CHAPTER I
INTRODUCTION

1.1 Background of the Research

In the most recent situation, the teacher in Indonesia mostly only used book as a resource in the learning process, with all material deliver through book. While used the learning media is shockingly low by the teacher. Because of that, student faces many problems in the learning process including become bored, unable to understand the subject, and low motivated. Based on the results of the survey, it was found that there are decreased motivations to learn by 9 percent compared to the results of the previous year's survey (Lukita, Dyah & Sudibjo, 2021, p. 146). The success factors that can influence learning process, including the presence of internal factors, external factors, and fatigue factors. The internal factors in question are interest in learning, while external factors can be the role of parents, and creativity of teachers in teaching to students (Slameto, 2015 as cited in Lukita, Dyah & Sudibjo, 2021, p. 148). It is required to use variety of media such as video to attract students' attention and increase students' motivation.

Learning materials are needed to support the successfulness of the learning. Teaching or learning materials provide significant lesson aid to students and teachers (Djamas, Tinedi, & Yohandri, 2018, p. 66). Learning materials should ideally be able to not only give content immediately, but also guide students in mastering the topics taught (Perwitasari & Surya, 2017). For students and learners, materials can be used as examples of learning product. Thus, learning materials are important in the teaching and learning process.

Lesson aids are essential for supplying the learning process. Lesson aids create rich perceptual representations, which are the foundations of learning, by combining spoken or written words with actual imagery (Patel, & Nirali, 2015). Therefore, it is

obvious that lesson aids are important to show students a clear visualization of what they are learning.

Video is a material for learning. The use of video self-supervised learning has become increasingly important (Sun, Myers, Vondrick, Murphy, & Schmid, 2019). Video is one of the media that can help learners become more motivated and understand what they are learning. (Saraswati, 2020). Through the use of video to facilitate, learning has grown in importance over the past several years, including in learning language. So, video can be a source for learning.

Congratulation is very important to showing compassion of someone else's happiness in the recent situations. The utterance goals of congratulation are thought to match with the social goal, and the speech act has been described as "intrinsically courteous" in classical politeness models (Leech, 1983:104 as cited in Avazpour, 2020, p. 18). Greetings, apologies, requests, gratitude/thanking are the most notable thing because they are encountered on a daily basis. These are very essential components of the language (Agyekum, 2020). In daily life, it is necessary to learn about congratulations.

There are various studies that explain the topic area related to this research, these include developing and improving listening skills (Djabborova, 2020, Eganazarova, & Mukhamedova, 2021, Listiyaningsih, 2017), study and method of teaching listening (Yusnida, Muslem, & Manan, 2017, Djabbarova, 2020), the use of video as learning media (Fathoni, 2016, Zulfa, 2018, Sofyan, Us, Wakid, & Sulistyo, 2019, Puspitarini, Akhyar, & Djono, 2018, Saraswati, 2020, Vaganova, Rudenko, Markova, Smirnova, & Kutepov, 2019, Sun, Myers, Vondrick, Murphy, & Schmid, 2019) Designing and developing video lessons for online learning (Ou, Joyner, & Goel, 2019), Principles and guidelines to maximizing students learning from video content (Brame, 2016). Although research into listening skills and developing video

has attracted a lot of attention, research into developing video learning media to teach congratulations that focus on listenin skills is scarce.

Technology is massively used by people around the world, it also affect the learning process that should be adaptive with todays' situation. The use of video is needed in the learning process in order to attract students' attention. There have been multiple studies regarding to video learning materials, yet it only reached in the use of video in the learning process, while the study that explored a video learning material with 21st century skills in it is still rare. In this modern era, the learning process cannot be separated with 21st century skills, because "In the 21st century, students from all levels of education face extreme global competition, technology that is driven by information and rapid media-saturation" (Afandi, Sajidan, Akhyar, & Suryani, 2019). Thus, 21st century skills are needed for the students in order to be ready to face the globalization.

The research about developing video learning materials has been carried out lately. However, the study of developing video learning materials based on students' need slightly scarce. It is important to know students' need before making the video in order to match perfectly with what students' need, so that the video is very useful for the students. Needs and interests can motivate students to learn specific English subjects because what they learn relates to what they will need in their future jobs (Kusumawardani, 2018, p. 275).

As the learning with using video is massively used, the need on the guideline in self-supervised learning is also needed. The use of video self-supervised learning has become increasingly importan (Sun, Myers, Vondrick, Murphy, & Schmid, 2019). However, the research about the guideline in self-supervised learning is still lack. It is important to make the guideline of self-supervised learning in order to inform the student on how to identify the problem and how to solve it. Students must monitor their own learning, identify learning challenges, and respond to these judgments in

order to self-regulate their learning; in other words, students, must actively construct and probe mental models while practicing metacognition regarding the learning process (Brame, 2016).

1.2 Identification of the Issue

There are numerous studies that discuss video in learning materials, including designing and developing video lesson, YouTube video as learning medium, and many more. The issue that found out related to this research is as follows:

1) Teachers difficulties in using technology,
2) Teachers difficulties in creating video learning material,
3) Teachers think it waste of time to make video learning material,
4) Teachers think it is enough only use book as the medium,
5) Lack of school's facilities such as laptop, projector, hand phone, and internet connection.
6) Lack of video learning material based on student's need.

As stated above, the issue that found out cause student faces many problems in learning process including lack of motivation. Thus, the writer is interested in discussing developing video learning materials to take a part in movement towards a better learning process that can promote students' motivation.

1.3 Delimitation and Focus of the Research

Based on the identification of the issue, the researcher chooses to discuss about developing adobe flash based interactive video learning material as the media in the learning process. This research is no less necessary than previous studies, because everything in this current period requires technology. The students are also technologically literate, so it is needed to develop video to be the medium in order to be easily accepted by the learners. This media provide interactive learning by using adobe flash. Therefore, by pursuing this issue, it is possible to demonstrate the value of using video as a medium in the learning process.

This research focus on the developing adobe flash based interactive video learning material with the topic congratulations in senior high school, because as stated before, in nowadays situation using technology is needed. Learning about congratulation also needed in learning languages, because the topic of congratulations has a big role. It promotes the polite manners that are taught in every language, including English. Furthermore, in Indonesia, the topic of congratulations is learned in the tenth grade of senior high school.

This study not discuss about lesson plan, guidelines, and other things. Because, its spent a lot of time to study it, so the writer only focus on developing video learning material with the topic congratulations. This study is not explain about other skills such as reading, listening and writing, and only focus on listening skills, because the topic greetings most likely suit with listening skills.

1.4 Research Questions

The researcher collects two main questions for this research. Those are:

1. What are the needs of developing interactive video learning material?
2. How is the development of adobe flash based interactive video learning material to teach congratulations for the tenth grades of senior high school?

1.5 Aims of the Research

Based on the research question above there are the aims of this research, those are:

1. To find out the needs of interactive video learning material
2. To develop adobe flash based interactive video learning material to teach congratulations for the tenth grades of senior high school

1.6 Significances of the Research

Theoretically, this study can contribute to the collection of knowledge related to the development of video learning material, and also can be used as a resource for people who interested in the topic related to developing video learning material. It is very interesting to discuss about this topic, because in this modern era, everything uses technology, students are likewise quite adapt in using technology. By using media that suitable with today's situation it can attract the attention of students so they can be motivated to learn.

Practically, this study can help both of teachers and learners. Teachers can deliver the material with using video learning material as the medium, and the learners can learn through this media that has been provided by the teacher. By using this video, it can support the teacher in the learning process and can enhance students' motivation so the learning objective can be achieved.

1.7 Theoretical Foundation

This section presents the theoretical foundation of the study related to the problem of research. This study consists of eight main basis theories, it includes learning materials development, video based learning, adobe flash based interactive video, interactive video, listening, teaching listening, congratulations, and senior high school

1.7.1 Learning Material Development

The definition of learning material is a physical or non-physical tool used by teachers to convey information to students more effectively and efficiently. So that students accept the learning materials more quickly and are more interested in learning (Puspitarini, 2019). Thus, the learning material is a means of transmitting to students more effectively and efficiently. The utilized tool may be physical or non-physical.

Materials are defined as anything that can be used to support language learning, such as coursebooks, videos, graded readers, flash cards, games, websites, and mobile phone interactions. They can be "informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (giving the learner hands-on experience with the language), eliciting (encouraging the learner to use the language), and exploratory (assisting the learner in making discoveries out about language)" (Tomlinson, 2012, p. 143). As a result, materials play an important role in the learning process, and material development is required to adapt to the current situation.

Materials development is a practical undertaking that includes the production, evaluation, adaptation, and exploitation of materials designed to facilitate language acquisition and development. It is also a field of academic study that investigates the principles and procedures of learning material design, writing, implementation, evaluation, and analysis (Tomlinson, 2016, p. 2 as cited in Azarnoosh et al., 2016, p. 2). According to the English Language Centre (1997, as cited in Azarnoosh et al., 2016), "every teacher is a materials developer." Furthermore, Azarnoosh et al. (2016, pp. 2-3) also stated that teachers are constantly evaluating available materials, adapting, replacing, supplementing, and finding effective ways to implement the materials chosen for classroom use.

There are three strategies to developing learning materials. First, starting from scratch, the author collaborating with other textbook writers and creates materials that are totally focused on the needs of the learners. Second, information repackaging,

instead of writing from scratch, the author usually uses other sources or books, adapts the materials, and simplifies the reading materials to meet the needs of the learners. Third, compilation, the author arranges the learning materials into a book (Pannen & Purwanto, 2001 as cited in Kusumawardani, 2018, p.275).

1.7.2 Video Based Learning

As technology becomes more widely utilized by people of all ages in every corner of the world, it has an impact on the learning process, which requires media that is appropriate for today's circumstances. The general goal of education is to make us function effectively in the technological era (Anwar, Kahar, Rawi, Nurjanah, Suaib, & Rosalina, 2020). Furthermore, the target of the learning process is the learners itself, so the media should be relevant to the learners. As stated by Putry, Adila, Sholeha, & Hilmi (2020) that the use of video-based learning is very relevant to the learning process at this time, which is dominated by Millennials and Generation Z. Hence, the improvements, changes and updates on the use of learning media used are needed to improve the quality of learning (Anwar et al., 2020).

Video is suitable to be used as learning medium. It is because of the characteristics of video technology that provide moving images and sounds in the media, the video offers a new way of learning Students' retention rate (memory and memory) on the subject matter delivered via video will be increased by media with image and sound elements (sight and hearing) (Daryanto, 2013 as cited in Puspitarini et al., 2018, p.174). Furthermore, the significant characteristic of the video is the use of visual symbols along with the auditory systems, because using only auditory or visual symbol systems result in less recall than using the combination of both in order to present learning and teaching activities (Behesti, Taspolat, Kaya, & Spanca, 2018, p. 62). Thus, the characteristics of video can help learners easier to understand and remember the material through their sight and also hearing.

According to Cheppy Riyana (2007), learning video media are: media that presents audio and visual messages containing good learning that contains concepts, principles, procedures, and application theory knowledge to aid comprehension of a subject matter.

To ensure high quality video, concentrate on all three phases of video production should be paid for: pre-production, production, and post-production (Martin & Betrus, 2019).

1) Preparing for Video Capture: Pre-Production

   In preparing the video, there are three things that should be noted. There is the shot, the storyboard, the script, the resolution, and the capture rate.

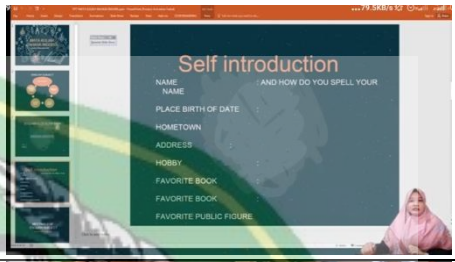
2) Capturing Video: Production

   The thing to consider while capturing video is to manage onscreen talent properly.

3) Editing and Publishing Video: Post-Production

   Throughout this stage, it is time to bring the footage into an editor.

No	Kinds of Video Learning Material	Example
1.	Video with using animation or powtoon (Puspitarini, Akhyar, & Djono, 2018)	

		
2.	Video with using power point (Anwar et al., 2020)	
3.	Video lecture capture (Koster, 2018)	
4.	Video Micro-teaching (Sofyan, Us, Wakid & Sulistyo, 2018)	
5.	Video screencasts (Koster, 2018)	

6.	Professionally Produced Lecture Videos (Koster, 2018)	

Table 1.1

Kinds of Video Learning Material

1.7.3 Adobe Flash Based Interactive Video

Adobe Flash, formerly known as Macromedia Flash, is a standard professional authoring tool application program used to create animation, web, and interactive and dynamic applications. Because Flash is designed to create dependable and lightweight 2-dimensional animations, it is widely used to build and provide animation effects on websites, interactive multimedia, animated films, games, and other platforms. In 2012, the Flash feature was added, allowing it to manage 3-dimensional graphics using AGAL, a basic programming language. Flash includes features for creating motion-based animations, action script 3 (programming language), managing video, including FLV playback, managing audio, and producing output in a variety of formats. Another advantage of Flash is that it produces a small file size and can be displayed with a screen size that can be customized to your specifications (Wibawanto, 2017).

Adobe Flash is the platform of choice for creating Learning Media. Adobe Flash is an animation program that allows users to create animations using programming languages or action scripts. As a result, because it supports animation, images, text, and other programming, Flash is ideal for creating Learning Media. Flash was also designed with the ability to create two-dimensional animations, so this program is widely used to provide website animation effects, interactive CDs, and

other similar applications (Wibawanto, 2017). Adobe Flash Professional CS5 is animation, video, and images creation software. Users of this media can import music, another video, and some images, or they can create their own animation (Mitna, & Ardi, 2012, p. 38). According to Saselah, Amir M, and Qadar (2017, p. 82), the result of the software Adobe Flash CS6 Professional is a product with the form exe and android.

Chen, Wang, & Wu (2009) also stated that Adobe flash player CS6 was used as the primary software in developing this topic due to the output format small streaming media, which has a significant advantage during information delivery Adobe flash player CS6 is also very interactive; it can be integrated with a wide range of other software and enhanced by a variety of plug-ins. Furthermore, after several updates, the language and database are stronger than the previous version; all of this can mean that Adobe flash player CS6 can achieve uniqueness and interactive courseware (as cited in Sukariasih, Erniawati, & Salim, 2019, p. 3223).

The advantages of the Adobe Flash Professional CS6 program compared to other similar programs, among others: 1) Able to create interactive buttons with a movie or other object, 2) Able to make changes to color transparency in movies, 3) Able to make animation changes from one form to another forms, 4) Able to make animated movements by following a predetermined path (Wardani, & Syofyan, 2018). Thus, Adobe Flash can be used as the media in the learning process that served interactive model by providing the button that can be clicked.

1.7.4 Interactive Video

Interactive video is a learning media in which it combines elements of sound, motion, images, text, or interactive graphics to connect the learning media with its users (Prastowo, 2014). Niswa (2012) also explained that Interactive video contains practical guidance that is right on target, presented through audio-visual presentations (images and sounds) equipped with Indonesian language guides that are clear and

easy to understand and packaged in the auto run program, so that with interactive CDs students can learn independently at any time and will be very supportive for deepening the material.

Interactive media is media which serve recording video containing pictures, texts, and voices controlled by computer, making the students do not only listen, but also see as well as respond the learning process actively (Nurbaiti, Panjaitan, Titin, 2017). It is called interactive video because students or the operator can interact with the video by clicking the buttons available in the video. A good conversation will be settled on it and the material can be adjusted based on the curriculum. This video gives the easiness to the users. The operators can go backward or forward depends on their needs in the conversations. If the operator cannot get one point in one statement so they can repeat that point only. It is assumed that it will help students in listening to the native speakers (Mitna, & Ardi, 2012, p. 39).

The most prominent character in interactive learning multimedia is interactivity, and the advantage of multimedia in interactivity is that this media is inherently able to force users to interact with material both physically and mentally. Interactivity in interactive multimedia is the flexibility of the user (operator/user) in controlling the media and the ability of the media to respond to the input given by the user (Wibawanto, 2017). As also stated by Yasa, et al., (2017), that a media is said to be interactive if there is involvement between students and the media, so that students do not just see or listen to the material in the media.

Wibawanto (2017) also stated that interactivity in interactive multimedia is divided into 2, namely mental interactivity and physical interactivity:

1. Mental interactivity is interactivity in which the user tries to understand the material by capturing the information displayed, processing and storing it in the brain. While physical interactivity in interactive multimedia is the involvement of physical activities from users to provide interaction to the media.

2. Physical interactivity varies from the simplest to the complex. Simple interactivity such as pressing the keyboard or clicking a button with the mouse or touching the screen to move pages or enter answers to an exercise provided by the application. Complex interactivity is for example an activity in a simple simulation where the user can change a certain variable or in a complex simulation or interaction where the user moves a virtual object.

1.7.5 Listening Skills

Listening comprehension serves as the foundation for speaking, writing, and reading. It is essential to actively listen or actively pay attention to what is being listened to in order to develop listening skills (Egamnazarova, & Mukhamedova, 2021). It relates to Rost (2011) that listening ability is one of the essential elements of spoken language process, spoken language cannot exist without listening. As also stated by Richards (2008, p. 3) that the perspective on listening believes is the primary function of listening in second language acquisition is to facilitate the comprehension of spoken language.

The assertion in listening skills involves paying close attention to something or someone audible (Hornby's, 2005). Yusnida, Muslem, and Manan (2017) concurred that the ability to listen to and comprehend English speech is crucial for communicating with others. Students with superior listening skills will comprehend more of what the speaker says. It also includes the ability to accurately receive and interpret messages during the communication process.

Also according to Djabborova (2020), there are distinctions between hearing and listening. Hearing refers to the sounds that your ears receive and is a physical process, assuming there are no hearing impairments. Listening, on the other hand, necessitates greater concentration and effort, both mentally and physically. While according to Rost (2002, cited in Rintaningrum, 2018), listening is, in the broadest

sense, simply the act of hearing. Although such a definition merely alludes to listening as a neurological event, listening entails numerous unseen mental processes for comprehending speech in a second or foreign language.

According to Rost (2011), there are five genres in listening processes, narrative, descriptive, comparison/contrast, causal/evaluation, and problem/solution. As shown below:

	TYPE	INFORMATION ORGANISATION	PURPOSE OF LISTENING	SPEAKER FOCUS
1	Narrative	Temporal sequence	To find out what happened, who was involved, personal responses to events	Events, actions, causes, reasons, enablements, purposes, time, proximity
2	Descriptive	Spatial/sensory sequence and coherence	To experience what something looked or sounded or felt like	Objects, situations, states, attributes
3	Comparison/ contrast	Point-by-point organisation, leading to single conclusion	To discover how two things are alike and unalike	Instances, specifications, equivalences
4	Causal/ evaluation	Syllogistic/logical explication	To understand the causes and effects of certain actions	Value, significance, reason
5	Problem/ solution	Problem/ proposal/effect of proposed action	To generate hypotheses on the effects of proposed solutions	Cognition, volition

Figure 1.1

Types of Genres in Listening Skills

While Rost (2011) also stated that narrative and descriptive are the main genres in listening skills.

1. Narrative

   The most prominent rhetorical type in all national and cultural contexts is the narrative. The elements of time orientation, location orientation, character identification, events, complexities, aims, and meaning generally play some role in narratives.

   Time orientation: When do the actions take place? What time period is it placed in? What events are omitted and in what order?

   Place orientation: Where does the action take place? What features of the setting are important to the story?

   Character identification: Who appears in the story? What characters are the main ones? Who are the supporting players? Who are the supporting players? What are the important connections?

   Events/problem/complication/goal: What particular aspect of the environment is problematic? What aspects of the story are complicated? How will the plot be wrapped up?

   Meaning of the story: The majority of stories have a central theme, frequently a moral lesson or a guiding principle that validates some part of the speaker-listener dynamic. What is the story's unique significance?

2. Descriptive

   Descriptive texts, which include descriptions of people, places, and events, are general, similar to narratives. Throughout compared to narratives, there are numerous organizational variations and cultural differences in how descriptions are likely to develop.

Oral descriptions of people, places, and things tend not to follow a fixed pattern, but they frequently exhibit characteristics of prototypical descriptions. These characteristics include features that are specific or peculiar or otherwise memorable, and features that convey a strong feeling or impression in the speaker.

1.7.6 Teaching Listening

According to Djabborova (2020) that there are some techniques to develop the methods to teaching listening. 1) Interpersonal activities, 2) Group activities, 3) Audion segments, 4) Video Segments.

There are six techniques applied in teaching listening English (Nor, 2014). The following are:

1. Information Exchange to implement this technique, the English instructor utilized six photographs as media.
2. Paraphrasing and Translating. This technique is incorporated into post-listening activities in which students rewrite the listening texts in their own words. The teacher then had students read their writing and determined whether or not it was appropriate for the dialogue they had listened to.
3. Responding to Questions this technique includes post-listening activities in which students answer five questions based on the dialogues they heard on the cassette, which are then corrected collectively in class.
4. Summarizing. This technique was utilized in post-listening activities in which students were given multiple possible summary sentences and asked to select the one that best summarized a recorded text. In other words, the teacher instructed the students to retell the dialogue in their own words after listening to it on cassette.

5. Filling in Blanks. Students were given the transcript of a passage or dialogue with some words missing, and they were required to fill in the blanks while listening to the audio.
6. Answering to Demonstrate Understanding of Messages This technique was included in post-listening activities in which the teacher asked students to indicate the correct answer from four options (A, B, C, and D) for questions about monologues they had heard on cassette. There were ten questions that students were required to answer.

According to Listenwise (2022), there are three primary teaching strategies for listening:

1. Listening-encouraging teacher behaviors

a. Set a good example

Students must become acquainted with their teachers. Authentic interactions occur when both parties have an understanding of the other's identity. It is only natural for teachers to listen to students in order to respond. Older students are more adept at recognizing the subtler nonverbal cues that indicate listening intent.

b. Promote listening accountability

Some educators find it beneficial to establish early expectations for listening comprehension. In order to be as clear as possible when providing instructions and explanations, commit to saying them only once. It encourages students to be accountable for their attentiveness. Some teachers have found success with the "three before me" strategy, which instructs students to rely on and listen to one another before approaching the teacher. If a student misses a direction, they are encouraged to ask a classmate (or three) for assistance before approaching the instructor.

c. Maintain a random order

Calling on students to answer questions has been a practice fraught with complications for teachers and frequently described by some students as "terrifying." However, it does provide accountability for classroom listening. Teachers must be open about how they choose students, so using names on popsicle sticks or random name generators is a great way to demonstrate to students that the selection is truly random. In addition, they can provide optional supports for students who may not know the answer or become overly anxious.

2. Teaching listening skills through classroom activities

a. Utilize tactile signals

When asked to listen critically, students can demonstrate their thoughts visually as they listen. In a conventional classroom, students could move to a specific area based on their stance or answer choice for a given question. Groups of students could then engage in discussions to present their ideas or initiate a debate. In virtual classrooms, instructors can have students raise a thumb or finger, conduct polls, or use extensions such as Nod to facilitate student responses to listening tasks. However, providing real-time opportunities for students to demonstrate their listening comprehension through means other than written responses exponentially increases student engagement.

b. Permit student interaction

Not only to the instructor, but also to one another Collaborative groups enable students to interact while completing assignments. In a remote classroom, breakout rooms allow students to communicate

with one another (and listen). Teachers frequently view whole-class or partial-class discussions as opportunities for student speaking, but listening is the counterpart to speaking. Abby Osborn explains in this video how she encourages students to build upon their ideas after listening to an audio story by speaking and listening to one another in breakout rooms.

c. Make notes

Additionally, reorganizing assignments can increase student listening engagement. For example, many instructors provide guided notes. Note-taking is an informational listening skill that is rarely explicitly taught, but it is simple to incorporate this essential skill into other content lessons. Helping students "make notes" as opposed to always "taking notes" in graphic organizers created by the teacher encourages students to assume responsibility for listening to the teacher (or video, podcast, or broadcast) and making note-taking decisions. It is essential to review student note-taking decisions and discuss why some may be good decisions and others may not be.

d. Apply technological tools

There are a number of remarkable technological resources that support teachers' efforts to incorporate more listening instruction. Peardeck and Poll Everywhere are excellent tools for incorporating student input and quick data into lectures and class discussions to make them more engaging. Flipgrid enables students to upload videos of themselves for asynchronous listening-intensive discussions or presentations. And online services such as EdPuzzle (for video listening) and Listenwise (for podcasts and radio broadcasts) provide additional curriculum options for enhancing

students' listening comprehension skills. Listenwise has even compiled a list of inventive ways to combine classroom applications to increase student engagement.

3. Final considerations

a. Promote good listening practices

However, encouraging students to listen without distractions prior to completing assignments is an excellent way to help them develop good listening habits. This instructor incorporates distraction-free listening into the lesson. Teachers can also structure lessons to improve listening endurance as part of their daily instruction. Start with shorter passages and progress to longer ones. Increasing the length of student writing increases their success significantly.

According to Buck (2001 as cited in Richards, 2008, p. 11) identifies two kinds of strategies in listening:

Cognitive strategies	**Metacognitive strategies**
Mental activities required for processing information and storing something in working memory or long-term memory for later retrieval ▪ *Comprehension processes*: referring to the handling of linguistic and nonlinguistic input ▪ *Storing and memory processes*: related to the accumulation of sensory information, both	The conscious or unconscious brain processes that serve as an executive function in the supervision of cognitive strategies are known as metacognitive strategies. ▪ *Assessing the situation*: Analyzing the context: Before beginning a task, one should evaluate the circumstances surrounding a linguistic task by

linguistic and nonlinguistic, in working memory or long-term memory ▪ *Using and retrieval processes*: Associated with memory access, ready for transmission	evaluating their own knowledge, their internal and external resources, and the limitations of the situation. ▪ *Monitoring*: Evaluating how well oneself or someone is performing while doing a task ▪ *Self-evaluating*: Assessing one's or another's performance after participating in the activity. ▪ *Self-testing*: Assessing one's own language use to evaluate its usefulness or lacks thereof

Table 1.2 *Kinds of Strategies in Listening*

1.7.7 Congratulation Material

According to Searle and Vanderveken (1985), congratulation is expressing pleasure at the good fortune of others (p. 212). Wierzbicka (1987) also stated that congratulation is used to express happiness or pleasure to people in order to send them a warm message (as cited in Mahzari, 2017). According to MarkiTsilipakon (2001 as cited in Al-shboul & Huwari, 2016), a felicitation is the expression of the speaker's joy and praise for a pleasant event. Thus, congratulation is an expression of happiness towards other.

Furthermore, depending on the current situation, a different strategy for expressing congratulations can be used (Avazpour, 2020). Congratulation can be used to maintain interaction, socialize with individuals, and strengthen social bonds (Can, 2011 as cited in Kusuma et al., 2017).

There are several types of congratulation (Kementrian Pendidikan dan Kebudayaan [Kemendikbud], 2014). Those are:

1. Congratulationg for business purpose

   This type of congratulation is used in the business purpose. Like congratulate partner or collega for their achievements, For example:

   After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

   Samuel : *Alif, congratulations. You deserved it man.*

   Alif : *Thank you very much. This is because you always help me.*

2. Congratulating for personal purpose

   This type of congratulation is used to congratulate with a personal purpose, like congratulate someone's wedding, birthday and other. For example:

   Mina is having birthday, her friends make a birthday surprise for her. All of her clasemates were there to congratulate her.

   Jennie: *Happy Birthday Mina! Wish you all the best!*

   Mina: *Thanks Jennie!*

3. Congratulating for educational purpose

This type of congratulation is used for educational purpose, like congratulate on someone's academic achivements, for their rank, or when someone winning the contest. For example:

> Cita has won the first winner of the story telling competition in her school. Her best friend congratulated her.
>
> Ditto : *Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.*
>
> Cita : *Thanks, Ditto.*

The interaction is most likely to cause friction between individuals. For the purpose of reducing friction and preserving peace and social harmony, each society has developed a set of rules that facilitate verbal communication. For instance, many positive events would occur, such as graduating from college, receiving a promotion, or getting engaged. People feel compelled to express congratulations in such circumstances (Al-Shboul & Huwari, 2016).

It is expected that students will be able to maintain interpersonal relationships by expressing congratulations. In everyday communication, congratulations are frequently used to acknowledge a person's accomplishments and express appreciation for their efforts (Can, 2011 as cited in Kusuma et al., 2017). It would be inappropriate for a person not to congratulate the other on their accomplishments. Examples include graduating from school, receiving good news, obtaining a job, winning a competition, etc. In these instances, the speaker will attempt to express sympathy by expressing congratulations. People can identify pieces of advice and encouragement, share similar experiences, feelings and opinions, jokes, and well wishes by expressing

congratulations. It is also essential that students learn how to acknowledge and share their feelings and opinions with one another (Kusuma et al., 2017).

Expression of Congratulation	Responding to congratulation
Congratulations!	It's very god of you to say so
Congratulations on + achievement	How nice of you to say so
Congratulations for + specific events	Thank you very much for saying so
On special day: ➢ Happy Birthday! ➢ Happy New Year! ➢ Happy Mother's day!	Oh, it's nothing special actually
Let me congratulate you	oh, I have a lot to learn yet
Please accept my warmest congratulations	Thank you
That's wonderful!	I'm glad you think so
I'd be the first to congratulate you on	Thanks for your support, I appreciate it
I must congratulate you	thanks for your kind words

Table 1.3 *Expressions and Responses*

1.7.8 Senior High School

Sekolah Menengah Atas (SMA) is the level of secondary education in formal education in Indonesia after graduating from Junior High School (or its equivalent). High school is taken in 3 years, starting from grade 10 to grade 12 (SMA N 1 Tanjung Tiram, 2020). Furthermore, based on the data of school in the kemendikbud website, there is several kind of school at the same grade with SMA, That is: 1) SMLB, 2) SMK, 3) MA, and the last 4) MAK (Kemedikbud, nd).

Senior high school student is refers to the students on the grade senior school. The age of senior high school students is from 15 to 18 years old. During this age, students usually show both youthful and teenager characteristics. Aspiration for the

future is a basic psychological characteristic of early teens. A personality develops in a new social situation for it in senior school, which includes the process of completing schooling and making an independent choice of a future life path (Kuzheleva, & Kuzhelev, 2021). Thus, senior high school students are at a teenager stage, it is not surprising that they have many aspirations and strong ambitions.

High school, which extends the ages of 15 to 18, can be viewed as a transitional stage between childhood and adulthood, or as adolescents. Adolescence is a transitional stage to a higher status, namely adulthood. According to developmental theory, adolescence is a time of rapid change in cognitive, emotional, social, and achievement-related domains (Fagan, 2006).

1.8 Previous Studies

This study explore about developing video learning materials, however there are many studies that exist that are related to this current study. Here the researcher provides some previous studies related to developing video learning materials in various aspects, such as development or developing video learning material, and designing video

The first previous study was taken from a journal by Puspitarini, Akhyar & Djono (2018). The research discuss about the developing of video learning media with using Powtoon, the sample learning material. Furthermore, the researcher is taking a gap between these previous studies with the current study.of this research is five grade students of elementary school. The purpose of this study is related with the current study, which is to investigate the development of video learning media and to determine the practicability of learning video. The results findings are 1) the media developed in the form of the powtoon-based video learning device. 2) the result of validation of media experts developed is 4.20 in the good category, 3) the result of material validation on media is 4.19 in the good category, 4) validation of product test result one to-one is 4.07 in the very good category, small group trials 4.32 in the very

good category; and field trials at 4.19 with a good category. Thus, the developed powtoon-based video learning media can be used as a learning medium.

The next previous study discuss about designing and developing video lessons for online learning with using seven principle model. This research was conducted by Ou, Joyner & Goel (2019). This research aimed to examine the effectiveness of seven principles for designing and developing video lessons for online course. The results shown that the video lessons that designed with seven-principle model were highly rated by students. Based on students' perceptions in the effectiveness of the video lesson, it shows from 1,242 students, more than 90% agreed that the video lessons were informative and easy to understand. More than 80% agreed that the exercises kept them engage, and the exercise feedback could enhance their understanding. Therefore, in students' perceptions about what students' like and change of the video lessons, it shows from 906 responded, 19% agreed to like the video lessons more than other elements of course. While in the changes, form 568 responded, 37% respond that the video lesson were excellent that there is no need to change. Thus, the seven-principle is suitable to developing and designing video lessons.

The next following previous study was conducted by Sofyan, Us, Wakid & Sulistyo (2018). This research explore on the developing of micro-teaching video that used as a learning media. This study aimed to produce an appropriate micro-teaching video for the student teachers of Teacher Professionalism Training Program of Automotive Engineering Education, to find out their responses to the micro-teaching video, and to find out the effectiveness of the micro-teaching video in teaching the students. This research related with the current study that explore about the development of video for teaching learning process. The results showed that: (1) micro-teaching video as learning media was classified into 'very good' level with the mean score 4.89 by the media expert, and also categorized into 'very good' with the mean score 4.67 by the materials expert, (2) the student teachers' responses to the video during the try-out were classified into 'very good' level with the mean score

4.20, and (3) micro-teaching video as learning media was assumed to effectively improve the student teachers' teaching skills. There was a significant improvement on the student teachers' practice score, from 77.26 in the first practice to 83.59 in the second practice. Therefore, micro-teaching video is suitable and effective to be used as learning medium.

The fourth previous study examined the development of interactive multimedia learning materials that focused on improving critical thinking skill. This research was taken from a journal by Djamas, Tinedi & Yohandri (2018). This research aimed to developing and evaluating multimedia learning materials that are equipped with games in Linear Motion and Newton's Laws for improving critical thinking skills. This current study also aims to develop video learning material. Thus, the research result shows that interactive multimedia learning materials are valid, practical, and effective. Based on this result, it appears that interactive multimedia learning materials can enhance students' critical thinking skills.

Furthermore, there is a journal that discuss about the characteristic of instructional video. Bahesti, Taspolat, Kaya & Spanca (2018) stated that the significant characteristic of the video is the use of visual symbols along with the auditory systems, because using only auditory or visual symbol systems result in less recall than using the combination of both in order to present learning and teaching activities. The journal explore the advantages, disadvantages of instructional video, and also tips in designing the instructional video based on current trends of education. From the journal, it was found 12 advantages of instructional video such as increasing social interaction among students, improving students' motivation and concentration. Besides, it was also found 6 disadvantages of instructional video, two of them are there is the difficulty in editing the video, and also the need of equipment such as computer. Furthermore, there are 8 tips in making a video, one of them is that the duration of video should not be too long to avoid students' boredom. Thus, this research can be used as a reference in making a video learning material, because it's

provide the advantages, disadvantages of instructional video, and tips in making the video.

The next previous study was conducted by Anwar, Kahar, Rawi, Nurjanah, Suaib & Rosalina (2020). The purpose of journal is determining the effectiveness and practicality of interactive video-based PowerPoint media. The researcher used ADDIE as the method in developing the media. There are five phases in the method: 1) Analysis at this stage requires media to assist students in accepting algebraic material in a fun and not boring way, 2) Design at this stage is obtained by learning media in the form of interactive video-based PowerPoint in The learning media contains algebraic material so students can play while learning and make learning more fun, 3) Development at this stage makes products which are then validated by material experts and media experts, 4) Implementation at this stage is carried out limited trials and main group trials, 5) Evaluation at this stage is carried out to assess effectiveness by giving test questions to student learning outcomes.

There is also a journal related to active viewing framework in video-based learning as the previous studies. The purpose of this previous research is to introduce the framework of active viewing in learning with using video. Dodson, Roll, Fong, Yoon, Harandi, & Fels (2018) stated that by engaging with the video content, the video-based learning will be so much effective, but identifying students' viewing behaviors and ground them in to theory is still rare. The framework that used to describe students' behaviors is ICAP or interactive, constructive, active, and passive categories behaviors. In video, interactive behaviors include collaborating, cooperating, and communicating with instructor and classmates. Constructive behaviors, such as taking notes, are used to document meaning creation. Browsing, searching, pausing, changing playback speed and re-watching video content are examples of active behaviors. While passive behaviors, is when the students playing the video content. It was found that the majority of video viewers enable only passive

and active behaviors, which are less effective for learning than constructive and interactive behaviors.

The next previous study discuss about developing interactive multimedia based on Adobe Flash CS6. The study conducted by Saselah, Amir M & Qadar (2018) from University of Mulwarman and SPPN Vocational High School. This study aimed to produce adobe flash cs6 based interactive multimedia, and also to find out students' response in using the media. Before developing the media, the writer obtain the information related to interactive multimedia, after that the writer analyze the information related to the topic of "kesetimbangan kimia" such as the curriculum, and also the basic competencies. After that, the writer develops the interactive multimedia that provides the material with audio visual so that students' grade can be improved. Then validating the media to the expert and revised it based on experts' comment. After revised by the expert, then the writer asking students' response, and after the second revision, the result showed that the students' positive respond towards the media for about 97,8%. Thus, the interactive multimedia based adobe flash cs9 can be used as the media.

The ninth previous study was conducted by Siburian, Hutagalung, & Daulay (2020) from State University of Medan. This research, study about developing learning media by using adobe flash cs6. The type that used in this study is research and development based on ADDIE development model. The aims of this research is to establish the result of the development learning media based adobe flash cs6 on a short story text learning based on the local wisdom. The learning media consists of four main menus namely learning competencies, short story materials, learning quiz, and profile. The result showed that the predicate of validating the material expert, media design, field trial of teachers and students, and also the outcome are Very Good (SB).

The last previous study explores about developing interactive multimedia with using adobe flash professional cs6 in the science teaching learning process. This study conducted by Sukariasih, Erniwati, & Salim (2019) from University of Halu Oleo. The study aims to produce interactive multimedia science learning with the topic of pressure the circulatory system and respiratory system in humans for junior high school student. The model of this study is Research and development that refers to ADDIE model (Analysis, Development, Implementation, and Evaluation).

Most of the previous studies that mentioned above are related to developing and designing the video, interactive multimedia, interactive video, and adobe flash based interactive media. However, the research related to developing interactive video based adobe flash is still rare, and there is also no specification in the topic of congratulations. As a result, the research utilizes the gap to differentiate from the previous studies that has been mentioned to the current study. This research intended to develop the interactive video learning material to teach congratulations based adobe flash. The video used as a medium in the learning process to attract students' attention and to improve students' motivation.

1.9 Frame of Thought

This research begins from the needs of interactive video learning material. The learning material should be developed to adapt with todays' era, and one of the learning materials that can be used is video learning material. Video is massively used by people around the world from all ages, especially the learners. By using video, it can attract students' attention during the learning process. Furthermore, to know how to making the suitable video as learning material, and also to match with the needs of learners, we need to know the students' perspective and the students' need. As a result, this research explore about developing video learning material.

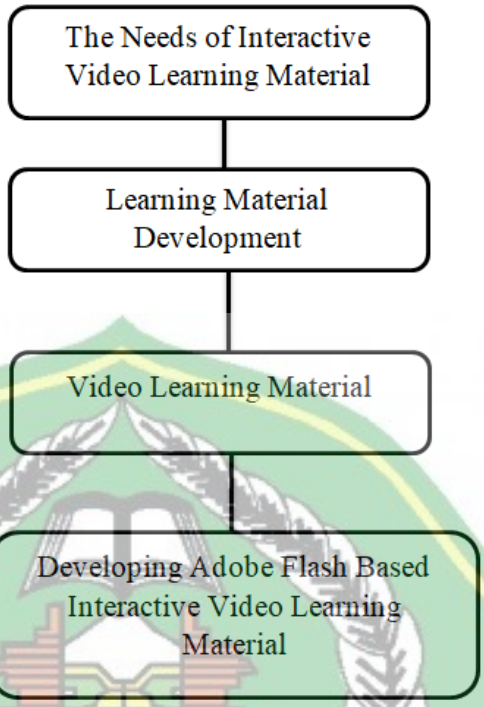


Figure 1.2 *Frame of Thought*

1.10 Research Method

1.10.1 Research Design and Steps of the Research

This study is classified as Research and Development (R&D) design. The researcher used Research and Development (R&D) design because this research uses data collection as the base or foundation for developing products. Gall, Gall, & Borg (2003) stated that educational R & D is an industry-based development process wherein research findings are utilized to design new products and procedures, that have to be systematically field-tested, reviewed, and modified until they meet specific effectiveness, quality, or other standards.

There is 6 steps that proposed by Gall, et al, (2003). The steps are: 1) Gathering data and information, 2) Need analysis, 3) Media design, 4) Validating to expert, 5) Revising, and the last 6) Final product. Furthermore, the researcher adapts four steps from Gall, et al, (2003). That is: 1) Gathering data and information, 2) Need analysis, 3) Media Design, and the last 4) Validating to expert. As stated by Education Sciences and National Science Foundation [ES & NSF] (2013, p.13) that in some cases, funders will expect all four stages to be completed within a single project. In other cases, design and development project may entail sequential projects.

1.10.2 Source and Types of Data

In this study, three main sources and types of data were used to collect the sources and types of data. First, the researcher used an interview which was distributed to tenth grade high school students. This aimed to identify students' perspectives and needs related to video learning materials. Second, the researcher used interview that given to the teacher to know the teacher's perspective related to the learning material especially video learning material. And the last is using documentation as the foundation in collecting the data of the topic that used in the video.

1.10.3 Data Collection Techniques and Instrument

1.10.3.1 Data Collection Techniques

According to Sugiyono (2015, p. 225) some of the data collecting approaches that can be used are observation, interview, questionnaire, documentation, and the combination/triangulation. While the data collection techniques that used in this research are divided into three sections. The first section focuses on the data collection techniques to collect information about students' perspectives and needs related to the video learning material by using Interview. The second section is the data collection to determine the teacher's perspective on an effective learning material, especially a video learning material by using interview. The last is using

documentation to matching the video learning material with the basic competence and the learning objectives of the topic. Thus, this research uses interview and documentation as a way to collect the data.

i. Interviews

The data collection technique that used is interview. The interview method is a data collection methodology in which researchers and sources exchange direct questions and responses (Kurniawan, & Puspiitaningtyas, 2016, p. 81). The interview is given to the teacher and student to find out the needs of video learning material, in this interview talked about students' and teacher's perspective about learning material especially video learning material.

ii. Documentation

This research also uses documentation as the data collection technique. Documents are historical records of past events. Documents might be a form of literature, photographs, or a monumental works of someone. Documents study is a tool for using observation and interview methods (Sugiyono, 2015, p. 240). The materials that used as the documentation are Lesson plan. Thus, this material used as the guidance in developing the video.

1.10.4 Data Analysis Techniques

After collect the data, the researcher analyzes the data.

i. Interviews

After the researcher collect the data from the interview, the result analyzed by using four steps: 1) collect the data, 2) transcript the data, 3) grouping all the data, 4) conclusion. The result used as the guidance in developing video learning material.

ii. Documentation

The researcher collects the lesson plan of tenth grade of senior high school with the topic congratulations. This lesson plan used as the guidance in developed the video learning material to matching the basic competence and the learning objectives of the topic with the video.

1.10.5 Research Timeline

NO	Activities	Months																			
		February				March				April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Research Proposal																				
2.	Revision Research Proposal																				
3.	Preparing Research Indicators																				
4.	Asking agreement to doing an interview																				
5.	Conducting interview																				
6.	Analyzing the data from and interview																				
7.	Developing video learning material																				
8.	Interpreting the findings and writing up the thesis																				
9.	Writing conclusion																				
10.	Finalization																				

Table 1.4 *Research Timeline*