CHAPTER I
INTRODUCTION

1.1 The Background of the Research

For vocational high school students, the use of video f, on average, is less effective and efficient. This is due to the adjustment of emergency conditions in the educational world, specifically since the Covid-19 pandemic. This problem is emphasized by the fact that the use of video media in education still has many flaws. These flaws include the need for facilities such as limited computers or mobile devices to watch videos (Galbraith, 2004, p.65) and difficulties editing videos (Brainscape Team, 2015, p.65), as well as a lack of control over students. For example, some students' motivation is reduced, and videos are individualistic, which can complicate education, especially in group learning, because students can learn at their own pace or ability and considered a disadvantage; another example is some students prefer to read words and discuss how to complete assignments rather than watch instructional videos (Michael, 2015, as cited in Beheshti, et, al, 2018, p.65). As a result, learning during the pandemic is less effective than face-to-face learning, where teachers and students can interact directly with each other.

A video is a critical component in English teaching and learning. Because video can make it easier for students to observe a topic learning, students will benefit from using videos to explain concepts (Moghavvemi et al., 2018). Video media can assist audiences, particularly students who are weak and slow to grasp a message, in accepting and comprehending the innovations presented (Widahyu, 2021, p.4). As a result, students will master the material better by using video as a medium, and videos can also motivate students to learn because they can be watched or understood multiple times. Thus, video for teaching and learning English needs attention.

The real issue at school is when a teacher creates absurd learning videos and fails to show the video achievement indicators, which means the video is irrelevant to the material taught by the teacher and does not match the achievement indicators in the lesson. For example, research Dewanti & Sujarwo (2021). does not explain what indicators should be reached in video learning. The research also does not show specific material for learning. Those things should involve English teaching and

learning videos. A teacher should be considered to develop a specific video about the material.

As the crucial of research in developing videos for teaching suggestions and offers for the eleventh grade of vocational high school, the researchers show areas of concern to elaborate. These include the kind of video for teaching (Park & Jung, 2016 & Safitri and Khoiriyah, 2017); critical and reflection of video for teaching (Hansch et al., 2015; Hansch et al., 2015); and effect and influence of video for teaching (Draus & Trempus, 2015 & Indrawati, 2021, and Adam et al., 2021).

Based on the previous research, the researcher does not find the duration to make a video for teaching. The length of the video is critical, but it was not addressed in the study. The video should not be longer than six minutes (Dewanti & Sujarwo, 2021). The duration of the video should be mentioned by the researcher so that students are not bored. Aside from that, students enjoy learning and can absorb the material provided by the teacher via videos.

The appropriateness of the material or topics discussed is frequently out of sync with the use of video in learning, which is something that the Previous Study does not address. Nonetheless, it is critical to "appropriateness of the video to clarify the material" (Hendriana & Hartono, 2021). It is critical that the material or topic be appropriate for learning so that students do not find it difficult to comprehend. Conformity is also an important factor in learning in order for it to run smoothly and in accordance with the curriculum.

Based on previous research, no one explains the importance of 21st-century skills. Even in the 21st century, skills must be applied in learning at school. The three sets of skills most in demand in the 21st century include learning and innovation, Information, media, and technology, and life and career skills (Triling & Fadel, 2009, p.48). One of the important aspects of learning that must be possessed by teachers and students so that learning is more effective and accurate is 21st-century skills.

All of the above findings indicate that there are no researchers who support the development of videos for teaching suggestions and offers. These researchers did not delve deeper into the topic of suggestions and offer teaching materials. As a result, videos in the material are required to accommodate students' difficulties in comprehending the subject.

1.2 Identification of the Issue

From the findings above, the researcher is interested in taking issues about:

1. Students feel lazy because their learning relies on videos
2. Teachers do not make their learning videos
3. The original teacher took the video, and it did not match the material or topic being study
4. The video duration is too long
5. Preparation for showing learning videos sometimes encounters obstacles or problems
6. Not all students can understand the material from the given learning video

From the findings above, the researcher is interested in taking issues about (1) students feel lazy because their learning relies on videos, (2) the original teacher took the video and it did not match the material or topic being discussed and (3) video duration is too long.

1.3 Delimitation of the Research

This research is limited to only vocational high school students, according to the researchers. This research focuses solely on making recommendations and providing videos. The goal of this restriction is for students to gain a better understanding of the material and how to use the video.

The researcher does not touch on other research areas related to suggestions and offers because the material is quite easy to be understood and practiced by students in everyday life. The practice of suggestions and offers in real life is really crucial because it refers to "ideas, actions, or plans shared" (Nartiningrum &Nugroho, 2021) by people or society. As a result, suggestions and offered material are crucial in learning because it is simple to comprehend and relates to the surrounding environment.

The subject of this research was limited to matters concerning the title. The researcher asserts that this research only discusses developing videos for teaching suggestions and offers. Lesson plans, guidelines, learning materials, and other tools are not used by researchers because they only use video as a learning medium. Furthermore, the teaching materials consist solely of "Suggestions and Offers." Then there's the fact that this research focuses on speaking rather than listening, reading, or writing skills. The researcher focused on using video to teach eleventh-grade students

in vocational high schools in this research, rather than elementary school, junior high school, or senior high school students.

1.4 Research Questions of the Research

1. What are the needs (prepare syllabus, lesson plan, material, and media) of teachers to make video teaching suggestions and offers for the eleventh grade of vocational high school?

2. How do we develop videos to teach suggestions and offers for the eleventh grade of vocational high school?

1.5 The Aims of the Research

1. To explain and analyze the needs (prepare syllabus, lesson plan, material, and media) of teachers to make video teaching suggestions and offers for the eleventh grade of vocational high school.

2. To develop videos to teach suggestions and offers for the eleventh grade of vocational high school.

1.6 The Significances of the Research

a. Theoretical contributions

The theoretical benefits of this research are expected to provide benefits, especially for the world of education, as a source of information and as a reference in conducting research and making videos as a medium for learning English for students. The benefit of this research is also for ELT educators and students, especially in the world of education, to teach English using learning video media.

b. Practical contributions

This research is expected to be a guide for all educators in making English learning videos. In particular, this research is expected to be a guide for all educators and students in making video media as a means of learning English for vocational high school students at ELT.

1.7 Theoretical Foundation

1.7.1 Learning Media

Media is a valuable learning tool that can help make learning more effective and interesting in the form of objects, pictures, and other things that can present and manipulate language and involve teacher and student interactions for the delivery of learning materials (Anggrarini &

Faturokhman, 2021, p.88). In a lesson, especially when the teacher conveys a topic or subject matter to students, learning media is needed so that the material is easier to understand. Learning media can be in the form of worksheets, audio media, visual media, audio-visual media (learning videos), and so on. However, the researcher focuses on the use of video media to teach suggestions and offers for the eleventh grade of vocational high school.

Learning media is media in the form of physical and non-physical used by teachers to convey messages in the form of a topic or learning material to students whose purpose is to stimulate students' feelings, thoughts, and desires in the process of learning activities (Musfiqon, 2012 as cited in Puspitarini & Hanif, 2019, p.55), and learning media can also be used as a learning tool to motivate students during the learning process (Puspitarini et al., 2018, p.173). Furthermore, there are advantages to using learning media (Sanaky, 2009 as cited in Puspitarini & Hanif, 2019, p.54), such as:

(a) The learning process will be more interesting and varied because the material is not only delivered orally by the teacher. Then it can increase students' learning motivation, and students will not feel bored, so that learning will be more effective and efficient.

(b) Can clarify the learning material, allowing students to better understand the material and master the learning objectives.

(c) Students will listen to the teacher's presentation of material and will observe, perform, and demonstrate the learning outcomes.

As a result, it is concluded that learning media is a tool or media used by teachers to support the learning process to be more effective and efficient and can stimulate students to be more motivated to learn, particularly in learning English about suggestions and offers using video media for vocational high school eleventh-grade students.

1.7.2 Videos for Teaching and Learning English

Video is audiovisual content that can assist students in learning at the speed of students in learning foreign languages, especially English (Fauzi et al., 2017, p.47). In addition, there are four advantages of using video for teaching and learning English:

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1. The video provides context, such as body language, facial expressions, and artifacts.
2. Videos present the world in the sense that when students create online videos, they can be viewed and commented on by an audience outside of the classroom, which serves as the original audience with whom the students interact.
3. Videos have an emotional impact with the goal of establishing a connection with the subs conscious mind and emotions.
4. Videos create redundancy, which means the same message is repeated in two modes, namely visual and verbal.

Needs studies conducted before designing learning allow the results to be utilized optimally by individuals who need them. The information obtained from the needs analysis is used as a consideration in preparing the next steps to achieve the learning objectives (Kholilah et al., 2020, p. 203)

Instructional videos are popular among students (Henderson, Selwyn, and Aston, 2015). This medium gives them control over the pace of learning (Murray, Koziniec, and McGill, 2015) and easy access anytime and anywhere. Moreover, teachers can track students' learning. Videos can hold learners' attention with a lecturer's narration, printed text, and diverse media onscreen. Some experts have found that effectively designed videos can facilitate better learning (Castro-Alonso, Wong, Adesope, Ayres, and Paas, 2019; Höffler and Leutner, 2007) and increase motivation (Seo, 2022, 320).

Koumi (2015), as cited (in Cattaneo et al., 2019, p. 29), proposes a complementary possibility design framework using video distinguishing three main steps.

1. Teachers have to keep in mind the learning tasks and aim that could gain advantage from a multimedia package, the learning outcomes that guide the pedagogical design, the learning environment, and the characteristics of the audience. Additionally, designers should ask themselves if the video is necessary and make informed decisions on the use of graphics and animations.
2. When it comes to the production, with respect to a general indication in designing a storyboard, Koumi suggests recording a draft of the audio

guide track and editing the visuals so that they appear on the screen when prompted by specific words and to progressively refine and calibrate the images to the final audio-track.

The navigation guide for creating learning video content is recommended by (Koumi cited in Cattaneo et al., 2019, p.30) as follows:

1. Use of language. Avoid long sentences and use a conversational style of audio commentary.

2. The layout of the screen. Employ 25% of normal print density, as students have difficulties processing heavy visual layouts while also listening to a commentary.

3. Relationship of screen text to audio commentary. Only use keywords on screen and make sure that your audio commentary matches them.

4. Interactive elements. Students should be able to keep track of their activity through a notepad-type tool embedded in the video.

5. Wisely balance teachers' effective exposition and students' independent exploration through the following guidelines:

6. Provide signposts. Signal where the chapter is going, what is to be expected next, and why;

7. Facilitate focus. Allow, for example, time for reflection on the given material;

8. Foster constructive learning. Activate students' previous knowledge, guide students' knowledge construction, and show worked-out examples;

9. Elucidate. Minimize the load while maximizing clarity.

10. Reinforce. Provide a variety of examples to explain a concept, compare and contrast, and guarantee synergy between images and audio commentary.

11. Consolidate learning. Provide quizzes and self-assessment opportunities throughout the video.

In teaching English, a variety of media are used, one of which is video. Video is a simple medium in which a teacher creates a video to convey material or a topic, which is then shared for students to study with the goal of understanding the material. Moreover, video is becoming an increasingly important media in higher education because it is used to present factual, conceptual, or procedural content to students (Winslett, 2014, as cited in

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Fyfield et al., 2019, p.1). In addition, explicit goals, simple and short text, graphics, caption, voice, screen recording, and animated characters should all be included in an instructional video for teaching (Beheshti et al., 2018, p.84).

Video is a combination of audio-visual and audio media that explains an activity, particularly in the field of education, and can take the form of a teacher delivering factual, conceptual, or procedural material for students to learn easily. Furthermore, videos can be beneficial to students because the material is delivered in a more understandable manner and is accompanied by engaging animations, allowing students to enjoy learning. Besides, video is a pedagogical learning medium because it allows for greater flexibility in learning and does not always require the use of printed books.

Learning to use video media was chosen because the characteristics of videos that present images and sound rather than just text are thought to help students understand the material faster and avoid boredom. Furthermore, media with elements of images and sounds (vision and hearing), such as video, will increase student retention (memory and memory) of the subject matter presented by the teacher (Puspitarini et al., 2018, p.174) and develop students' opinions and thoughts, it can expand the imagination of students, and also it requires suitability between learning video media and learning objectives, suitability between learning video media and learning material, and suitability between learning video media and learning methods (Andriyani et al., 2021, p.39).

Another characteristic of the video is that it displays or demonstrates the material or topics that will be discussed in the learning and provide or create additional learning video materials for independent (personal) study (Giannakos et al., 2014, p.4).

Using video as a learning medium has the potential to increase the effectiveness of learning and the learning experience of students. Furthermore, using video as a learning medium can increase students' motivation and interest in learning, resulting in the achievement of desired learning goals and objectives (Rahman et al., 2018, p.46). One of the difficulties for teachers or lecturers is to create interesting instructional videos but still maintain a high level of educational outcomes, motivation, and

engagement. Therefore, the need to identify the factors that affect online classes is very important to increase student engagement. Engagement is a useful variable that directly or indirectly predicts the learning process and learning outcomes (Seo, 2022, p. 314).

Another investigation showed that authentic video material, which reflected the actual language and communication samples, effectively developed English listening skills and reduced foreign language listening anxiety. There is a much stronger correlation between the development of listening, reading, writing, and speaking language skills of experimental group students whose English listening skills have improved using authentic videos (Polat & Bahadir, 2019, p.315). Henri, cited by Carmichael et al. (2019, p. 9-10), reveals substantial conceptual variations in measuring student engagement in the use of video in learning, namely: (1) video as part of an online multimedia offering appears to have a positive impact on engagement through the perspective of broader participation, (2) can be considered behavior (measures attendance and participation); cognitive (seeing the focused effort that students put on what is to be taught); and also emotional, (3) video aids engagement with course content.

The effect of video on students' speaking skills (Pham & Nguyen 2019, p. 178 as cited in Ho & Hong, 2019) revealed that students in the group given the peer video task significantly outperformed those in the control group. In terms of fluency, grammar, pronunciation, and interactive communication, while students' accuracy scores remained after treatment.

The Video feature was a useful tool to enhance students' speaking skills (Gromik, 2015, p.64). In this research, the students also revealed that the use of video recording in speaking classes could improve their speaking skills. They feel that their speaking skills are better after the use of video recording. They felt that they were more fluent in speaking, their pronunciation and intonation became clearer, they enriched their vocabulary, and also they felt that their use of grammar was better. This can also be caused because they record videos not only once. Some students stated that they recorded the video several times to get the best results. By recording videos repeatedly, they can continue to practice their speaking.

The effect of self-video recording of oral-based activity on the improvement of students' speaking skills (López & Bertani, 2017, p.76). The fifteen participants had to write scripts for TV cooking shows and record their exercises to receive teacher feedback. The research employed video, structured interviews, and student reflections as the data collection. The results indicate that the participant's oral production increases largely because of the student-to-do analysis of each of their exercises, which also helps the teacher to give more meaning to the feedback. The results also showed an improvement in vocabulary, confidence, motivation, fluency, and better pronunciation.

As a result, learning video is a type of learning media that teachers use to support the learning process. It contains images and sounds that can stimulate students' motivation and imagination, as well as their thinking (critical thinking). Furthermore, learning videos must be consistent with the learning objectives, materials, and methods being taught, and videos can be created to serve as additional learning tools to help students become more independent. On the other hand, the use of video as a learning medium can increase motivation. Even the achievement of learning goals and objectives can be achieved as desired.

1.7.3 Teaching Suggestions and Offers

Indonesian Ministry of Education and Culture (Kemendikbud RI, 2017) The definition of suggestion is an expression to introduce or propose an idea or plan for someone's consideration. The characteristics of suggestions can be given in terms of solutions, advice, plan, and idea, and they can be taken (accepted) or refused, money, solutions, friendship, or a bargain, and it can be taken or refused. The kinds of material suggestions there are expressions or gambits of suggestions and responding to suggestions. An example expression of suggestions is"I think you should go and meet her." The response to suggestions is "Yes, let's go (accepting suggestions) or "Sorry, thank you. I do not feel like going (declining suggestions). Meanwhile, offers are to give something physical or abstract to someone, which can be taken as a gift or a trade. The characteristics of offers can be given in terms of food, money, solutions, friendship, or a bargain, and it can

be taken (accepted) or refused. An example of an offer is"can I help you, Nabila?". The kinds of material offers there are expressions or gambits of offers and responding to offers. An example expression of offers is"would you like another piece of cake?". The response to suggestions is "Yes, of course (accepting offers) or "No, thanks. (declining offers).

Suggestions are a statement whose purpose is to suggest that someone gives either an idea or someone's plan that is considered in the form of solutions, advice, or others that can be approved or rejected. Types of suggestions in the form of expressions and responding to suggestions. Meanwhile, an offer is an offer offered by someone in the form of a solution, money, friendship, or other things that can be accepted and rejected. The types of offers are the same as suggestions which consist of expressions and responses to offers.

English teaching materials play a role in equipping students with contextual knowledge because English learning materials are only inserted about moral values and other values (Algiovan & Roza, 2020, p. 307), included in the material Suggestions and offers.

1.7.4 Speaking

Speaking is the delivery of information orally to others in the form of expressing an idea, opinion, or feeling through articulated words or sounds that aim to inform, persuade, and entertain, and it can be learned through a variety of learning methodologies. Speaking has different forms and meanings depending on the context, which includes the audience, experience, physical environment, and the purpose of speaking (Randi, 2021, pp.12-13). There are some distinctions between micro and macro speaking skills. Micro skills are those associated with the production of smaller chunks of language units such as phonemes, morphemes, words, collocations, and phrasal units. Furthermore, macro skills refer to mastery of larger elements of language units, such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Arroyani, 2018, p.7).

On the other hand, there are several objectives that must be considered in micro and macro skills in speaking skills, including (Randi, 2021, p.16-18) :

a. Micro Skills

1. Produce differences between English phonemes and allophonic variants.

2. Produce snippets of different lengths.

3. Produce English stress patterns, stressed and unstressed words, rhythmic structures, and intonation contours.

4. Produce reduced forms of words and phrases.

5. Using lexical units (words) in sufficient numbers to achieve pragmatic goals.

6. Produce speech in natural constituents: in proper phrases, pause groups, breath groups, and sentence constituents.

7. Monitor your own oral production and use a variety of strategic tools - pauses, fillers, self-corrections, backtracks - to improve message clarity.

8. Using a grammatical word class system (noun, verb, etc.) (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical shapes.

9. Produce fluent speech at different delivery rates.

10. Expressing certain meanings in different grammatical forms.

11. Using cohesive devices in spoken discourse

b. Macro Skills

1. Carry out the communicative function appropriately according to the situation, participants, and objectives.

2. Using appropriate styles, registers, implications, redundancy, pragmatic conventions, conversational rules, keeping the floor and generating, interrupting, and other sociolinguistic features in face-to-face conversations.

3. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

4. Convey relationships between events and communicate relationships such as focal and peripheral ideas, events and feelings, new and given information, generalizations, and examples.

5. Developing and using a range of speaking strategies, such as emphasizing keywords, rearranging, providing context for interpreting word meanings, asking for help, and accurately assessing how well the other person understands you.

1.7.5   Teaching English Speaking

Skills that students should consider in learning English, namely listening, speaking, reading, and writing. In making a learning video, the main skill is speaking because it relates to aspects of pronunciation, influence, and others. Speaking skill is the most important skill, especially for students who learn English about "Suggestions and offers" in video form, because speaking skills can build students' self-confidence level to be better. Besides that, speaking skills in learning English can also improve students' careers, improve students' business, get better job opportunities, give speeches or attend interviews in public and participate in debates after they graduate from education (Rao, 2019, p.9).

Furthermore, in teaching English, particularly in speaking skills, there are several characteristics related to techniques that teachers will design for learning (Brown, 1987 as cited in Noviyenty, 2018, p.40-41), such as:

1. Techniques should address student needs while focusing on message-based language accuracy in interaction, meaning, and fluency.
2. The technique used must intrinsically motivate students and encourage the use of authentic language in a meaningful context.
3. Give appropriate feedback and correction.
4. Taking advantage of the speaker-listener relationship
5. Encouraging the development of materials, strategies, or media for learning English speaking skills, particularly through the use of videos.

Furthermore, there are several principles that teachers must adhere to when teaching English for speaking skills (Anuradha et al., 2014 as cited in Hussain, 2017, p.15), including:

1. Encourage students to speak directly through words, phrases, and sentences.

2. If there are students who say the same or even use the same words or sentences, show tolerance or understanding.

3. Provide opportunities for students to actively speak English in order to improve their speaking skills.

4. Make suggestions for structures, phrases, words, or sentences that are appropriate for the context or situation at hand.

5. If students make a mistake, they should not be scolded right away but rather advised because from these mistakes, they will learn what is good and right, and they will not make the same mistakes again.

6. In order to create more complex sentences, encourage students to use back-chaining or tail-forwarding techniques.

Besides that, there are several beliefs that teachers must have to teach English, especially in terms of speaking skill, which comes from (Fauzi et al., 2017, p.51):

1. Their own experience as language learners
2. Experience what works best
3. Established practice
4. Personality factors
5. Principles based on education or research
6. Principles derived from an approach or method

1.7.6 Vocational High School

After junior high school, the next level of education taken is Vocational High School (around the age of 12-15 years). The average age of a student in vocational high school is 15-18 years old (Swadnyana & Tobing, 2019, p.120). In addition, standards that vocational high school students must meet in order to learn include:

Standard 1: Students who are information literate determine the type and amount of information that is needed.

Standard 2: Students who are information literate are able to find and use information quickly and effectively.

Standard 3: Students who are information literate critically evaluate information and its sources before incorporating it into their knowledge base and value system.

Standard 4: Information literate students use information effectively to achieve specific goals, either individually or as part of a group.

Standard 5: Students who are information literate are aware of many of the ethical, legal, and socio-economic issues that surround information use, as well as the ethical and legal access to and use of information (Riedling, 2007, p.7). As a result, students in standardized learning must understand the material in order for learning to be more effective and organized.

The most common issues in vocational high schools are a lack of student motivation, which causes students to be lazy in their learning and misunderstand the material presented by the teacher. A lack of motivation is a kind of problem that vocational high school students face when learning English. Students who are highly motivated demonstrate characteristics such as initiative, diligence, and active participation in learning, are difficult to satisfy, are punctual and disciplined, are always striving to learn with the best results, and motivation has a willingness to activate, mobilize, channel, and direct a learner's attitudes and behavior as cited in Ramli, R. (2014, p. 724). Furthermore, motivation is influenced by both intrinsic and extrinsic factors. Intrinsic factors include a student's attitude, interests, and intelligence; and extrinsic factors include factors outside of the student's control, such as environmental factors, family, school, or community environment (Sukmadinata, 2003 as cited in Ramli, 2014, p.724). As a result, the main issue faced by vocational high school students is a lack of motivation; thus, teachers must prepare engaging learning media thus students are not bored and can better understand the material, one of which is the use of videos.

This research relates the domination of video selection with students' attention in language learning. He agrees that a good selection of video materials picked by a teacher will practically aid the students in coping with the instructions of the video. The research by Kamarullah et al. (2018, p. 532), especially for English teachers, not only do visual media like videos give enjoyable entertainment for language learners, but they also serve as an effective tool to enhance the students' attention, motivation, and language skills (Woottipong, 2014, p.210).

When teaching English, the teacher must focus on English skills such as listening, speaking, reading, and writing. Furthermore, teachers must understand the principles underlying learning techniques so that students can easily understand the material and not struggle to grasp it. In fact, in order to teach, teachers must prepare materials and media that are appropriate for the level of education currently being taught, particularly in vocational high schools, because the material is simple to grasp and pertains to everyday life, including suggestions and offers. While the video is the media used because it is easier to understand and is a combination of audio and audiovisual, video is used as a medium for learning English about suggestions and offers. Students can repeat it to ensure that they truly understand the material.

1.8 Previous Research

In the area of kind of video for teaching, the researcher identified there are many things that are not figured out in detail. The study by Park & Jung in the year 2016 entitled "Exploring the Use of Video-Clips for Motivation Building in a Secondary School EFL Setting" only showed students became more motivated and competitive group activities that followed the viewing of video materials positively influenced student participation, according to the results of motivation surveys. However, the research should be more focused on the use of video clips in the media, not only on discussing student motivation. This case will make students dizzy because the purpose of using the video is not clearly stated, and what is stated has a greater influence on student motivation.

The second research was conducted by Safitri and Khoiriyah in the year 2017, entitled "Students Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skills," only showed that students' perceptions of using English Vlog to improve speaking skills through various strategies are positive. Furthermore, students have good English skills as a result of using English Vlog as a learning medium. This research focuses primarily on perception and speaking ability, with little attention paid to the Vlog's specifics. As a result, more research into the use of Vlog (video blogs) in education is needed. The purpose of using the Vlog (video blog) is not stated in detail, and it is too focused on discussing their own perception and speaking abilities, which will make students dizzy.

The third research was conducted by Draus & Trempus in the year 2015, entitled "The Influence of Instructor-Generated Video Content on Student Satisfaction with and Engagement in Asynchronous Online Classes," only showed it focuses solely on the use of instructor-created video content and does not go into detail about how it affects or influence learning. The results showed that the excess of video content made by the teacher as a learning medium had a positive impact on student participation and learning satisfaction. However, this study should concentrate on how to influence the use of instructor-generated video content for learning rather than just using instructor-generated video content for learning.

The fourth research was conducted by Indrawati in the year 2021, entitled "The Effectiveness of Archiving Videos and Online Learning on Students' Learning and Innovation Skills," and only showed the effectiveness of using archiving videos and online learning on students' learning and innovation skills. These findings demonstrated that the use of archiving video media and online learning could influence students' learning and innovation skills, allowing them to be used as a reference for future research. Thus, the influence of using instructor-generated video content should be clarified, thus that it is more appropriate to the title and students are not confused because it directly refers to the point.

The fifth research was conducted by Adam et al. in the year 2021, entitled "Natural Science Visual Model Videos for Online Learning: Effect on Students Achievement" only showed the use of video as an online learning medium is not discussed in depth, and the effects of using video in online learning are not discussed. As a result, the student's achievement with the set of visual model videos is better than the traditional instruction. However, the focus of this study should be on the impact of using online video media, particularly for high-achieving students.

Learning media is required to close the gap in using video as an online English learning media based on these areas. The lack of appropriate media used by teachers to deliver material is the cause of the gap. Media acquisition will impact the learning process, making it more efficient, clear, and organized. In addition, there has been no research conducted to determine the same level of education on how to use video media. As a result of this study, a product in the form of an English learning video for vocational students will be developed.

The previous research shows that when using video media in the classroom, it is essential to be clear about how it operates and its effects, especially when teaching English about suggestions and offers. As a result, this study will be beneficial in determining the needs of students and teachers in determining the type of media used to learn English. Furthermore, if the style does not go as planned, this research will provide several alternatives.

This research is completing the gap of the points that are not included in the previous research on how the effects of using and utilizing video as a medium for learning English about suggestions and offers. In addition, these gaps include:

1. The teacher's selection of learning media is not in accordance with the material.
2. The effectiveness and efficiency with which learning media are used. For example, the duration of the learning video is no more than six minutes.
3. The use of learning media is extended to all levels of education, starting from elementary, junior high, high school or vocational school, and tertiary institutions.

Based on this gap, the researchers created a product in the form of an English learning video for class XI SMK students with a duration of fewer than six minutes, as well as determined the material to be focused on, namely suggestions and offers.

As a result, this research use for used to determine the needs of students and teachers in determining the type of media used to learn English, particularly videos, and in providing suggestions and offering material.

1.9 Frame of Thought

In a teaching and learning process, teachers definitely need media for delivering the material provided, especially English material, on suggestions and offers. This process is carried out so that learning is more effective and makes it easier for students, especially eleventh-grade vocational high school students, to understand the material provided because learning videos include audio and audiovisual, so students will better digest the material and also videos can be viewed repeated if students are still learning do not understand it yet.
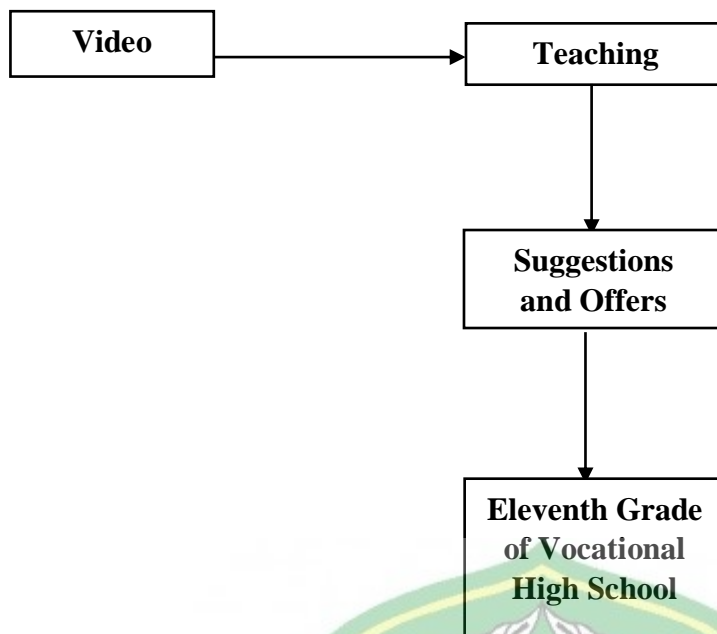
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│    Video    │─────────────▶│   Teaching  │
└─────────────┘              └─────────────┘
                                    │
                                    ▼
                             ┌─────────────┐
                             │ Suggestions │
                             │  and Offers │
                             └─────────────┘
                                    │
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                             ┌─────────────┐
                             │Eleventh Grade│
                             │ of Vocational│
                             │ High School  │
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Figure1 How to use video to teach suggestions and offers for class XI SMK

Video acts as a media to teaching about "Suggestions and Offers" which main target is eleventh grade of vocational high school students.

1.10 Research Methodology

1.10.1 The Objective of the Research

This research aimed to discover the benefits of video as a medium for teaching suggestions and offers for the eleventh grade of vocational high school. This awareness can be reflected in the support and guidance of teachers for the process of learning English itself in the implementation of teaching English as a foreign language in this country.

1.10.2 The Place and Time of the Research

In this research, the researcher took the data in the eleventh grade of vocational high school, majoring in Computer and Network Engineering (TKJ). Against this fact, the researcher wants to know how the teaching and learning process in English uses videos about suggestions and offers in the eleventh grade of vocational high school majoring in Computer and Network Engineering (TKJ) and how students respond to the use of video as a media for learning suggestions and offers in the eleventh grade of vocational high school majoring in Computer and Network Engineering (TKJ).

The time allocated for the research was two meetings to give questionnaires to students (observation) and to conduct interviews with an English teacher to collect data on Wednesday, 6th April 2022.

The researcher gave a questionnaire to eleventh-grade students of vocational high school majoring in Computer and Network Engineering (TKJ) on Thursday, 7th April 2022 at 09.00-09.30, while interviewing with an English on Wednesday, 6th April 2022 at 10.00-10.40.

1.10.3 The Respondents of the Research

In this research, the respondents selected for data collection were English teachers who taught English in the eleventh grade of Computer and Network Engineering (TKJ) at SMK Al Hidayah Kota Cirebon. An English teacher and thirty-sixth students of eleventh grade majoring in Computer and Network Engineering (TKJ) to be observed and interviewed to answer the core research question is how to use video to teach English about suggestions and offers for the eleventh grade of vocational high school majoring in Computer and Network Engineering (TKJ) as well as any difficulties found in learning suggestions and offers using video.
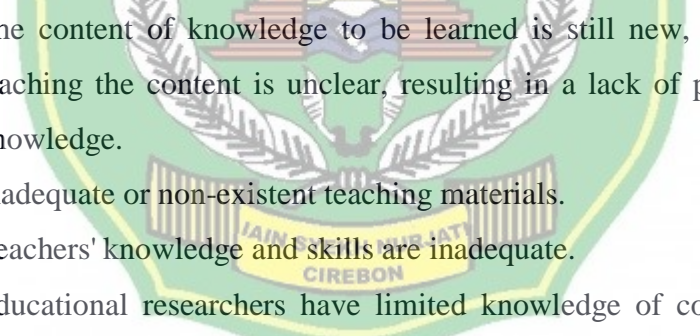
1.10.4 Research Design and Steps of the Research

This research used a qualitative research approach. Qualitative research is conducted in a natural context, where the researcher collects data in the field and examines various aspects, such as the experiences, problems, and issues of the participants. Events and ideas that emerge through qualitative research can represent the interpretations attached by people who live them to real-life situations rather than the values, assumptions, or meanings of the researcher (Yin, 2011, p. 8). Thus, qualitative research seeks to obtain clarification of phenomena through the natural context of an investigation

Design-Based Research (DBR) is a type of research design that combines scientific design and methods to enable researchers to create useful educational interventions and effective theories to solve educational problems. Furthermore, the Design-Based Research process describes the fundamental nature of all forms of Design-Based Research (DBR), which can assist researchers in thinking about how to better replicate the design

process, how to apply methods from other design methodologies, how to teach Design-Based Research (DBR) to new design researchers, how to acquire more resources, and finally collect theory relevant to practice (Easterday et al., 2014, p.323).

Design-Based Research (DBR) entails identifying, assessing, and analyzing problems in an applied educational setting, as well as implementing and evaluating some type of change or intervention to address a problem. Although action research and DBR are based on theoretical and empirical evidence, they also place a premium on practical evidence, knowledge, and solutions (Ford & Ford, 2017, p.51). DBR takes into account not only the efficacy of the design but also the conditions that affect the effectiveness of implementation in practice. On the other hand, criteria for considering Design-Based Research (DBR) should be established to guide decision-making, such as when to abandon, adapt, or expand the design (Ford & Ford, 2017, p.52). When there are some of the following challenges, the use of Design-Based Research (DBR) is suggested:

a. The content of knowledge to be learned is still new, and the method of teaching the content is unclear, resulting in a lack of pedagogical content knowledge.
b. Inadequate or non-existent teaching materials.
c. Teachers' knowledge and skills are inadequate.
d. Educational researchers have limited knowledge of content, instructional strategies, and teaching materials.
e. Complex social, policy, or political factors can stymie progress.

Creating video-based English teaching and learning materials about suggestions and offers is excellent for vocational high school students, particularly those in the eleventh grade. The teacher employs Design-Based Research (DBR), including analyzes and designs. However, the steps that the researcher discusses are the need for teachers to make video teaching suggestions and offers for the eleventh grade of vocational high school, what teacher needs to make videos for teaching suggestions and offers, and how to develop videos for teaching suggestions and offers for the eleventh grade of vocational high school when developing learning materials and

media through DBR. (Sunubi et al, 2016 as cited in Atmowardoyo, 2018, p.201 & Bin-Tahir, et al, 2019, p.3).

1. Analyzing entails the teacher conducting preliminary research and gathering information, which includes an analysis of student needs, such as the syllabus, lesson plans, and teaching materials to be developed. Furthermore, the teacher considers whether the learning materials and media that will be used are appropriate for teaching class Eleventh Grade of Vocational High School. For example, the material is about suggestions and offers, and the media used is video. Developing means that the teacher expands on existing material (suggestions and offers), but there is a minor change, such as adding examples or a shortened explanation of the material.

2. The design specifies that before students begin learning, the teacher must create the syllabus, lesson plans, textbooks (materials), and media to be used. Furthermore, the teacher identified the learning process (student activity and question and answer sessions) as well as small-scale trials such as assigning homework.

   So, there the steps of developing and designing the use of video as a media for teaching suggestions and offers for the eleventh-grade vocational high school classes using design-based research (DBR) are as follows:

1. In order to develop a learning video about suggestions and offers for class XI SMK, the teacher must conduct an analysis of gathering the necessary information; namely, the teacher needs as follows:

2. The teacher needs analysis that must be prepared, including the syllabus, lesson plan, teaching materials to be taught, media to be used, and strategies or methods to be used during learning.

   In addition, teachers must also consider whether the materials and teaching media to be used are appropriate or not for learning suggestions and offers for the eleventh grade of vocational high school by using video as the media. On the other hand, developing the material being studied also means that the teacher expands the material being taught so that there is a slight change but does not change the origin of the material, such as adding examples or shortened explanations of the material.

If the analysis of teacher needs and student needs already exists and is appropriate, then the media and materials used in learning can be synchronized and implemented properly.

1. For learning design, before students start learning, the teacher must make a syllabus, lesson plan, textbook (material) about suggestions and offers, and the media to be used, namely video. On the other hand, the teacher also identified the learning process (learning activities) carried out, including:

2. The teacher explains the material being studied, for example, about suggestions and offers, then conduct a question and answer discussion session between the teacher and students regarding the material being studied in front of the class.

3. The teacher asks student representatives to come forward to present the material being discussed.

4. Conduct small-scale trials such as giving homework to students, and at the end of the learning process, there will be a reflection on the material that has been done.

As a result, suggestions and offers material can be developed and applied in everyday life, such as when communicating or asking someone to do something, rather than just in schools.

1.10.5 The Sources and Types of Data

The researcher chose an English teacher at the school and the eleventh-grade students of a vocational high school from the Computer and Network Engineering major (TKJ) as sources of research data to develop videos for teaching suggestions and offers in learning.

Furthermore, the researcher used qualitative data types. Researchers use qualitative research because it is research that is not based on statistical data and is related to a phenomenon in the field, which means that descriptive analysis is used to obtain detailed results or data. Furthermore, the data generated by qualitative research typically mentions how people think and behave in everyday situations (Taylor, Bogan, & Devault, 2016, p. 9). Thus, qualitative research is research conducted by researchers to

investigate a phenomenon in the field, the findings of which are then described and discussed in detail.

On the other hand, researchers use two types of data in their research; there are primary data and secondary data, because research data can be obtained from data sources via questionnaires and interviews. The primary data in this study came from an English teacher and students in the eleventh grade of vocational high school. Meanwhile, secondary data in the form of books or journals are used by researchers.

1.10.6 The Technique and Instrument of Collecting Data of the Research

1.10.6.1 Questionnaire

Questionnaires are stencils or printed lists of questions in the form of multiple choice, short answers, paragraphs (essays), and so on that are filled out by respondents to give their opinions that have a specific purpose regarding the research of researchers and it must be clear at the beginning how the findings will be used especially learning about suggestions and offers using videos, then how questionnaires can be very easy to design and administer, and timing (Roopa & Rani, 2012, p.273). Questionnaires generate student responses that are usually simple and practical to tabulate or assess, and the resulting data is easy to analyze, particularly if the questionnaire includes items with answer choices to be examined (Patten, 2016, p.1). In addition, it is possible a questionnaire measuring the construct of interest is not readily available or that the published questionnaire is not available in the language required by the intended respondents (Tsang et al., 2017, p.81).

The researcher distributed questionnaires to target eleventh-grade vocational students majoring in Computer and Network Engineering, a total of 36 students.

In addition, the type of questionnaire conducted by the researcher is closed-ended questions, which means that

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the researcher has prepared a limited number of answer options to be chosen or filled in by the respondent in the form of multiple choice, short answer or paragraphs (essays) and so on. Thus, that they are easier to analyze compared to other types of questionnaires open question. The questionnaire's questions can take the form of student motivation to learn suggestions and offers using video, the effectiveness of video as a media for learning suggestions and offers, the obstacles students face when learning suggestions and offer using video, and how students contribute to learning and assignments assigned by the teacher.

1.10.6.2   Interview

In addition to questionnaires, researchers used interviews with an English teachers in schools chosen by the researchers as data sources for data collection. Interviews are one type of data collection technique used by researchers that involve verbal communication between researchers and respondents. Interviews are often used in survey designs as well as in exploratory and descriptive research (Fox, 2009, p.5).

The aim of the interview was to get an idea of how to use video for teaching suggestions and offers in the eleventh grade of vocational high school, while questionnaires were administered to test the level of validity (trial based on student perspectives) in the use of videos for teaching suggestions and offers in the eleventh grade of vocational high school.

In other words, the researcher's interview instrument is an interview guide because it is more effective and simpler to ask respondents to produce data in the form of answers to the questions that have been given. Interview guides typically include pre-defined questions so that all interviewees receive

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responses to the same phrases (McGrath, Palmgren, & Liljedahl, 2019, p.3). Furthermore, because the researcher had prepared a list of questions to ask the respondents, the researcher used structured interviews for the specification instrument. The interview assists the interviewer in asking the same questions to each respondent in the same manner. (Fox, 2009, p.6).

Interview questions for teachers can include students' motivation to learn suggestions and offers via video, the effectiveness of video as a media for learning suggestions and offers, obstacles encountered by students when learning suggestions and offers via video, and how students contribute to learning and assignments assigned by the teacher.

1.10.7 The Technique of Analyzing Data

Following receipt of the data collection technique's (questionnaire) results, it is necessary to verify and categorize the answers to agree, hesitate, and disagree, which are then concluded based on the questionnaire results. The stages of data analysis verification (Burnard et al., 2008, p.430) are as follows:

1. Peer review or peer debriefing, also known as inter-researcher reliability, refers to the process by which researchers analyze data independently of the results of questionnaires distributed to thirty-six eleventh vocational high school students majoring in Computer and Network Engineering (TKJ).

2. Presenting key findings or answers for each main theme or category, accompanied by word-for-word or paragraph quotations from the questionnaire results, which are then included in the findings in the discussion chapter.

After completing collecting data and conducting interviews with teachers, coding was required, which was then concluded based on the results of the interview. Coding is the actual job of analyzing the detailed interview data that has been collected. Coding begins in all three models by describing small pieces of data in the form of words, lines of sentences, or

paragraphs (Deterding & Waters, 2021, p.710). After coding, the next step is drawing conclusions resulting from the results of interviews conducted by researchers and resource persons regarding the development of video as a media for learning suggestions and offers for eleventh-grade vocational high school students.