can provide complete information for readers who are looking for references. Because constructive criticism will be useful for researchers. In addition, so that the research that researchers do can be better than previous research. Because, complete research will be very useful for readers.

1.2 Identification of the Phenomena

There are several problems or phenomena in this research. The problems found are based on the results of observations and journals that researchers read. Some of the research found, namely:

1. Teachers do not have books as teaching materials for students. This is because the books available in schools are only a collection of practice questions, and books sold freely in the market have different curriculum and subject matter.

2. The learning media that can be used in learning are only soft file material. Media like this is considered burdensome for students whose cell phones are less sophisticated because they require large memory for file storage.

3. Students are less motivated to record the subject matter if it is only in the form of a soft file.

Therefore, researchers chose these phenomena as research materials because learning materials and media are the main things in the teaching and learning process which of course must be fulfilled properly.

1.3 Delimitation and Focus of the Study

This research focuses on conducting a study to find out the characteristics of English learning video content in creating captions for Vocational High School students. There are four focuses in this research. First, the researcher only focuses on video because the video already includes audio and visual, so it is more appropriate for students with visual and auditory learning styles. Second, researchers focus on the material, not on methods or learning strategies, because learning materials are the main aspects that must be conveyed to students. Third, the researcher only talks about caption text because caption text is the text that is most widely used by adolescents compared to other texts. Fourth, the focus of the researcher is on Vocational High School students not Junior High School students, because Vocational High School students need good language development before entering college or even for the sake of the world of work. Therefore, the researcher used these four focuses for this research.

1.4 Research Questions

Based on delimitation and focus of the study, there are two problems that can be formulated in this research.

1. What are the characteristics of English learning video content in creating captions for Vocational High School students?
2. How is video as learning materials in creating captions for the twelfth graders of Vocational High School?

1.5 Aims of the Research

In relation to the formulation of the problems from the research questions, this research has two aims.

1. To find out the characteristics of English learning video content in creating caption for Vocational High School students
2. To describe how video as learning materials in creating caption for the twelfth graders of Vocational High School

1.6 Significances of the Research

This current research offers two significant pieces of research consisting of theoretically and practically which can be useful for each party such as teachers,

students, and future researchers.

1.6.1 Theoretical Significance

Theoretically, this research presents a new viewpoint of learning video based on the characteristics of English learning video content in creating captions for Vocational High School students. Furthermore, this research provides beneficial knowledge and information for other researchers who intend to develop learning materials, specifically caption text materials for Vocational High School students.

1.6.2 Practically Significance

1) The English teachers

This research is expected to give information for English teachers about what should be learned by students in creating captions. Moreover, the research findings of the characteristics of English learning video content that are analyzed can be used or adapted to consider and prepare the best development learning video about caption text materials for teaching English.

2) The students

This research is expected to be used by students as a reference for self-study to understanding materials in EFL learning. Furthermore, this research provides beneficial knowledge that can be more easy to understand in the form of learning video.

3) The future researchers

This research is expected to be used by future researchers as a reference and guidance for those interested in this research area about development of learning video. In addition, this research provides beneficial information for researchers who intend to study materials development.

1.7 Theoretical Foundation

This section contains the theoretical foundation of the research. The theoretical basis presents the underlying theories and relating to the research problems. The related theories in this research consist of writing, video, learning materials, creating captions, and Vocational High School.

1.7.1 Writing

Writing is a skill that students need to have in their education. Writing is the activity or skill of marking cohesive words on paper and constructing text (Oxford, 2021). There are several texts that can be written, namely writing a paragraph and writing an essay. A paragraph is a collection of related sentences that describe one (and generally only one) central theme (Oshima & Hogue, 2006, p. 2). There are 3 parts to paragraphs, namely: The topic sentence (contains topics and controlling ideas), Supporting sentences (to support the main sentence), and the concluding sentence (summarizing the main points of the paragraph and repeating the topic sentence in different words). Moreover, a good paragraph must be unity and coherence. Meanwhile, an essay is a piece of writing that consists of multiple paragraphs (p. 56). There are 3 parts of an essay, namely: Introduction (consists of general statements and thesis statement), Body (there are paragraphs 1,2, and 3. Where each paragraph consists of a topic sentence, supporting details, and a concluding sentence), and Conclusion (contains restatement or summary of the main points, final comment). Thus, writing skills are important to master because each type of writing has its own writing rules.

One form of human communication is writing. Writing is a form of human communication based on the use of traditional visible signs (Jordan, 1999, p. 41). The format of most formal writings, including essays, is the same: Introduction, elaboration of the primary concept or argument, and conclusion. Language functions, specialized uses, and language structures will be ordered according to the specific aim that the author has in mind while transmitting thoughts in each section of the text. Each language function is made up of sentences and paragraphs linked together by connectives (words or phrases that indicate a logical relationship). In the following units, these language functions will be investigated in greater depth. The rest of this unit will focus on the use of connectives to connect sentences (p. 9). Thus, as a form of human communication, writing also has rules in its writing.

1.7.2 Video

One of the learning media is using Interactive Learning Videos.

Interactive Learning Video is a multimedia tool that can be utilized in the classroom to offer educational materials through visual (images) and auditory presentations (voice) (Pramerta, 2018, p. 17). Video has certain presentation characteristics. Moving diagrams and real-life visuals with synced sound effects and commentary, camera movement, shot changes, visual effects, and chronological order are among these qualities (Koumi, 2006, p. 7). The types of videos are educational multimedia videos (p. 3). Thus, Interactive Learning Videos have their own characteristics and types of video.

In the digital era, the use of technology-based video is widely used. Video technology is an increasingly important ethnographic research tool in the domains of anthropology and educational psychology (Ulewicz & Beatty, 2001, p. 4). There are 2 types of videos, namely: Videotapes and Video Cameras. Videotapes are simple to share, and many people interested in this methodology are excited about the prospect of using the Internet to disseminate digital material that may be used by researchers anywhere for a variety of purposes (p. 18). Meanwhile, Video cameras are utilized in stores, banks, and even prisons for surveillance (p. 19). The characteristics of Videotapes are it differs from other types of data collection, such as teacher self-reported data obtained through interviews or questionnaires, in that it captures more of what is happening in the classroom (p. 8). Thus, the use of video technology can be simpler and more attractive.

One of the learning media that can be used is video. Video is a learning media that exhibits visuals and sound (Sadiman as cited in Sukmanasa, Novita & Majid, 2019, p. 73). One type of video is Video Games. Video games are usually viewed through a screen (television, monitor, or LCD display). Depending on the game and hardware, input devices may include a controller, joystick, keyboard, or keypad (Kirriemuir, 2017, p. 12). Some characteristics in video games are Virtual identity, Real identity, and Projective identity (Gee, 2003, p. 54). Thus, video games can also be used as learning media.

1.7.3 Learning Materials

Learning materials are items that are definitely in the learning process.

Learning materials are items that the instructor must prepare before integrating learning (Siagian, Saragih & Sinaga, 2019, p. 333). Moreover, learning Materials are resources that are required and employed in the teaching and learning process, or a highly significant tool for teachers to conduct learning effectively and boost student learning accomplishment (Trianto & Olayinka as cited in Siagian, Saragih & Sinaga, 2019, p. 333). Thus, learning material is something that must be prepared before learning as a learning resource.

Learning materials are important instruments in teaching and learning activities. Learning materials are to improve teacher efficiency and student learning accomplishment, schools require crucial and significant instruments in teaching and learning activities (Nesari, Heidari & Olayanki as cited in Ulandari, Amry & Saragih, 2019, p. 376). Thus, the role of learning materials is important for teachers, students, and schools.

Learning material is a learning resource in learning activities. Learning materials are students and teachers will employ a variety of resources, media, directions, and guidelines in the learning process (Peranginangin, Saragih & Siagian, 2019, p. 268). Thus, the use of learning materials is as a source and guide in the learning process.

1.7.4 Creating Caption

In a photo or video post on Instagram, there is a caption. Caption in Instagram is a series of sentences that describe the photographs or videos that you want to share (Daud, 2018, p. 3). Thus, a caption is a description of a post that is shared on Instagram.

In an image there is usually a caption. Captions or a cut line is text that appears below a picture (Grayam as cited in Citra, 2020, p. 42). A caption is a group of words that describe or illustrate a picture (Citra, 2020, p. 42). Thus, the caption is a sentence under the picture that aims to describe a picture.

In a photo there is usually a caption. Caption is a brief description that goes along with an illustration, and it is the component of a legal document that contains the vital details of a photograph (Grayam as cited in Maulina, Muslem & Yuliana, 2018, p. 10). Thus, a caption is a short description that

illustrates the important details of a photo.

In caption text there are social functions, text structure, language features, types of caption, and how to write a good caption. Captions have a social function, namely to provide basic information about an object. Although short, writing a caption requires interesting but informative language so that what is in the picture can be conveyed properly. There are three structures of the caption text. First, the opening is usually written in a larger size to attract the attention of the reader. Second, content contains concise information to explain the picture. Third, closing in the form of additional information that has not been conveyed in the content. Then, the language features of the caption text. In order to be informative, captions should be written in simple present tense and sentences that are simple and easy to understand (Kompas, 2020).

In addition, there are seven types of caption text. First, Identification caption, this type of caption text is usually used to describe or identify everyone in the photo, but does not explain a story. Second, Group captions, usually used to describe multiple images. Group captions must be clear about which image each caption describes. Third, Story-telling caption, the ideal type of caption and can be used whenever possible. This type of caption will tell a story behind the image. Fourth, Summary caption usually contains an explanation of the subject in the picture, the activities carried out in the picture, the time of the incident, the location of the incident and the reason why the activity was carried out. Fifth, Quote caption, containing a quote from someone in the picture. Sixth, Cutline caption, the ones most often found in pictures and writings printed on newspapers and media, both offline and online. The caption cutline describes the subject in the picture and what the subject is doing. Seventh, Expanded caption, the most complete type of caption. In accordance with the name of the type, this expanded caption text is a development of the previous text, especially from the summary caption (Gramedia, 2022).

Furthermore, how to write caption text. First, Accuracy, you must know what you want to convey and pay attention to the actions of the subject or those around the subject. Second, Don't be too real, avoid phrases that tell the

reader about very obvious actions, such as shaking hands, looking, gestures, chatting, etc. Third, Avoid clichés, avoid using words that describe actions with feelings, such as happy, rejoicing, jumping with joy, clapping happily, and so on. Fourth, Don't show the subject of the photo, don't show the subject of the photo by talking to the subject like "Hey Joe, what are you doing in front of that building?" Fifth, Language style, language style can be adjusted to the picture shown. For example, a funny style photo can be given a funny caption text too. Sixth, Identification, identifies all the people who can be seen clearly in an image (Gramedia, 2022). Thus, caption text has the characteristics, types, and procedures for writing a good caption.

1.7.5 Vocational High School

Vocational High School is one of the levels of formal secondary school. "A school where people learn how to conduct a job that requires specific talents," according to Merriam Webster. [1] While fundamental principles are presented, the emphasis is on practice rather than theory. Vocational schools provide realistic, hands-on training in a variety of skills (Midwest Technical Institute, 2020). Thus, vocational high schools emphasize practice rather than theory in their learning.

Vocational schools are schools that prepare students to have certain skills. A vocational school is a school that prepares students for a certain job. In other words, a vocational education teaches you the abilities you'll need to work in a specific profession or craft. A student who attends a vocational school (also known as a trade school) will devote practically all of his or her time to that specific field (Grove, 2020). Thus, a vocational school will teach its students a skill to work in a particular profession.

Vocational High School is a secondary school that studies many types of training. Vocational schools offer training in trades such as carpentry and culinary arts. But they also feature programs in areas such as healthcare, technology, and graphic design (Kelly, 2022). Thus, Vocational High School is a high school that offers a training program for the skills of its students.

From some of these topics, it can be concluded that writing is an activity

or skill in stringing words to form a text as a form of traditional human communication or in the form of academic writing which is usually written by scholars. Writing skills can be used while watching learning videos. Video is a learning media that is useful for delivering educational material by presenting images and sounds. The content of the learning video is an explanation of the learning material. Learning materials are an instrument in the form of materials from various sources and media that must be prepared by the teacher before and during the learning process. Learning material that can be presented in the video is caption text. Caption is a sentence that describes or provides information from an image or video. The caption text material is intended for vocational high school students. Vocational High Schools are schools that teach students skills to work in certain professions and emphasize practice rather than theory in learning. Once concluded, each topic is related to each other. Because if all the topics are combined, it can form a complete theoretical basis needed for this research. Learning materials are important in the teaching and learning process, so that the use of learning videos as learning media makes the teaching and learning process more effortless and enjoyable (Lance as cited in Pasaribu, 2018, p. 3).

1.8 Previous Studies

There is some previous research related to my current research. Related to research, there are 5 clusters that are relevant to this current research. One cluster that is most relevant to current research is cluster about video. In the cluster about video there are 4 researches with different titles, namely: First, Developing of Instructional Video Media to Improve Learning Quality and Student Motivation (Sulihin, Asbar & Elihami, 2020). The purpose of this research is to see how videos can boost student learning outcomes at Muhammadiyah Enrekang University. Moreover, the problems of this research are: 1) What is the procedure of applying video lessons in a PGSD class at Muhammadiyah Enrekang University? 2) Can the use of video courses in conjunction with thematic learning at the University of Muhammadiyah Enrekang increase student learning outcomes? Furthermore, the findings of this research are asking questions, thinking together, and answering; the use of video courses through learning to

improve student learning outcomes reaches 85 percent. Meanwhile, the gaps from this research are there is a blank in the 'introduction' point. Besides, in point of 'method' it does not explain what method was used in the research, but explains the literature review. Other differences are the research questions and research location. The research questions in this research are: 1) What is the procedure of applying video lessons in a PGSD class at Muhammadiyah Enrekang University? 2) Can the use of video courses in conjunction with thematic learning at the University of Muhammadiyah Enrekang increase student learning outcomes?, while the research questions in current research are: 1) What are the characteristics of English learning video content in the 21st century? 2) How is video as learning materials for learning creating captions for the twelfth graders of Vocational High School that support the development of 21st century skills? Moreover, the research location in this research is at the university, while the current research location is at Vocational High School.

Second, Designing and Developing Video Lessons for Online Learning: A Seven- Principle Model (Ou, Joyner & Goel, 2019). The purpose of this research is video lesson design and development for an online graduate course. Moreover, the problems of this research are how effective are the video lessons and how good is the overall course quality over the eight semesters? Furthermore, the findings of this research are that students praised the video lectures, interactive activities, adaptive feedback from the intelligent instructors, and overall value of the video lessons created with the seven-principle approach in the online KBAI course highly. Meanwhile, the gaps from this research are specialists from outside the university have not reviewed research models such as this research looking at students' perceptions of the usefulness of video classes created using the seven-principle paradigm, and researchers have not investigated how students' use of video classes affects their learning outcomes. In addition, there are no 'conclusion' points in this research. Another difference is the research method and research participants. This research uses qualitative and quantitative methods, and research participants are online postgraduate course students. Meanwhile, this current research only uses qualitative methods, and research participants are Vocational

High School students and teachers.

Third, Use of Learning Video Media on Human and Environmental Subthema (Sukmanasa, Novita & Majid, 2019). The purpose of this research is to investigate the impact of learning results on human learning outcomes and the sub-theme environment using learning video material. Furthermore, the findings of this research are that learning video media has an impact on the learning outcomes of human and environmental subthemes. The gaps from this research is there is no problem formulation or research question, while in the current research there are research questions. In addition, the research location in this research is different from this current research, because the place of research is at Elementary School, while the current research is at Vocational High School. Another difference is that this research uses a quasi-experimental method, whereas the current research uses a qualitative method.

The last, Interactive Video as English Teaching Materials for Speaking (Pramerta, 2018). The purposes of this research are: 1) To create interactive video-based teaching materials in English for Junior High School students. 2) To see if interactive video can be used effectively as a learning medium in the English learning process. Moreover, the problems of this research are: 1) How to make interactive video-based English teaching materials for pupils in Junior High School? 2) Is interactive video an effective medium of learning in the English learning process (leading to improved student learning motivation)? Furthermore, the findings of this research are that the usage of interactive learning video was successful in two ways: 1) with the application of the watch-Think-PairShare technique on the use of interactive learning video, students' speaking ability was improved. 2) It increases pupils' motivation to learn. Meanwhile, the gaps from this research are not found because all points are already in this research. The difference is that this journal uses qualitative and quantitative methods, while the current research only uses qualitative methods. In addition, the research location in this research is different from the current research, because the place of research is at Junior High School, while the current research is at Vocational High School.

In conclusion, the differences between previous research and current research are research questions, aims of the research, research locations, research methods, and research participation. In addition, the results of previous research with the results of the current research are previous research examining the impact of using learning media using video, while the current research is to make products, but do not test these products to students.

1.9 Frame of Thought

Vocational High School students have problems with the delivery of learning materials, thus the challenge is the teacher makes learning videos to improve students' writing skills in creating captions that will be applied to the High School students.
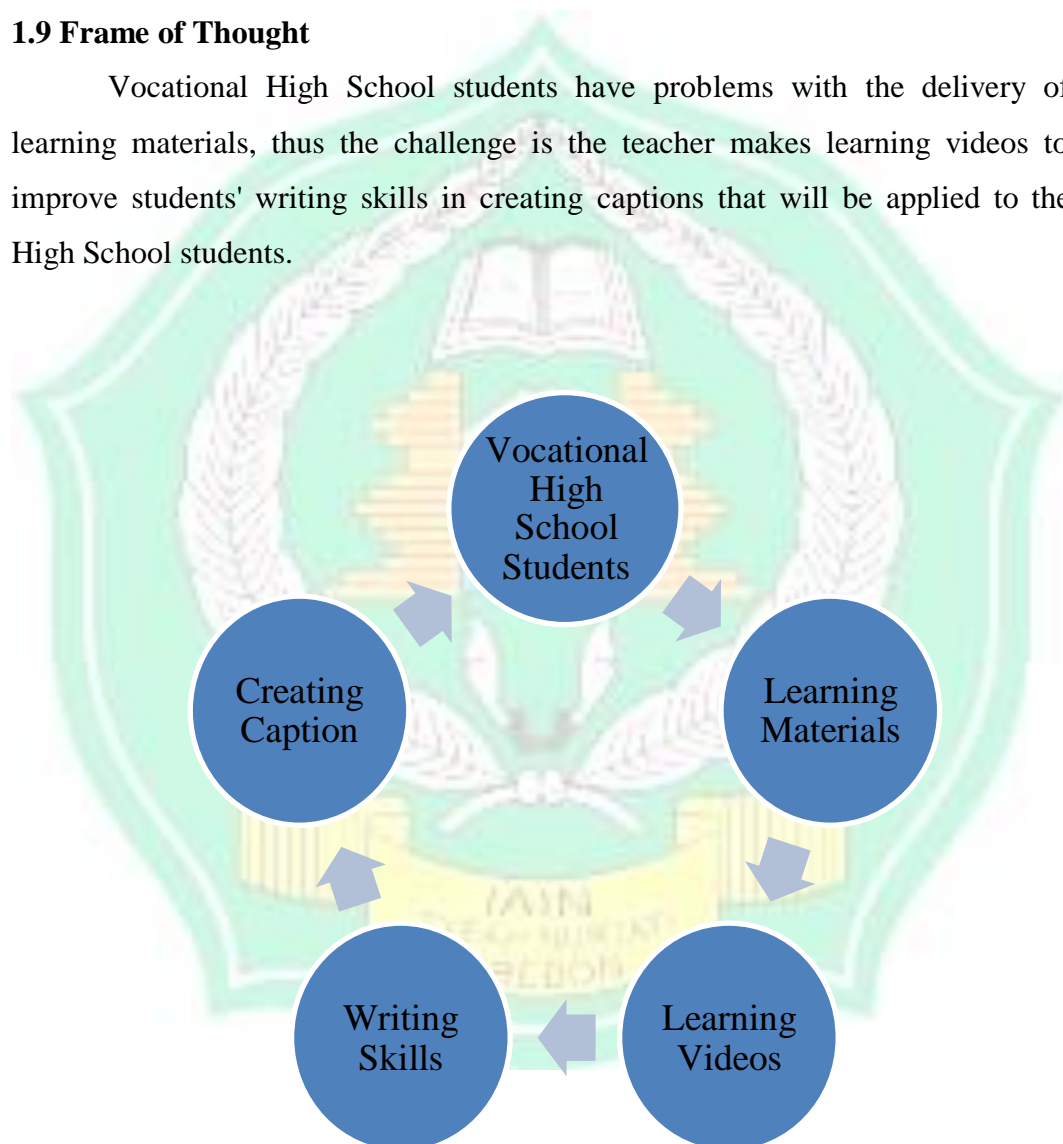

Figure 1.1
Frame of Thought

1.10 Research Method

This section describes 5 things, namely research design and steps of the

research, sources and types of data, data collection techniques and instruments, data analysis techniques, and research timeline.

1.10.1 Research Design and Steps of the Research

This research used a qualitative approach. The researcher chose qualitative because this research did not use statistical analysis and the data for this research was gathered by interviews and also the conclusions were primarily summarized through narrative or verbal means (Lodico, Spaulding & Voegtle, 2006, p. 15). The research design chosen is Research and Development. Educational R&D is an industry-based development process in which researchers' findings are used to design new products and methods, which are then rigorously field-tested, assessed, and revised until they fulfill specified effectiveness, quality, or other requirements (Gall, Gall & Borg, 2003, p. 569). The researcher chose Research and Development because the purpose of this research is to make a product (p. 569). Gall, Gall, and Borg (2003) propose a Research and Development (R&D) method cycle, which consists of ten main steps. However, of all the steps in R&D, 3 steps are picked based on the project's time allocation. Funders may anticipate all four stages to be accomplished in a single project in certain situations, while in others, Design and Development Projects may require many projects (IES & NSF, 2013, p. 47). There are 3 steps in this research that are adapted from Gall, Gall, and Borg (2003), namely: Need analysis, Research planning, and Develop preliminary form of product (Prototyping).

This research has two stages, namely stage 1 and stage 2. Stage 1 is to answer the first research question and stage 2 is to answer the second research question.

Stage 1

Stage 1 answers research question 1: What are the characteristics of English learning video content in creating captions for Vocational High School students?

1. Need Analysis

This stage is done by searching for literature related to the topic title. Then, make indicators from the literature that has been searched. After that, these

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indicators are used as a reference for making research instruments.

Stage 2

Stage 2 answers research question 2: How is video as learning materials in creating captions for the twelfth graders of Vocational High School?

1. Research Planning

This stage is done by conducting research, namely interviews and questionnaires. The next step is to analyze the data obtained from interviews and questionnaires. Then, the results of the analysis are used as a reference for making product specifications to be made. The plan of this research is to make a learning video.

2. Develop a Preliminary Form of Product (Prototyping)

At this stage, researchers made products based on product specifications that have been made in the previous research stages. Then, the finished product that has been developed is validated by experts to measure the feasibility of the product.

Below is the organization of how the research was conducted:

Searching for literature related to the topic title → Make indicators from the literature → Making research instruments

RQ 1 Answered

Conducting research by interviews and questionnaires → Analyze the data → Making product specifications.

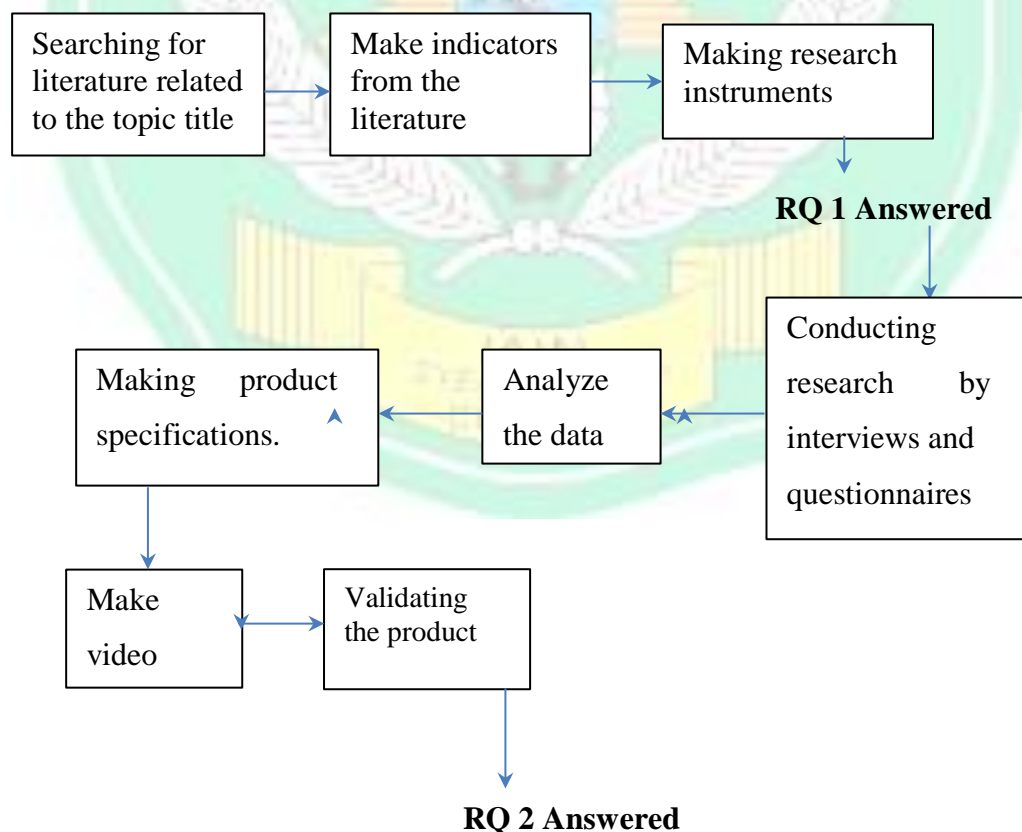Make video → Validating the product

RQ 2 Answered

Figure 1.2

Steps of the Research (adapted from Nurazizah, 2022).

1.10.2 Sources and Types of Data

The data sources of this research were from teachers and students. This is because the teacher knows the learning materials that must be conveyed to students and knows about learning videos, and students know what they need in learning and what they want from a learning video. Sources of data in this research also from books, articles in professional journals, master's and doctoral theses, websites, and personal communications (Lodico, Spaulding & Voegtle, 2006, p. 31). Meanwhile, the type of data in this research are transcriptions of open-ended interviews and open-ended questions on questionnaires. This is because the forms of data collection in this research are interviews and questionnaires (Creswell, 2015, p. 213). Transcriptions of open-ended interviews or open-ended questions on questionnaires are transcribing audiotapes of interviews or transcribing open-ended responses to questionnaire questions generates unstructured text data (p. 213).

1.10.3 Data Collection Techniques and Instruments

In this research, researchers used 2 data collection techniques, namely interviews and questionnaire delivery.

i. Interviews

This research used interviews for teachers and students, because they can provide important information and can reveal personal details for this research, and researchers can ask specific questions to obtain more in-depth information about this research (Creswell, 2015, p. 216). This research used open-ended questions to allow participants to express themselves freely without being bound by the researcher's viewpoints or previous research findings. An open-ended response to a question gives the participant the freedom to choose from a variety of responses (p. 216). Teacher interviews were carried out with the technique of one-on-one interview. The one-on-one interview is a data gathering method in which the researcher asks and records responses from only one study

participant at a time. Several one-on-one interviews may be used in a qualitative project (p. 217). Meanwhile, student interviews were carried out with the technique of focus group interviews. A focus group interview is a method of gathering information from a group of people, usually four to six. The researcher asks a small number of generic questions to which everyone in the group responds (p. 217).

The instrument used in this interview technique is Interview Guide or Interview Protocols, because the establishment of an interview protocol is a vital part of conducting a successful interview (Lodico, Spaulding & Voegtle, 2006, p. 121). Specification of questions for teachers and students of 36 questions each. The questions are about video, learning, learning materials, writing, caption, Vocational High School, and Vocational High School students or Adolescents. For more details on the question see Appendix 1.

ii. Questionnaire delivery

This research used questionnaires, because researchers want to ask a lot of people, namely 97 students (Creswell, 2014, p. 185). This research used open-ended questions on questionnaires. On questionnaires, the researcher may ask some closed-ended questions and other open-ended questions. The researcher began with a closed-ended question and two predetermined response categories, followed by an open-ended inquiry in which the participants were asked to explain their responses (Creswell, 2015, p. 219).

The instrument used in this questionnaire technique is the Google form, because in a pandemic situation, schools still have not carried out face-to-face meetings in full, so the instrument in the form of a Google Form is appropriate to use because it is an effective and efficient online media (Iqbal et al., 2018, p. 322). There are 16 questions in the instrument that researchers use and consist of 7 topics of questions asked, namely video, learning, learning materials, writing, caption, Vocational High School, and Vocational High School students or Adolescents. For more details, see Appendix 2.

1.10.4 Data analysis techniques

For the analysis of the data that has been collected as follows:

i. Interviews

After getting the results of the interview, the data would be transcribed and analyzed. The technique used in transcribing the interview data is "semi transcription" (Edmonds & Kennedy, 2017, p. 323). Semi transcription is a transcription that does not provide a complete description of the interviewee's answers. Thus, the main idea of the respondent's answer would be transcribed (Nashruddin, 2020, p. 84). This study uses 4 steps of data analysis adapted from Lodico, Spaulding and Voegtle (2006, p. 301-302), namely:

1) Preparing and organizing the data

This stage is done by transcribing interview data in the form of voice recordings into written form.

2) Reviewing and exploring the data

This stage is done by comparing data between subjects and concluding data from all respondents.

3) Coding the data into categories

At this stage, the data is coded in several categories.

4) Reporting and interpreting data

This stage is carried out by making product specifications according to the data obtained and also compared with the literature.

ii. Questionnaire

The analysis of the data obtained from the questionnaire was carried out in three steps that adapted from Sugiyono (2015, p. 338-345), namely:

1) Data Reduction

This stage is done by summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns, and discarding unnecessary ones.

2) Data Display

After the data is reduced, the next step is to present the data. The presentation of the data is done in the form of brief descriptions.

3) Conclusion Drawing/Verification

The next step is drawing conclusions and verification. After being

concluded, then coded and finally used as a reference for making product specifications.

1.10.5 Research Timeline

Table 1.1

Research Timeline

No.	Activities	Months															
		February				March				April				May			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Search the literature and create indicators	■	■	■	■												
2.	Making research instruments					■											
3.	Conducting research by interviews and questionnaires						■										
4.	Analyze the data							■	■	■							
5.	Making product specifications										■	■	■				
6.	Make products and Validating the product														■	■	
7.	Finalization of research																■

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