

Developing Video Based Language Learning to Support Students' Autonomous Study in Higher Education Setting

Sitti Rahmawati

sitti.rahmawati@umi.ac.id

Universitas Muslim Indonesia

Muliadi

muliadi@umi.ac.id

Universitas Muslim Indonesia

Abstract

The pilot study focuses on three issues: how to articulate the need for learning videos in the language course, how to design learning videos in the language course, and how to articulate the feasibility and practicality of learning videos in the language course at the Faculty of Letters, Muslim University of Indonesia. This study employs a qualitative descriptive approach. The findings of this study indicated that students required more engaging learning resources than books and presentation slides, one of which is a learning video packaged in animation to capture students' attention and motivate them to learn the content or material in the learning video. Language learning videos with material paragraphs are produced using the video animation concept, specifically whiteboard animation. This design was picked based on the animated video's attractiveness to the audience in order to pique their interest in the material or film after it is shown. The viability of learning videos as determined by validation results from media and material experts on newly designed language learning films is extremely good. The video's form or presentation, as well as the content included inside, are adequate and sufficient to allow it to forward to the following stage, namely testing to ascertain the answers or replies of lecturers and students. The practicality of the learning videos, as determined by lecturers and students' reactions, is extremely good; there are no substantial barriers to lecturers and students using these learning videos.

Keywords: *Animated video, autonomous learning, language.*

INTRODUCTION

The use of media in the learning process is critical for fostering an effective learning environment for students (Saeedi & Biri, 2016). Because learning is a communication process that occurs within a system. Without media, communication would cease to exist, and the learning process, as a kind of communication, would also cease to function efficiently. As a result, a lecturer should employ media or techniques that effectively and efficiently encourage learning.

The learning media that lecturers use in classrooms are intended to aid the learning process and ensure that the learning objectives established are met ideally. This instructional medium is

used to aid pupils in comprehending the subject matter covered in class by the lecturer. Additionally, media is a source of learning that has the potential to channel messages, overcoming hurdles to communication such as views, interests, opinions, intelligence, and knowledge, as well as physical barriers such as exhaustion, disease, and others.

Media is a medium that lecturers use to communicate messages/materials to their students in order to motivate them to learn. The teaching and learning process is fundamentally a communication process, that is, the delivery of messages from the source of the message to the recipient of the message via various means. The message to be communicated is the content of the lecturer's lessons or upbringing poured into communication symbols, both verbal (oral or written words) and non-verbal (visual) symbols (Ha et al, 2015).

Students should be encouraged to engage in the learning process with all of their senses. Lecturers aim to present stimuli that can be processed by the various senses used to receive and process information. The more information that can be processed, the more likely it will be understood and maintained in memory. Thus, students are expected to be able to readily and effectively receive and assimilate the messages included in the offered content.

Students are required to understand the subject matter through the proper use of learning media (Nurhasanah et al, 2022). This indicates that for effective learning activities, the use of learning material should be facilitated. The usage of visual media is an extremely effective method of assisting the learning process (Jabeen & Thomas, 2015). The advantage of video media in education is that it can boost student engagement in learning by allowing students to listen and see simultaneously.

Film/video is a subcategory of audio-visual media. Audio-visual media are those that rely on both the auditory and visual senses. Audio-visual media are one type of media that can be used to teach listening skills. According to Arsyad (2011: 49), video is images in frames that are mechanically projected through the projector lens to create a vivid image on the screen. The power of videos to paint vivid images and sounds endows it with its own attractiveness. Videos can be used to convey information, depict processes, clarify complex concepts, educate skills, compress or lengthen time, and change attitudes (Wahyuni & Pratiwi, 2021).

Animated Video in Language Learning

According to Prastowo (2012. 302), the usage of video media promotes learning by delivering unexpected experiences for pupils. Demonstrating real things that were previously invisible, analyzing changes over time, providing experiences that allow students to sense a particular situation, and presenting case study presentations about real life that can spark student discussion (Ju & Mei, 2020).

The availability of video media is extremely beneficial for students (Caroline Unnathamani & Sumanjani, 2022). Students can witness an event that cannot be witnessed directly, is too dangerous to witness directly, or is a past event that cannot be brought into the classroom. Additionally, students can rewind the video to meet their specific needs. Learning using video media piques students' interest and motivates them to pay attention to lessons at all times (Liu & Elms, 2019).

Advantages and Disadvantages According to Anderson & Ronnkvist (1999), video media has a number of benefits, including the following:

1. We can re-enact specific movements by using video (with or without sound).

2. Certain effects can be used to enhance both the educational process and the presentation's entertainment appeal.
3. By installing monitors in each class, information can be provided concurrently in many locations (classes) and to an endless number of viewers or participants through video.

Students can learn independently using videos. While the constraints of video media use include the following:

1. The costs of video production are prohibitively high, and only a select few people can afford them.
2. Unless network monitors and video projection systems are upgraded, small monitor displays will limit the number of viewers.
3. When video equipment is to be used, it must be readily available at the location.
4. Because communication is one-way, it must be tempered by the pursuit of alternative types of feedback.

Each type of learning medium, including video media, must have distinct advantages and limitations. As a result of the video media's inability to stand alone, it requires accompanying instruments such as an LCD to project an image or an active speaker to display sound clearly. The nature of communication in the usage of video media is one-way; students are only interested in video media; this is what the lecturers must focus on, as well as questions and answers on the videos viewed.

METHOD

This study employed a qualitative descriptive method of research. It is defined by Creswell (in Semiawan, 2010: 7) as a method or search for the purpose of exploring and comprehending a central occurrence. Qualitative research in education produces descriptive findings. Qualitative research aims to comprehend human perspectives, to discover and explain processes, and to delve deeply into a subject or constrained research setting (Putra, 2013: 44).

The source of data refers to the source from which the data can be received. The study gathered data from a variety of sources, including records and informants. The attendance list and a list of student grades were employed, as well as the findings of direct observation. The information gathered from the informant's data source in the form of the outcomes of informant interviews. The informants for this study are lecturers and students from Muslim University's Faculty of Letters. Interviews were done in an open format, which meant that instructors and students were free to respond to questions in any way they pleased.

The study processes data from a review of subject content and interviews with learning media specialists using two data analysis methodologies, namely qualitative descriptive analysis and factor analysis. This data analysis technique involved grouping information from qualitative data such as input, feedback, criticism, and suggestions for improvement contained in the questionnaire, as well as the results of interviews with media and design experts, as well as experts on the content of learning materials, as well as individual trials, small group trials, and teacher responses. Meanwhile, descriptive static analysis was employed to transform the data collected via questionnaire into a descriptive percentage.

The authors employed the Miles and Huberman data analysis technique. Miles and Huberman (in Sugiyono, 2015: 337) believe that qualitative data analysis activities are performed interactively and continually until the data is saturated. Data analysis consists of three activities: data reduction, data visualization, and conclusion drawing/verification. At the data

reduction step, the amount of data collected in the field is considerable, and it must be meticulously recorded. Reducing data entails summarizing, selecting the essentials, concentrating on the critical, identifying themes and patterns, and eliminating superfluous ones. The smaller data sets will provide a more complete picture and make it easier for researchers to collect additional data and locate it as needed (Sugiyono, 2015: 338). The data visualization stage attempts to make it easier for researchers to comprehend what is occurring and plan subsequent steps based on their understanding. In qualitative research, the final stage, conclusion development/verification, may or may not be able to address the formulation of the problem formulated at the beginning. This occurs because qualitative research is still in its infancy and will evolve during the fieldwork.

FINDINGS AND DISCUSSION

The Significance of Educational Video in Language Classes

The production of Learning Videos for Language Courses begins with an analysis of the media and material demands of students at Universitas Muslim Indonesia's Faculty of Letters. The needs of 12 students are ascertained by the distribution of questionnaires. The questionnaire was divided into two sections: one on student media needs and another on student needs for language learning resources.

Table 1. Students' Needs for Educational Video in Learning

No.	Questions							Score (%)
	1	2	3	4	5	6	7	
S1	0	0	0	1	1	0	0	28,57
S2	0	0	0	1	1	0	0	28,57
S3	0	0	0	0	1	0	0	14,29
S4	0	0	1	1	1	1	1	71,43
S5	1	1	0	1	1	0	0	57,14
S6	1	0	1	0	0	0	1	42,86
S7	0	0	1	1	1	1	1	71,43
S8	0	0	0	1	1	1	0	42,86
S9	1	0	1	1	0	0	1	57,14
S10	0	0	0	1	1	1	0	42,86
S11	0	0	0	1	1	0	0	28,57
S12	1	1	0	1	1	1	0	71,43
Average Percentage								46,43

The findings of the table 1 identification of student needs for using video media earned a score of 46.43, indicating that they fall into the less category. These findings imply that students in language subjects would benefit from educational video media.

Table 2. Student Needs for Language Materials

No.	Subject matter
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	Paragraph	Academic Writing	Poetry	Rhyme
S1	0	1	1	1
S2	0	1	1	1
S3	0	0	1	0
S4	1	1	0	1
S5	0	1	0	1
S6	0	1	1	1
S7	0	1	1	1
S8	0	1	1	1
S9	1	1	0	0
S10	1	1	1	0
S11	0	1	1	1
S12	0	0	1	1
Score (%)	25	83,33	75	75




The findings of the identification of student needs for the language subject matter as shown in Table 2 demonstrate that students acquired each material required. The lowest scoring paragraph/paragraph material is 25%. This demonstrates that students were struggling to grasp the topic. While the remainder of the contents received a passing grade. These findings were used as a reference to determine the content of the forthcoming learning video.

Educational Video Development for Language Courses

The next stage of developing the language learning video was to create the educational videos based on the results of the needs analysis. The process of creating the instructional video began with the preparation of the language subject matter for which instructional videos would be created (Mushtaq & Zehra 2016). Following that, established on the theme for the learning video, which was in the form of scribbled animation or whiteboard animation. This video format was chosen since it was unique in comparison to other types of learning videos. The following is a video demonstration of how students' materials for paragraph theory.

Table 3. Language Learning Video Example

Scene	Appearance	Description
1		The video begins with the material's title.
2		Paragraph meaning material
3		Paragraph Advantages

4		Kinds of Paragraph
5		Nature of essay
6		Overall view of the learning video

The Feasibility and Practicality of Using Animated Videos in Language Classes

The created learning videos then were approved by media practitioners and subject matter specialists in applied linguistics. This validation is used to verify the feasibility and validity of the developed language learning video media. The media validation of learning video which was done by media practitioners demonstrates the attainment of a media validation score of 93.33 percent, which is very good. These findings indicated that the learning video media had met the feasibility requirement for classroom use. Additionally, applied linguistics expert validated the material provided in the instructional video. Furthermore, the material validation by material specialists resulted in the attainment of a material validation score of 91.43, which is extremely good. This indicates that the material in the instructional video is appropriate for use in the classroom. Learning video media that have been determined to be feasible are subsequently evaluated on students and lecturers to determine their level of practicality.

Table 4. Student Responses to Learning Video Media

No.	Assessed aspects							Score (%)
	1	2	3	4	5	6	7	
S1	4	4	5	5	4	5	4	88,57
S2	5	5	5	4	4	4	5	91,43
S3	5	5	4	4	4	4	5	88,57
S4	5	4	5	5	5	4	4	91,43
S5	5	4	4	4	5	5	5	91,43
S6	4	4	4	4	4	5	5	85,71
S7	4	4	4	5	5	5	4	88,57
S8	5	4	4	4	4	4	4	82,86
S9	5	5	4	5	5	4	4	91,43
S10	4	5	4	4	5	5	5	91,43
S11	4	5	4	5	4	4	4	85,71
S12	4	5	5	5	5	4	4	91,43
Average Percentage								89,05

Description

- 1 = Clarity of delivery of goals
- 2 = Image suitability
- 3 = Clarity of music sound
- 4 = Easy to understand explanation
- 5 = Punctuality
- 6 = Match color selection
- 7 = Interesting video visualization

The average score in the very good category for student responses to language learning videos was 89.05 percent. These findings indicated that students comprehend the material presented in learning videos and were capable of using them as media without encountering substantial hurdles.

Table 5. Lecturer's Response to Learning Video Media

No.	Assessed aspects	Score	%
1	Proportionality of media impressions	4	80
2	The suitability of the images contained in the media	5	100
3	The suitability of the material with the media used	5	100
4	The quality of the text contained in the media	4	80
5	Suitability of language writing in media	4	80
6	Clarity of messages/materials contained in the media	5	100
7	Ease of media operation	5	100
8	Presentation of simple and concrete material	4	80
9	Media appeal and visualization	4	80
Average Percentage		4,44	88,89

The findings of the learning video media responses by language lecturers in Table 5 yielded an average percentage of 88.89, which is extremely good. This result also implies that lecturers were capable of effectively utilizing learning media to aid students in comprehending the learning material. The developed language learning video met the feasibility requirement through

validation by media and material experts and the practical requirement through trials and comments from lecturers and students.

Discussion

The development of learning videos for language classes proceeded with a needs analysis of students at Muslim University's Faculty of Letters. The results of the requirements analysis indicated that students required additional learning resources in addition to books and presentation media used by lecturers, specifically learning videos (Bello-Bravo et al, 2018). Concerning the language subject matter, students continued to struggle to comprehend the materials for paragraphs. As a result, the learning videos designed leans on paragraph or paragraph-length content to explore the effectiveness of learning video. The development of the video-based learning began with the collection of resources and concepts, as well as the creation of a learning video screenplay.

The educational video was created in the style of a whiteboard animation. The video's theme was chosen because it is believed to capture students' interest while they are learning to use instructional video media. This is consistent with Daryanto's (2010) assertion that learning videos can present students with unexpected experiences; additionally, video programs can be paired with animation and speed settings to display changes over time.

The videos were created as prototypes and then confirmed by media and material experts. The validation by media specialists revealed that the design and presentation of the educational video fell into the very good category. Meanwhile, the findings of the validation by the material expert indicated that the material contained in the learning video was of very high quality and could be continued to the next level with minor modifications. The validation results indicate that the language learning video was suitable for classroom use. This is inextricably linked to the combination of text and sound contained in the videos, which has been created in such a way that it can be read and heard by users.

The following stage of development was to evaluate the instructional video's practicality through responses from students and lecturers. According to student comments, 89.05 % found it simple to use the learning video and understood the content included within. While the findings of the lecturers' comments indicated an overall rating of 88.89 %, which was also extremely good. This means that students and lecturers encountered no barriers when it comes to utilizing instructional video media.

Because the learning videos are packaged beautifully in the form of animated animations, they assist students in grasping the subject matter. Lecturers are also aided in their teaching efforts by the simple-to-use instructional videos. According to Prastowo (2012), educational videos can provide students with unexpected experiences, demonstrate something that was previously difficult to view, examine changes over time, give students the opportunity to feel a certain situation, and present study presentations. real-world scenarios that can elicit student debates.

The language learning videos developed are suited for classroom application and are also utilized in practice by lecturers and students (Arifani, 2020). However, the study found that various factors must be considered while utilizing instructional video medium; (1) Learning videos can be used both offline (face-to-face) and online (online). (2) During offline learning, learning videos can be shown using a projector or LCD screen of sufficient size to accommodate all students in the room. (3) During online learning, instructional videos can be streamed, or

students can be sent a link to the instructional video. (4) The cost of making a learning video is relatively dependant on the type of learning video being produced, and (5) The material in the learning video is dense, therefore they still require additional references to provide additional information to students.

CONCLUSION

Apart from books and presentation slides, students require more engaging learning tools, one of which is a learning video presented in animation to pique students' interest in the information or material in the learning video. Additionally, the language learning videos containing paragraph or paragraph information were created using an animated video approach, specifically whiteboard animation. This design was identified based on the animated video's attractiveness to the audience, in order to pique their interest in the material or video when it is exhibited. And the viability of learning videos as determined by validation results from media and material experts on developed language learning movies is extremely good. The video's form or presentation, as well as the content included inside, are adequate and sufficient to allow it to progress to the following level, namely trials to ascertain the answers or replies of lecturers and students (Abdo & Al-Awabdeh, 2017). The practicality of the learning videos, as determined by lecturers and students' reactions, is extremely good; there are no substantial barriers to lecturers and students using these learning videos.

According to Article 1 Paragraph 1 of Law No. 20 of 2003 on the National Education System, education is a deliberate and planned effort to create a learning environment and learning process with the purpose of activating students in developing their potential for religious spiritual strength, self-control, personality, intelligence, noble character, and skills necessary for himself, society, nation, and state. One alternative effective learning media that can be used is animated video. Animated video is a moving image created by arranging a collection of distinct elements in such a way that they follow a predetermined route at each tick of the clock. The things in consideration are photographs of persons, written texts, photographs of animals, photographs of plants, and photographs of buildings. Educators today do not need to acquire special skills in order to create an animated video, because in today's digital era, we can leverage the applications available and utilize them as supporting tools for creating educational media, in this case animated videos. Hence, the study is intended to promote educational vidoes to foster student's self-efficacy in language learning.

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