# CHAPTER I
# INTRODUCTION

## 1.1 Research Background

The use of technology in the area of education is currently improving over time. As previously stated, technology is necessary to finish the learning process faster (Sufirmansyah et al., 2021). Video learning material is one of the technologies used for teaching media. However, most teachers are still not habituated to using video as a learning medium in education today. As a result, not all students positively view English online learning through video. They believed that learning in a classroom was the best option, although learning English through video can help them improve their English skills (Lutfia et al., 2021)

The development of teaching materials by the curriculum is essential in supporting the effectiveness of learning activities so that the learning activities carried out can be successful for students and teachers. The availability of relevant learning materials is essential in the curriculum because the competencies and learning methods specified are usually suggested in the materials provided to support their implementation (Wulandari, 2019). Therefore, practical learning activities usually follow the curriculum and are supported by relevant learning materials.

Learning materials are written or oral learning materials that teachers use to support teaching and learning activities. In line with Mayer et al. (2009), integrating learning technology and teaching materials would improve students' higher-level cognitive engagement during learning (Wang, 2019). As a result, one essential to the success of integrated scientific learning is using materials appropriate for the student's characteristics and learning environment (Kurniawati et al., 2017).

As Sanjaya (2010) said, audiovisual learning media is a form of media that, in combination with sound aspects, also contains visual elements that may be watched, such as video recordings, films, sound slides, and others (Wicaksono & Pristiwati, 2021). Online teaching videos have been frequently utilized in teaching, according to Crook & Schofield (2017), because of their unlimited potential in terms of time and space (Yang et al., 2021). Thus, video can be used as an

alternative teaching medium because it has many discussions, dialogue, and talks by native English speakers (Kamarullah et al., 2018).

The various development video learning material clusters are Developing Video Material to Support Flipped Learning (Annan et al., 2019; Herawati et al., 2019), Developing Video Material Based Animation Video (Amali et al., 2020; Bakri et al., 2021; Herawati et al., 2019; Kusuma et al., 2019; N.M.S & I.G.A.L.P, 2020; Yusuf et al., 2017), The effect of Video Learning Development for Improving Learner's Critical Thinking Skills (Anas et al., 2020; Djamas et al., 2018; Gayatri et al., 2018; Nuha et al., 2021).

Based on the research findings, there are certain gaps where research simply states that students in the twenty-first century require interesting technology media in their learning. As stated by Gayatri, Soegiyanto and Rintayati (2018), technological innovation in this global era offers many programs that can be used to create learning media (Gayatri et al., 2018). However, in this study, it is not explained that video learning is an attractive technology learning media in the twenty-first century. Therefore, it is very important for readers to understand that educational videos are a very popular medium to support learning.

In the other hand, the research fails to identify students' interests when using instructional videos, especially in the twenty-first century. In the twenty-first century, the needs of students do not only refer to learning videos as interesting media to support learning. Because the presentation is in the form of films or visual media combined with sound, video technology media can increase student interest in learning. However, it is also necessary to determine what form of instructional video students need in the twenty-first century (Anas et al., 2020).

Furthermore, there seems to be no explicit declaration in the research findings that learning videos can help students learn English, particularly in improving students speaking skills. Some studies state that learning videos can enhance students' interest in learning, while others state that they can improve students' critical thinking. As Gayatri, Soegiyanto and Rintayati (2018) state that audio-visual media is an excellent tool for improving students' critical thinking abilities and motivating students to learn. A claim that learning videos can help students learn English, especially for improving speaking

skills, is also required, enhancing students' enthusiasm for learning and critical thinking skills.

As a result, several critical aspects should be considered and clarified in this study. The first point is to clearly express how some learning videos are one of the exciting learning media and are considered beneficial in supporting English language learning in the twenty-first century. Likewise, what varieties of learning videos are expected by students in the twenty-first century to encourage them to learn English is also essential to recognize. Finally, it is required to establish that learning videos can assist students in learning English, particularly in improving students speaking skills.

## 1.2 Identification of Issues

Researchers must categorize the concerns arising from this research to be reliable and relevant. The following are the problems identified in this study:

1. The teacher has not identified the characteristics of the learning video that students need
2. The teacher's need for the characteristics of learning videos has not been identified
3. Student interest in video learning criteria has not been identified

Therefore, the researcher decided to focus more on this research on finding the characteristics of instructional videos needed by students and teachers in the teaching and learning process, especially in English lessons. These points need to be studied more deeply because researchers want to find the characteristics of learning videos that teachers and students need.

## 1.3 Delimitation and Focus of the Study

To limit the research so that it is not too broad in scope in this study. Researchers limit the focus to only developing learning videos as learning media. Researchers do not make lesson plans, websites, or digital posters. The researcher also focuses on the needs of students and teachers and the characteristics of instructional videos. Because teachers use learning videos as learning media to help students improve their English skills, researchers will take data from SMAN 8 Cirebon. In this case, the researcher will take the teacher and students in grade 10

English lessons as the subject of this review. The topic “Asking and Expressing Intentions” will be the subject of this learning video.

## 1.4 Research Questions

1. What are the characteristics of video learning material in the 21st century?
2. What characteristics of videos do teachers need for teaching Asking and Expressing Intention in Senior High School?
3. How does video learning material develop for teaching Asking and Expressing Intention in Senior High School?

## 1.5 Aims of The Research

1. To explore the characteristics of video learning material in the 21st century.
2. To verify the characteristics of video teachers' and students' need for teaching Asking and Expressing Intention in Senior High School.
3. To explain the development of video learning material for teaching Asking and Expressing Intention in Senior High School.

## 1.6 Significances of The Research

The researcher hopes that this analysis has value, which can be divided up into theoretical and practical meanings as follows:

### 1.6.1 Theoretically

1. This analysis will provide readers with more information and knowledge concerning examining students' interest in engaging learning videos for English language learning.
2. The study's findings may be valuable to English teachers in carrying out the learning process in English classes integrating media technology.

### 1.6.2 Practically

1. English Teacher

The teachers discovered that using instructional videos as an engaging media technology among students could benefit the result of this research. Even if they are not in the classroom, teachers and students can continue to learn. Without having to make a direct presentation of the material, teachers can still deliver

instruction. The same video lesson topic can be used for multiple classes by teachers.

2. Students

Learning videos may stimulate students' interest and encourage students to learn. Anytime and from any place, students can learn. Students can also review what they have learned by watching learning videos over and over. Students can learn new vocabulary and proper pronunciation by watching learning videos. It can also encourage students to speak in English. As a result, adopting learning videos can assist students in improving their speaking abilities while learning English.

## 1.7 Theoretical Foundation

Based on the topic the researcher took in this study, namely "Developing Video Learning Materials for Teaching "Asking and Expressing Intention" In Senior High School." The researcher will explain the topic related to this research.

### 1.7.1 Videos

Video, as the main topic in this research, can be defined from several aspects. For example, Anas, Rajagukguk & Bunawan (2020) provide a theoretical definition from the Video. They state that: The term video refers to a recording of a live image or television broadcast. Video, in other words, is a moving picture display accompanied by sound. *Video technology* is an audiovisual medium that combines the senses of sound and image (Anas et al., 2020). Meanwhile, from a different point of view, Wicaksono & Pristiwati (2021) stated that Video is a tool that refers to materials or tools used in educational processes to help written and spoken language communicate knowledge, attitudes, and ideas (Wicaksono & Pristiwati, 2021). Furthermore, Lutfia, Heriyawati, and Fikri (2021) define Video operationally. They refer to the Video as:

> ….an audiovisual technology is an alternative method for educators to deliver material during the virtual learning process. Videos are particularly beneficial for distance learning since they assist the transmission of learning through instructional techniques and their expositive nature (Lutfia et al., 2021).

As a result, we know that the Video is an audiovisual medium that combines the senses of sound and image, used in educational processes to help written and spoken language as beneficial for distance learning since they assist the transmission of learning through instructional techniques.

The features of Video, particularly as a medium of learning, are as Arfi Sadiman stated in Anas, Rajagukguk, and Bunawan (2020) that 1) video can attract students' attention, 2) a large number of viewers can get information from experts, 3) demonstrations that can be difficult to prepare and direct beforehand so that when teaching teachers can focus attention on students, 4) save time and record can repeatedly repeat, 5) The lack of sound may be changed and modified, 6) Can see moving or dangerous items, 7) Videos can be halted to be carefully observed, and 8) The room does not need to darken for its display (Anas et al., 2020). In another view, Yusuf, Amin, and Nugrahaningsih (2017) stated, Video provides adaptable media to support students' learning activities; it can attract students' attention in class, clarify the notion, and illustrate the concept, allowing students to retain the material for an extended period. Video is much less expensive than printed materials in terms of price and operation (Yusuf et al., 2017).

Based on Cheppy Riyana (2007), as mentioned in Khairani et al. (2019), the construction of learning videos must pay attention to the qualities and requirements to make learning videos that can boost learning motivation for students. Learning films have the following characteristics:

a. Message Clarity

Students can absorb learning messages more meaningfully when they use video media, and knowledge can be received as a whole so that it is automatically stored in long-term memory and retained.

b. Be Self-Contained (stand-alone).

The created videos are not dependent on or required to utilize in conjunction with other educational resources.

c. User-Friendly

The vocabulary used in video media is straightforward, easy to grasp, and familiar. Exposure to beneficial and friendly information, including the ease with which the user replies, access as needed.

d. Representation of Content

The material, for example, simulation or demonstration material, must be truly representative. Good social and scientific content can convert into video media.

e. Media visualization

According to the content's demands, the multimedia material packages comprise text, animation, sound, and Video. The materials used are adaptable, processed, difficult to access, harmful if used directly, and have a high level of accuracy.

f. Use high-resolution quality

Display in the form of video media visuals created using high-resolution digital engineering technology but is compatible with any spoken computer system.

g. It can utilize either conventionally or individually.

Students can use learning films individually not only at school but also at home. It can also be utilized traditionally with a maximum of 50 students (Khairani et al., 2019).

Meanwhile, Cheppy Riyana (2007), as cited by Putri (2014), believes that in order to create video learning media that can boost motivation and efficacy of usage, video media development must pay attention to the following characteristics.

a. Video can expand objects too small to be seen with the naked eye.
b. Video can adjust the image display to meet the needs of the message to be delivered.
c. Video can convert an object into a still image, which means that the object can store in a motionless form for a set period.
d. The Video's appeal is that it can keep students' attention for up to 1 hours compared to just hearing, which can only last 25-30 minutes.

e. Video can present the most recent, recent, warm, current, or current visual objects and information (G. E. Putri, 2014).

Daryanto (2013) added, as referenced by Putri (2014), that the features of video media as learning media include:

a. The video display size is very adaptable and may alter to meet specific needs, such as by modifying the distance between the screen and the cassette player.
b. In addition to the accompanying sound, Video can show students moving visuals.
c. Videos assist the audience in delivering material that requires imagery, such as demonstrating certain motor motions.
d. Videos and animations can be blended, and speed settings can be modified to display changes.
e. Without the presence of a teacher, Video can use for both face-to- face and distance learning procedures (G. E. Putri, 2014).

Several forms of Video, especially in learning, have a 1) Tutorial video. The tutorial video is possibly beneficial for expanding students' vocabulary and reducing their fear when speaking, but it is also an excellent speaking model for students (Jati et al., 2019). 2) Interactive Video, as videos incorporating interactive learning moments in which deep learning can occur for students, can provide opportunities for students to actively engage and participate in the learning process in a variety of ways (Gedera & Zalipour, 2018). 3) Instructional videos, Prior research have been explored the effect of instructional Videos on learning outcomes. The instructional Video used in early studies was generally either disseminated through TV shows or kept on CD-ROMs (Zhang et al., 2006). Moreover, 4) Animated video can provide a more intense visual representation of numerous phenomena and abstract knowledge, hence improving the quality of the learning process and learning results. Students' experience and skills with various learning resources can enhance by using animation videos (Yusuf et al., 2017).

1.7.2 Learning Material

As the second topic of this research, *learning materials* can also define from several aspects. This opinion, for example, provides a functional definition as proposed by Widayanti, Abdurrahman, and Suyatna (2019). The materials or subject matter systematically arranged that are used by teachers and students in the learning process (Widayanti et al., 2019). Meanwhile, Siagian, Saragih & Sinaga (2019) defines learning materials from the perspective of the need. They say that: Teaching materials are materials that are needed and used in managing the teaching and learning process or tools that are very important for teachers to organize learning efficiently and improve student achievement (Siagian et al., 2019).

Yusuf, Amin, & Nugrahaningsih (2017) also define the function of teaching materials. They stated that the teaching materials as:

> ... subject matter systematically arranged for use by teachers in learning is one of the learning tools that can support the standard curriculum process. Due to current technological developments, the teaching materials used must be able to accommodate both printed and digital materials (Yusuf et al., 2017).

Finally, it can define that teaching materials systematically arranged *subject matter* as an essential tool for teachers to organize learning efficiently and improve student achievement, which supports standard curriculum processes and accommodate printed materials, digital materials, and materials.

The characteristic of learning material must be able to increase students' thinking capacities and problem-solving skills so that they can become more independent (Sofiyan et al., 2020). According to Hakim (2019), as stated in Istiqomah & AL-Badrani (2020), The teaching material serves a vital purpose. It provides a framework for the lesson's topic. It adjusts the instructional competencies. Aside from the teacher, it might be a primary source of information

It also makes it easy for students to study. Ar-Rajihi (1995) also argued that the selection and presentation of teaching materials were features of teaching materials (Istiqomah & Al-Badrani, 2020).

As stated in Widayanti, Abdurrahman, and Suyatna (2019), Subject-specific educational materials include (1) learning materials that design purposefully to be studied (books, handouts, student worksheets, and modules); and (2) learning aids that are not purposefully designed but can use for learning (newspapers, clippings, films, advertisements, or news). Furthermore, the Directorate of Secondary School Development and Above divides learning materials into four categories:

1) Instructional materials, which include books, handouts, student worksheets, modules, brochures, leaflets, wall charts, photos, and models/models
2) Audio learning materials, which include cassettes, radio, vinyl records, and audio compact disks
3) Audiovisual learning materials, which include video compact disks and films
4) Computer-assisted instructions
5) The grouping of instructional materials must follow the teacher's curriculum as cited in (Widayanti et al., 2019)

1.7.3 Senior High School

As the last topic, the researcher defines a *school* as an institution with a strategic role, particularly in educating and producing quality human resources to carry on the legacy of the preceding generation. In Indonesia, there are three stages of education: elementary school, junior high school, and high school. Hurlock (2011), High school kids in their late teens have features that set them apart from those who came before and after them. Other traits that occur at this time include biological, cognitive, and social-emotional changes ranging from the development of the sexual function, abstract thinking processes, independence, and changes in physique, interests, and roles. Adolescents face new challenges due to social groups' expectations (Talan, 2018).

The researcher of this study considers that developing video learning materials is related to improving speaking abilities, particularly in the subject of Asking and Expressing Intention. Compared to Bueno, Madrid, and McLaren (2006), speaking is the most significant of the four English language abilities.

Even after years of studying the language, it is difficult for students to talk in real-world situations when required (Rao, 2019). The use of appropriate video content in teaching language lesson designs to help EFL students gain a good orientation in language use. Furthermore, the lessons and accompanying exercises intend to strengthen EFL learners' communicative language abilities, one of which is speaking ability (Bajrami & Ismaili, 2016).

## 1.8 Previous Study

This section informs that there are three closely related study clusters, including the development of learning video material clusters, such as the Development of Video Materials to Support Flipped Learning, the Development of Video Animation Based Video Materials, and the Effect of Learning Video Development on the Improvement of Students' Critical Thinking Skills.

The previous research on The effect of Video Learning Development for Improving Learner's Critical Thinking Skills. The first study is Development of Interactive Multimedia Learning Materials for Improving Critical Thinking Skills. The data were collected through a 4D model consisting of four phases, define, design, develop, and disseminate. Some studies also use tests in their research. In this study, Djamas, Tinedi & Yohandri (2018) stated that interactive multimedia learning materials developed with games were valid based on content, construct, and language aspects. In addition, the material is practically used based on learning, effectiveness, and satisfaction. In addition, they have been effective in improving students' critical thinking skills (Djamas et al., 2018).

The second previous study is Development of Contextual Teaching Learning-Based Audio Visual Adobe Flash Media to Improve Critical Thinking Ability of Geography Learning at Senior High School. This research and development are based on the ADDIE model. The ADDIE model consists of 5 stages: Analysis, Design, Development Implementation, and Evaluation. Gayatri et al. (2018), in their research to assist and facilitate students' comprehension of the topic, based on the pre-test and post-test results in the extended test class, there is an improvement in student learning outcomes. It is demonstrated by the fact that the post-test mean score is greater than the pre-test mean score (Gayatri et al.,

2018). We can conclude that in this study, the researcher stated that the video increased students' critical thinking.

The third previous study is Video Technology Media based on Heat and Temperature to Improve Learner Critical Thinking. The research method used in this research is a quasi-experimental study. According to the researcher, this temperature and heat video technology can support the teaching and learning process by helping students understand the principle of temperature and heat, accordingly improving students' critical thinking skills. Students also gave this video technology media high marks for appreciation and interpretation (Anas et al., 2020).

The last previous research is The Effectiveness of Flipbook and Video to Improve Students' Critical Thinking Skills in Science Learning during the COVID-19 Pandemic. The data were collected by giving a test before and after using flipbooks and learning videos. The results of data analysis show that the use of flipbooks and videos is effective in improving students' critical skills. Videos are classified as multimedia which contains audiovisual elements. Flipbooks and learning videos are alternative media suitable for the science learning activity during the pandemic (Nuha et al., 2021)

Several critical aspects should be considered and better clarified in some previous studies. In previous studies, no researchers have focused on the most effective type of video to support English learning. In previous studies, no one has clearly examined that video materials can support learning English, especially speaking skills. Then, based on the considerations and comparisons of several previous studies, the researcher focuses this research on the types of videos that effectively improve students' speaking skills, especially for teaching "Asking and Expressing Intention."

### 1.9 Frame of Thought

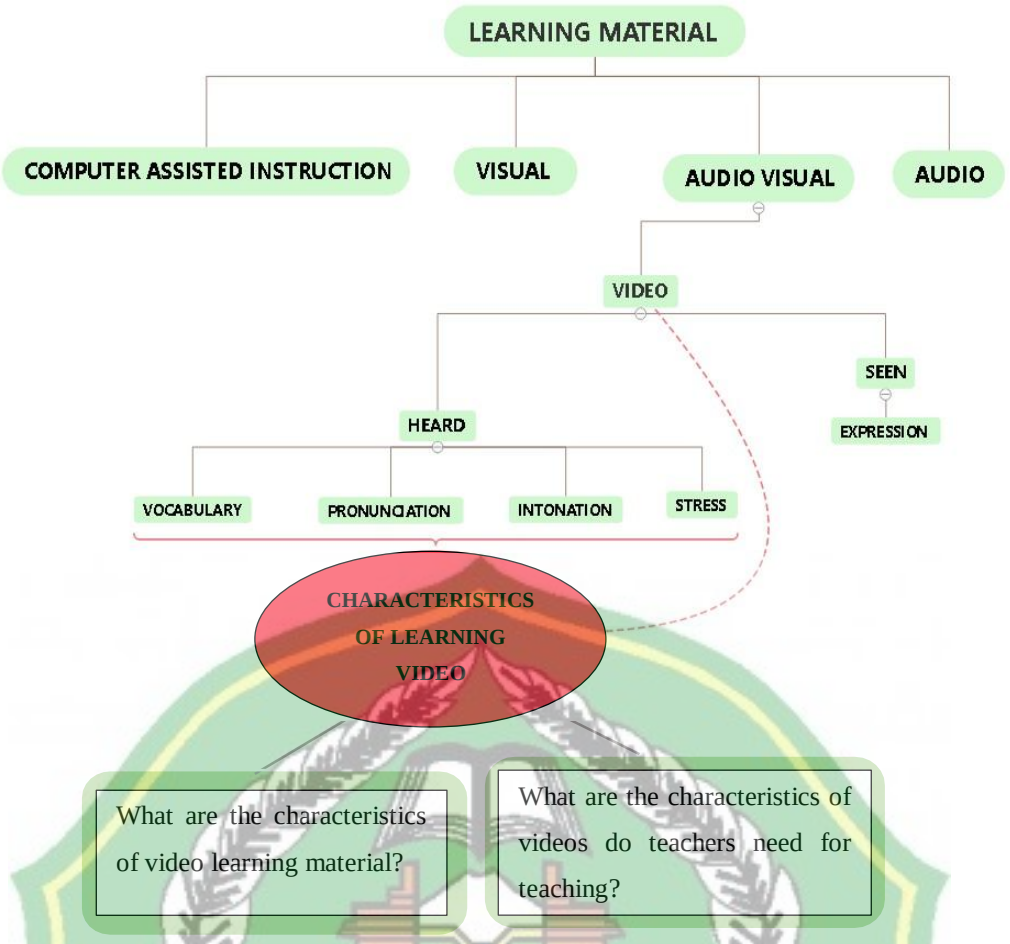
Learning materials play a vital role in facilitating the learning process. Learning material is a systematically organized material or subject matter used by the teachers and the students in the learning process. The Directorate of Secondary School Development and Above categorizes learning materials into four categories:

(1) visual teaching materials, which include books, handouts, student worksheets, modules, brochures, leaflets, wall charts, photos, and models/models; (2) audio teaching materials, which include cassettes, radio, vinyl records, and audio compact disks; (3) audiovisual teaching materials, which include video compact disks and films; and (4) computer-assisted instruction (CAI) (Widayanti et al., 2019).

Based on Sanjaya (2010), audiovisual learning media is a type of media that, in addition to sound elements, contains visual elements that may view, such as video recordings, films, sound slides, and others. Due to Harmawan (2007), Including media that can be seen and heard, audiovisual media is an innovative teaching medium that is in step with the times (advances in science and technology) (Wicaksono & Pristiwati, 2021). Ur (2009) argues that, besides providing a model of natural English, video is an excellent authentic spoken content that is appealing, motivating, and capable of capturing the viewers' attention. Video is not only potentially beneficial for expanding students' vocabulary and reducing their fear when speaking, but it also serves as a beautiful speaking example for kids. While pleasantly watching the film, students can learn perfect pronunciation, intonation, and accent.

As a result, audiovisual learning materials are one category of learning materials. At the same time, audiovisual refers to video recordings, films, sound slides, and other media. A video is a learning resource that uses our sight and hearing. Students can benefit from videos as a speaking model because they can learn vocabulary and listen to proper pronunciation, intonation, and accent. The main concerns raised above are interconnected. Furthermore, the above topic connects to the issues raised in this study, including the types of video features that are most effective for improving students' speaking abilities and how effective learning videos are in improving students' speaking skills.

Figure 1.1




## 1.10 Research Method

### 1.10.1 Research Design and Steps of the Research

This study used a qualitative approach. The qualitative study design analyzes student behavior, the entire school, the playground, or the organization/community. This strategy is used to investigate and comprehend a process or event that a person or group has gone through. To put it another way, qualitative research explains a phenomenon and its qualities (Lutfia et al., 2021). The researchers will employ a research and development (R&D) design in this research. Based on Sugiyono (2010), research and development is a research method used to create products and verify their usefulness. Development research is a research technique related to work development and design that aims to comprehend factual basics while designing in a teaching context. The goal of development research is not to explain and implement a complete solution, but rather to provide motivation to learn through the presentation of engaging and creative exercises (Ibrahim et al., 2022).

Sugiyono (2019) elaborated on the study model developed by Brog and Gall, there are 10 steps in the implementation of research and development in the field of education: 1) Potential and issues, 2) Data collecting, 3) Product design 4) Design verification, 5) Enhancement design, 6) Product Trial, 7) Product Revision, 8) Field Implementation Test, 9) Final Product Improvement, and 10) Dimensions and Implementation (Sugiyono, 2019). In this study, the researcher focuses solely on three stages of R&D design: 1) Potential and issues, 2) Data collecting, and 3) Product design.

### 1.10.2 Sources and Types of Data

Due to Creswell (2012), data for qualitative research can come from a variety of sources, including documentation, interviews, observations, video records, and physical artifacts. This study's data was collected from respondents and sources. The primary data comes from students' questionnaire responses, the supporting data comes from observations in the classroom and from teachers who provide additional information on students' backgrounds. Data is the evidence gathered by the researcher to answer the study question. This study's data concentrate is on qualitative research data, which takes the form of words, sentences, and spoken sentences, rather than numbers. According to Creswell (2012), the data collected for this research includes an observation report, interview transcripts, and documents (Arafah, 2018).

### 1.10.3 Data Collection Techniques and Instruments

The research data is taken using a combination of techniques. Techniques for collecting data include observation checklist and questionnaire. Questionnaires are frequently referred to as surveys, in which there are numerous types of questions that are closely related to the research problems that are to be solved, compiled, and sent to respondents in order to obtain information in the field (Kusuma et al., 2019). The researcher's aim is to use a questionnaire to determine which kind of video is the most effective and interesting to students to enhance their speaking skills. Thereafter, the researcher then conducted Observation is the systematic observation and

recording of the phenomena being investigated. Observations are used to observe the characteristics of the learning video. Researchers will use a checklist of data analysis techniques (Fahimah, 2020). A needs analysis questionnaire, and observation checklist instruments include the research instrument. The researcher provides the instrument of this research on the appendix.

### 1.10.4 Data Analysis Techniques

This section describes the data analysis processes used to answer the study questions using the data collected. Data analysis technique performed by processing questionnaire and interview transcript results.

1. Questionnaire

Various actions must be followed in order to acquire valid data when using the questionnaire analysis technique. According to Emmanuel M. Ikart (2019),

1) The questionnaire should center on the research aims and objectives.

This includes making certain that each question is specific, objective, and understandable, as well as requesting and collecting the proper types of information.

2) Begin your survey with broad general-interest questions that respondents can easily answer.

3) One of the most significant parts in efficient survey questionnaire design is having a strategy based on the information obtained from the secondary data literature study, where publications and journals are read to get basic understanding of the issue under consideration.

4) Make your survey questions succinct, to-the-point, and engaging.

5) You will automatically add acronyms, slang, and jargon into your survey as a subject matter expert (Ikart, 2019).

2. Interview

In conducting the questionnaire and interviews analysis technique, several steps need to be taken to collect accurate data. Lune & Berg (2017, p. 84) as cited in Wakhid Nasruddin (2020) describe the qualitative data analysis approach as follows:

a. Data is gathered and converted to text or otherwise organized so that it may be "read" (for example, field notes, transcripts, image sequences, and news reports). Photographs, drawings, cartoons, comic strips, and graphic novels, as well as film and architecture, are examples of visual materials.
b. Codes are created analytically and/or inductively from data and attached to sets of notes or transcript pages. R stands for Respondent and is followed by a number, such as R1 for Respondent 1, R2 for Respondent 2, and so on.
c. Codes are converted into themes or categorized labels. In Questionnaires 1 and 4, the ranks of lecturers are added to the respondent information. Level B, C, and D are assigned to senior academics, whereas Level A is assigned to junior instructors.
d. These categories are used to categorize materials, recognizing comparable words, patterns, relationships, and similarities and differences.
e. Sorted materials are analyzed for patterns and processes of interest.

Patterns are examined in the context of past research and hypotheses, and a modest number of generalizations are made (Nashruddin, 2020)