

DEVELOPING THEMATIC ENGLISH VIDEO LEARNING FOR STUDENTS OF PRIMARY SCHOOL TEACHER EDUCATION STUDY PROGRAM IN JAMBI UNIVERSITY

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Abstract

This study is aimed to describe the process of developing thematic English video learning for students of primary school teacher education study program in Jambi University also to complete the thematic English textbook made by Nurul Hikmah “My Earth”. Here, researcher using ADDIE model to develop the video learning. There are 4 stages that researcher conducted. First is analyze: 1) analyze media, 2) students’ needs, 3) material analysis. Second is design: script and storyboard creation, third is development: media creation, product revision and the fourth is evaluation: formative and summative (validation from the media expert).

The participants of this study were second semester students of PSTE program in Jambi University. The participation consists of 120 students of four classes. The result of the study showed that: 1) The developing thematic English video learning is validated by media expert categorized as good and can be try out to the students of PSTE program. 2). This video learning can be used as a guide for lecturers and students in the learning process in class for face-to-face learning with the guidance of the teacher (as facilitator) and independent learning where students can do the exercises, questions and tasks contained in this video learning alone or with friends outside of the class.

Keywords: *Developing, Media Learning, English Video learning, Thematic, Research and Development*

INTRODUCTION

Background of Research

The primary school teacher education (PSTE) program is a study program in university so that teachers can be competent to teach the students in elementary schools. To produce competent teachers, students of PSTE need to master several competencies of being a teacher. One of the competencies is pedagogical competence; master the competence of learning approach, learning principles, curriculum development, and implement the educated learning process in the classroom.

PSTE study program is also in English in order to give the teachers an English knowledge and skill for future works. English at PSTE is a subject that is considered difficult and a subject that is not sought after by students. The reason also being that students assume after they graduate from PSTE program, English will not be used again. The English subject is not taught in elementary school that are using curriculum 2013 while English is a subject that must be studied as a course program in the Basic Education Study Program throughout Indonesia.

According to thus, it is important to offer a meaningful learning by providing English material that close to target students. Integrative thematic learning is a learning approach that integrates several competencies from several subject areas into themes (Majid, A., 2017). Theme will link several basic concepts of learning so that students will learn the basic concepts in integrative way. Thematic learning will give a meaningful learning experience for students because students will learn English through theme.

Since PSTE students' goals is teaching elementary school students who are closely related to integrative thematic approach. It is important to providing students video learning media that is related to their field including the use of thematic approach theme so in future it becomes easier in helping the PSTE students in teaching the same integrated theme to the their elementary student. Moreover, they can teach English to their students without having the need for a license as English teacher.

According to an interview with one of English lecturers in the PSTE program, the unavailability of learning resources and learning tools which support the learning activity is one of the reasons causing students to have less interest in learning English. Along with the development of technology and learning media, one of the interesting attempts to try to gain students interest is by using computer technology (software) to design English learning media and materials that are more interactive and dynamic so as to increase student interest.

Media is an integral part of the teaching and learning process in order to achieve learning goals (Arsyad, 2016: 2). The media used to facilitate communication in the learning process is often termed learning media (Haryoko, 2009: 2). This opinion is reinforced by Gagne and Briggs (in Arsyad, 2016: 4) which states implicitly that learning media includes tools that are physically used to convey the contents of teaching material, one of it which consists books and videos. Sanaky (2011) (Suprayogi, 2011) also writes the advantages of learning in the form of videos that present concrete learning objects or realistic learning messages, so it is very good to add to the learning experience, has its own charm and can motivate or motivate students to learn, very good for achieving psychomotor learning goals learning saturation, especially if combined with lecture teaching techniques and discussion of issues that are displayed, increase retention of memory or retention of bell objects teaching is learned, portable and easily distributed.

The use of media in the learning process must be suitable and in accordance with the material to be taught. According to Daryanto (2013) by paying attention to the complex and unique learning process, the accuracy of media selection will greatly influence student learning outcomes. According to Daryanto, (2013: 88) video is everything that allows audio signals to be combined with sequential moving images. Videos can be used in learning programs, because they can provide unexpected experiences to students. In addition, videos can be combined with animation and speed settings to demonstrate changes over time. The use of video learning media can be an attraction for students in participating in activities learning in class. Video media is considered a plus point by students.

This problem must be anticipated by the availability of learning tools in accordance with the needs of students, learning media that can increase interest in learning and easily encourages students. According to Munadi (2008: 127) that in

video media there are advantages which are (a) Overcoming limitations of distance and time, (b) Videos can be repeated if necessary to add clarity, (c) The message delivered is fast and easy to remember, (d) Develop students' thoughts and opinions, (e) Develop students' imagination, (f) Clarifies things that are abstract and provide a more realistic picture, (g) Very strong in influencing one's emotions, (h) Very good at explaining a process and skill, (i) All students can learn from good videos that are smart and that are not very smart, (j) Growing interest and motivation to learn.

Based on the phenomena above, the researcher has tried to find a solution to provide learning video which underlies integrative thematic learning by developing thematic English video learning for *PSTE* students in Jambi University. Since researcher partner developing thematic English textbook, here, researcher will focusing on developing thematic learning as the complementary product of the book to fulfill the needed of thematic book with video for *PSTE* students in Jambi University.

Limitation of The Research

This research was limited to some cases. First, the development of the thematic video learning cannot cover all the topics in the book because the limitation of the time. Second, the developed video learning will not be implemented in the classroom to evaluate the result but instead the product will be evaluated by the media expert only. This is also the due to the time.

Research Question

Based on the background of the study, this research answered the research question: "How thematic English video learning for students of *PSTE* study program in Jambi University is developed?"

Objective of the Research

This research mainly aimed to describe the process of developing thematic English video learning for students of *PSTE* study program in Jambi University. Lastly, the research also aimed to develop thematic English video learning for students of *PSTE* study program in Jambi University.

Significance of the Research

Theoretically, the finding of this research is expected to provide information about the process of developing thematic English video learning for students of *PSTE* study program in Jambi University. Practically, the finding of this research is expected to be a reference for readers who have interest in conducting research about developing English video learning for *PSTE* students.

METHODOLOGY

Type of study

The type of this research study was educational Research and Development (R & D) to develop an educational product. The term "product" not only refers to material objects, but it also refers to procedures and processes. R & D was able to produce a particular product by doing research, analysis and testing to find the effectiveness of the product so that it could function in the wider community. These products were not always in the form of a physical objects or hardware such as books, stationery, and other learning tools but it could be software like an application, video or audio. Furthermore, it could be also in the form of digital audiovisual. Here, the researcher had decided to use ADDIE model by Branch.

Research Instrument

Researcher used two kinds of tools to validate the research conducted. These were an interview and three open-ended questionnaires. The interview targeted to English lecturer while one open-ended questionnaire would be towards the target students and the other two open-ended questionnaires targeted to a median and material expert for validation purposes.

Research Subject

The subject of this research and development were the students of Primary School Teacher of Elementary Program also Media expert (Muhammad Maky, M.Pd., Media Expert of LPTIK of Jambi University).

Data Collection Technique

This research collected qualitative data through interview and open-ended questionnaire. The researcher interviewed English lecturer in PGSD program. The researcher used an open-ended questionnaire with four questions along with each follow-up question to collect data on students' expectation, wants, and needs.

After that, the researcher would apply two open-ended questionnaires to collect the data for validation and this would be for experts in the field of research. There would be two kinds of validation related to video development. The validations are material validation and media learning design validation. The researcher gave different open-ended questionnaire for these two validations.

Data Analysis Technique

In this research, the data obtained was qualitative data. Qualitative data collected from interview with English lecturer in PSTE program, targets' answers

through an open-ended questionnaire, supervisor revision and expert's response through a validation instrument tool.

To analyze the data, the researcher used data analysis model by Miles and Huberman (1984) in Sugiyono (2016). According to Miles and Huberman, there were three activities in the data analysis process. They were data reduction, data display, and conclusion. Miles and Huberman (1984) also in Sugiyono (2016) added that data analysis in qualitative should be done interactively among the three activities and occurs continuity until achieving the desired result.

Discussion and Result

Analysis stage

The first step that was carried out by the researcher was to observe through one of the English lecturers in the PSTE program to find out what problem is being faced. From the media analysis it was found that the existence of a problem is the lack of learning media used in teaching and learning activities. First, the limitation of books used for PGSD program as there is no thematic book with videos therefore the lecturer cannot maximize the learning using technology. Hence, the teachers are not able to maximize the facilities that are owned by the university, even though the facilities at the university can support based learning technology such as Projector, laptop, and computer. Similarly with facilities owned by students can support technology-based learning because the majority of students have cell phones and most of them own a laptop. Based on observations made by researchers, teachers expressed that a media like video learning is suitable for learning and facilitates both parties in the teaching and learning process. Moreover, students and teachers on average have skills in using media based on technology or computers, so that when developed media to increase students' understanding of the material to be made, the lecturers and students can operate it classically or independently. It is believed that video learning media can be an attraction for students in participating in activities learning in class and considered attractive by students.

Analysis of student needs is done by studying aspects of students, learning in class, student learning outcomes and learning media used. analysis for what is needed is required to determine the problems faced by students in learning English. According to the result of observation towards students through open ended questions, the researcher found that:

1. Students need video learning in their book because they don't have any book that has video learning in it.
2. Students are not fully able to comprehend the teacher's explanation well because the lecturers have only used lecture and book methods without using media.
3. Students expect to have an interesting learning media which explain easily and in an interesting manner.

4. Students also hope that learning is related to things around them so that students in the learning process are motivated to learn and be willing to do their assignments.
5. Students need book with video learning that's has material for elementary school so they can teach their future students according with the material that they have leaned before.
6. Students want video learning of the book as visualization of material inside the book so they can access the video when they are bored reading the book

After analyzing the complete and clear requirements, the next step is choosing the material for video that support video development learning

As for the material obtained from:

- a) The book "Thematic English Book: The Earth" by Nurul Hikmah.

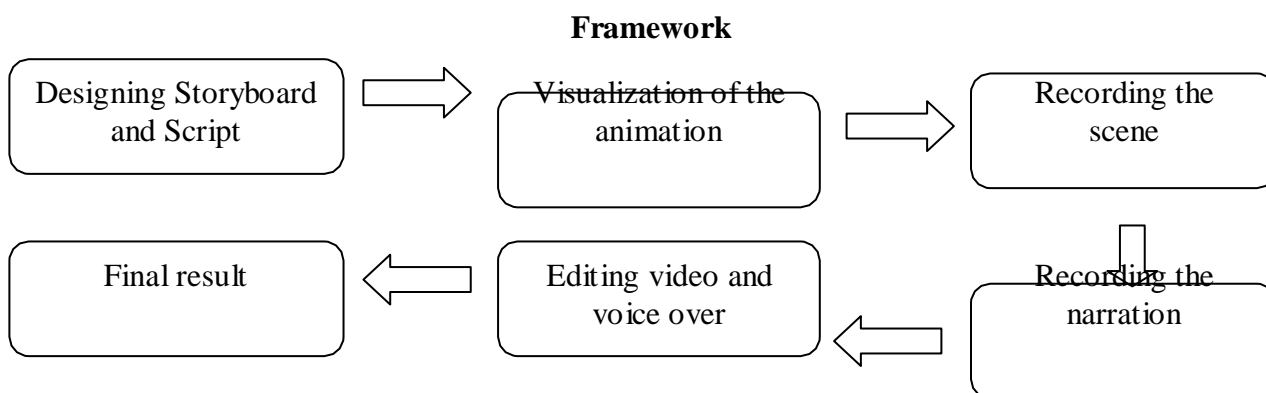
There are some aspects that influence researcher in choosing topic in the book. The first is the topic must be contextual and relate to daily life and the topic can be an event that happened recently and ability of researcher in developing the topic. Moreover, there are some topic that been chosen.

Design Stage

At this stage it includes planning, writing and revising the storyboard along with the appearance, animation, graphics, narration and music, then validating it. Storyboard is made to make it easier to visualize the ideas to be more organized. The creation of storyboards is made as detailed as possible until planning on developing with Powtoon and Filmora. At the time of storyboarding, the script is written.

TOPIC	ACTIVITY	MUSIC	DURATION
OPENING SCREEN	The introduction of the topic	Slow	5 second
INTRODUCTION	An introduction to why the material is important should be presented, how it relates to other materials. The important thing is also the purpose of making the presentation needs to be aired to motivate students to learn more about the material.	Slow	30 second
CONTENT	Content is the core activity contains a complete description of the material, this is complemented by a description of the example, simulation and demonstration or demonstration. The length of time available as long as the video takes place at	*No music *Slow music	1-4 minute

	this core activity.		
TEST	This activity provide students with test to know their knowledge after watching the video. The materials will be related with the content	Exciting music	1-3 minute
CLOSING SCREEN	The closing activity is filled with thanks and conclusions or summaries.	Slow	10 second



Development

Prepare Supporting Components

The preparation of supporting components for video development began to be prepared since the video was produced. The supporting component used for editing videos using Powtoon and mixing videos using Filmora. After completing the supporting component, then comes the editing and mixing process. The process of editing and mixing is carried out in accordance with the demands of the storyboard that has been made before.

Producing Video and Audio

In this development activity, the stages involved in developing the production of audio and video, programming the material, preparing supporting components, and evaluating and reviewing (testing and endorsement). The process of producing audio and video contains shooting (video shooting), sound recording, and taking photos in accordance with the demands of storyboards and scripts that have been made before. The first step is creating video based on the storyboard that has been made before. Then proceed with shooting or booting the video. During this producing video, after storyboard is visualized as video, full animation video is to be used but taking the advice of the supervisor, contextual picture or video related to the topic is implemented.

Revision

The initial product is a learning video that is consulted in advance with the supervisor to get input to perfect the product being developed.

First draft

The first revision is based on input from the supervisor. Input from the supervisor is followed up to improve the product developed to be better before being assessed by material and media experts.

Aspect	Part	Suggestion	Follow up
Display	Introduction/cover	a. On the introductory cover of the topic in the video, give an animated or real picture that can explain the contents of the video	Done
	Content	b. Reduce the use of animation. Put the picture you took yourself in the surrounding area of Jambi. <ol style="list-style-type: none"> 1. In my earth video, enter pictures day and night that took place in the Jambi area 2. In my earth video, enter video of sunrise and sunset that happen in Jambi area 3. In the election video, replace the animated video illustration how to cast it with a real video that you record yourself 4. In the batik video, enter a local video as example of how to make batik along with the steps c. Insert the animated narrator that brings the video to be more interesting	Done
Audio		d. Please change the audio. The use of audio sound alone causes obscurity during the mention of words. Try using artificial audio.	Done

Second Draft

The second revision is based on second input from the supervisor. Input from the supervisor is followed up to improve the product developed to be better before being assessed by material and media experts.

In this second draft, the supervisor advised to find a way to access the video in online and offline efficiently.

Online

Most of videos will be package into an DVD, but the videos that the researcher created will not be package like DVD instead the researcher will put offline and online accessibility. As technology growing, the use of QR Code gives efficiency to the reader to access video online. It seems interesting, the printed book is currently equipped with this QR Code, to complete the writing in the book with a URL / link to Video or other information on the internet. Thus, the writing in the book is more enriched. At this time many readers have smart phones based on IOS, Android, BB or others. Readers can use the Barcode Scanning application or using social media like LINE APP that can be downloaded from the App Store. Then scan the QR code in the book, and they will be directed to the link stored in the QR code, so the reader does not need to type the link to access the video.

Offline

The fact that not everyone can access the video online because the possibility of not everyone having an internet connection, or signals being weak therefore the researcher has created another option to access the video offline.

The book will be formed into PDF file. Using Acrobat Reading DC, it is able add hyperlink video to the book. It gives advantages to students by saving time. Also using this method, students can access the video only by clicking the video icon in the bar beside the topic material.

Evaluation

The instructional expert was asked to answer an open-ended questionnaire to validate and evaluate the textbook by considering the content of the material media and learning design aspects as this indicated the validation of textbook development. The questionnaire acts as instrument of validation to establish the criteria of video learning media by Cheppy Ryana (2007). From the expert's validation, the expert responded positively through the video learning. In the aspect of content of the material, expert believed that there is a match between the material and the video. Expert also stated that the material in the video are the latest Phenomenon with problems around Jambi .

In the second aspect, media and learning design, expert believes that the developed video as the media of learning is able to present good combination of colors, give positive impression that attract students to study, easy to operate, effective illustration presentation, videos present are coherent with students' environment and has variety of voice over as narrator in the video.

Then, the instructional expert also gave some suggestions to evaluate the textbook. Here is the outline of expert's suggestion:

- a. Complete each picture or video of video learning with resources. The expert's response: "Please write the resources of the picture or video if you take it from other people."
- b. The constancy of the quality of illustration in the video. The expert's opinion: "Find high resolution pictures or videos so the video result is not cracking."
- c. The convenience of video operation. The expert's opinion: "Please make the icon video in the book bigger than before."

Furthermore, from the suggestions above, the researcher considered the suggestions to improve the textbook. This procedure was as the second procedure. The suggestion was accepted because those were from the expert. In conclusion, the researcher revised the videos and improve it by considering the suggestions. Researcher improve the developed video learning by completing each picture and videos in the video learning with resources, replaced the picture with high resolution pictures and videos, and made the icon video in the book bigger than before.

Conclusion

Based on the results achieved from the whole process of research and development of learning media, it can be summarized as follows.

1. The process of developing thematic English video learning aims to complete the book of Thematic English Textbook My Earth made by Nurul Hikmah. This video learning are developed using several software, namely: Filmora, Powtoon, ice cream screen recorder, format factory, text to speech reader
2. This video learning can be used as a guide for lecturers and students in the learning process in class for face-to-face learning with the guidance of the teacher (as facilitator) and independent learning where students can do the exercises, questions and tasks contained in this video learning alone or with friends outside of the class.

Suggestion

Several suggestions from the result of developing Thematic English Textbook for Students of Primary School Teacher Education Study Program, are as follow:

- a. researcher suggests for the next researchers to enrich the instrument of data collection since researcher only used open-ended questionnaire and interview. There should be more objective instrument like tests with certain optional to get more data in determining students' need.
- b. Video explain can be developed on broader material that cover the entire theme with longer development time

- c. The process of designing product designs (illustrations and storyboards), making media, and revisions can be done more optimally, so that the resulting media become better and more effective.
- d. Need to do further research such as classroom action research (CAR) or experimental research involving a control class to measure the effectiveness of the use of instructional media in the form of video learning of classes that use and do not use media.
- e. A series of trials should be carried out in several classes, so they can measure and test the feasibility of the media and produce quality learning media.
- f. Development of learning media makes it possible to continue to be developed in the form of other computer-assisted learning media. Product development is adapted to existing technological advancements, production costs, ability of the development team, description of technology mastery by prospective users, flexibility, effectiveness, and efficiency.
- g. for the next reseacher who has interest in the similar scope of this study, need to implement this kind of research to other major beside primary school teacher education study program. Therefore, comparation of these studies can reveal whether the related approaches and methodology can be applied in other major of study program.

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