

## OPTIMIZING VIDEO AS INSTRUCTIONAL MEDIA IN GRAMMAR CLASS DURING COVID-19 PANDEMIC

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### ABSTRACT

The aim of this study is to develop grammar instruction videos for students at grade VIII. This study uses Research and Development research design on its application, specializing in ADDIE model. Data collection were done using questionnaire to 10 eight grade students from Madinatul Ulum Junior High School and interview was done to gather data from the teacher. Through this study it is found that there is quite high demand on creating a creative and new teaching aid for teaching-learning process. Researcher developed video as instructional media that involved Simple Present Tense, Simple Past Tense, Present Continuous Tense, There is-There are, and Modals Can-Will-Must-Should as the topic discussed. Based on the data obtained on develop phase, 4.57 was from the material expert, 4.44 score was from the media expert and a score of 4.44 was obtained on the implementation process. The scores prove that the product were in good quality and worth to use.

**KEYWORDS:** Instructional Media, Grammar, Video

### ABSTRAK

*Penelitian ini bertujuan untuk mengembangkan video pembelajaran pada materi grammar untuk siswa kelas VIII. Penelitian ini menggunakan jenis penelitian dan pengembangan yang mengadaptasi model ADDIE. Pada tahap analisa kebutuhan, peneliti menggunakan angket yang disebarakan kepada 10 siswa kelas VIII, serta wawancara kepada pihak guru untuk memperoleh data terkait media yang digunakan sebelumnya. Berdasarkan data tersebut, perlu dikembangkan sebuah media pembelajaran yang dapat membantu proses pembelajaran selama masa pandemi. Topik yang dibahas meliputi beberapa materi diantaranya: Simple Present Tense, Simple Past Tense, Present Continuous Tense, There is-There are, and Modals Can-Will-Must-Should. Berdasarkan data hasil validasi, diperoleh angka 4.57 untuk penilaian dari aspek materi serta 4.44 untuk penilaian dari aspek media. Dan saat tahap implementasi, diperoleh skor 4.44 yang bermakna media pembelajaran ini layak untuk digunakan.*

**KEYWORDS:** Media Pembelajaran, Grammar, Video

### INTRODUCTION

As a global lingua franca, English is the first choice of foreign language in most countries, and so is the case in Indonesia. English has been infused to our language, and many people even use it as their daily language. In the world where people always try to find things to boost online, English is what people always use to boost. Be it in social media or in their actual life, English has been that foreign language that was induced in people's life. It has been induced into all kind of aspect in our life, be it political aspect, economical, entertainment, or

educational aspect. English as a foreign language is found everywhere, slipping in our daily conversations, on commercial ad, television, and even in our smartphone. In school, English has been taught from as early as preschool and as high as university level, and the demand of learning language has been hoisting up as the years gone by.

In learning a language, we have to understand the basic elements in that language. Just like how we have to know the foundation of things to understand it easily. There are four basic

skills in English language, speaking skill, listening skill, writing skill, and reading skill. Taking from Widiati and Cahyono (2006), in performing the four language skills there is a need to depend upon some "language learning ingredients" to be success, such as grammar, vocabulary and pronunciation, these are the language elements. Grammar is considered the most important language elements as it serves as the foundation for advance language learning.

Grammar is the most important part in language elements and it is also the hardest part to learn. Grammar is the system that rules our heads, the formal description of the rules, and the social implications of usage, sometimes called "linguistic etiquette". That is the three definitions of grammar according to Kolln and Funk (2012). Furthermore, they add how the traditional grammar is parted into prescriptive grammar, descriptive grammar, and the modern grammar are parted into structural grammar and transformational grammar.

The sound of grammar had always been a specter for people who study English, whether they are a beginner or an expert level. And to learn from something that makes people hate it the moment they hear it is nothing easy. The structure of sentence, the pattern and the rules, grammar is the ruler, and all of these rules in grammar confuse the learner. They stuck in speaking because they cannot make a sentence out their mouth, afraid that the structure would be wrong. They stuck in writing because they do not know how this word changes when they are in this kind of sentence. They stuck in listening because they wonder how this word could have been combined with another and would have different meanings all over.

The same case happened in some VIII grade learners of MadinatulUlum Junior High School Tembelang. They find it difficult to like and learn grammar because it confused them. Another aspect is of the monotonous way they learn

grammar, which is mostly by using the textbooks. This happens because there is a lack of variant in the teaching aid provided and also the lack of basic input they have in grammar.

To face the stated issue above, researcher tried to make a teaching aid in the form of videos which come with full color and animation. A trendy aid targeted to the trendy learners. With easy-to-understand materials, simple explanation and also provided with exercises that would help both the teachers and the learners in teaching and learning process.

The use of media in teaching and learning process could both elevate the interest of students in class. By using auditory and visual channel could motivate students to learn language and enjoy the materials. This has been stated by Harmer (2002) that one of the main advantages of using video in teaching and learning process is that learners could see the language, not only hearing it.

Ilin, Kutlu and Kutlay (2012) conducted a study which showed that using grammar video to teach grammar motivated the students to take part in the lessons. Moreover, the videos proved to be effective in terms of saving time and triggering willingness of ESP students. The students also watch the video through social website and software for self-study purposes.

Afidah and Ma'arif (2017) investigated the effect of video on students' grammar ability. They found that the students cannot mention the whole tenses and their formula before the research was conducted. They applied magic finger method which was combined with cognitive strategies, keyword, understanding and imagery. After implementing the strategies in four meetings, grammar test was administered, resulting on more than half of the students can mention 16 tenses and write them down both in active and passive form.

A study done by Unsiyah, Degeng, and Kusumawardani (2016) aimed on the students of

English Language program at Brawijaya University found that the students were weak in grammar especially tenses. They initiated to developed a video as a media called “Better Grammar” for students of English Language Education Program. The development of the video on teaching English tenses conducted by the developers are quite appropriate to help lectures to deliver the materials and assists students in English Grammar classes to have better understanding in Grammar especially in tenses.

A research by Dewi (2017) on a Video Series called APPU showed that after watching APPU series film on YouTube, students improve their grammar mastery and it motivate them to speak English in and out class. When the teacher guiding the students by giving some questions related to the topic, all of them participated, which means the students’ participation in the class improved. The videos also give them a new perception that English can also be learned by doing something fun like watching movies and videos.

Based on the description above, the researcher intended to develop grammar instruction videos for students at grade VIII on Madinatul Ulum Junior High School Tembelang.

## METHOD

In this study, the researcher attempted to develop instructional video in Grammar instruction, hence this study uses research and development design. According to Gall and Borg (2003). Research & Development is an effort or an activity on developing an effective product to be used in schools and not to test a theory. moreover, Latief tat that Research and Development is a Research design aimed at developing Educational Products, like curriculum, syllabus, textbook, instructional media, modul, assessment instrumen, etc.

There are some models in research and development method that could be applied in this research, namely Dick and Carey’s model, Kemp model, ADDIE model, and Borg and Gall model. In this study, the researcher chooses the ADDIE model as the basis of this resarch.

Below are the steps of ADDIE model that researcher applied in her research, followed by the detail of media development process:

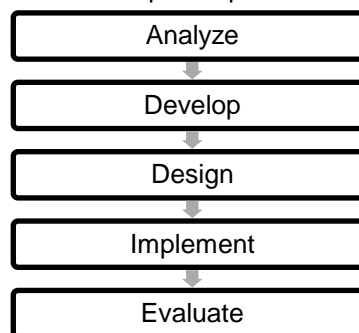


Figure 1. ADDIE Model

## FINDING AND DISCUSSION

The result of the development of the product started at the validation stage. Here the researcher settled on two experts, one material expert and one media expert. Researcher met the experts and showed the product and it got examined on spot.

For the validation stage, the researcher involved two experts to validate the feasibility of the product developed. One material expert and one media expert. The material expert chosen by researcher was Mrs. linBaroroh, S.S, M.Pd, a lecturer as well as the head of English Education Program in KH Abdul Wahab Hasbullah University.

The media expert chosen by researcher is Ms. ZakiyatulFachiroh, S.Kom, an alumnus of KH Abdul Wahab Hasbullah’s IT department which now works as a administrative staff at Gabusbanaran Elementary Public School Tembelang.

The validations are assessment and suggestions about the product contained in a questionnaire which followed by the revision in accordance of the result. The questionnaire used Likert scale technique with 5 response anchors.

Score 1 means very Low, score 2 means low, score 3 means fair, score 4 means good, and score 5 means very good.

The data which had been collected then analyzed by using the formula adapted from arithmetic mean which is the sum of a collection of numbers in the collection. The formula is as followed.

$$xi = \frac{\sum x}{N}$$

Description:

Xi = Average score (mean)

$\sum x$  = Total score

N = Number of questions

The material validation of the product was used to determine the feasibility of the content exhibited in the product developed based on 4 aspects named, 1) Material quality, 2) Language quality, 3) Exercise quality, and 4) Compatibility of the content. The results of the assessment are shown below.

**Table 1 Assessment Result by Material Expert**

No	Assessment Aspect	Score
<b>Material Quality</b>		
1	There is no deviant indicator aspect	4
2	Clarity of content (Including SK, KD, indicator)	4
3	Content description	4
4	Clarity of included examples	5
5	Coverage of included examples	5
<b>Language quality</b>		
6	Clarity of language used	5
7	Compatibility of the language with the targeted user	4
<b>Exercise quality</b>		
8	Exercise compatibility with the competence	4
9	Balance between exercise and theory	5
10	Series of exercise presented	5
<b>Compatibility of the content with learning demands</b>		
11	Encourage learners' curiosity	4
12	Encourage learners' interaction	5
13	Encourage learners' self-build knowledge	5

14	Encourage learners to self-study	5
Total		64

From the assessment above the total score for the material assessment was 64. The total score of the assessment then calculated using the formula stated priory. The calculation is as followed:

$$xi = \frac{\sum x}{N} = \frac{64}{14} = 4.57$$

The score result of the due diligence from material expert was 4.57 which fell in the category good.

Aside from the material, the media of the product was also tested for its feasibility by media expert. This analysis was used to determine the feasibility of the content exhibited in the product developed based on 3 aspects named, 1) General quality, 2) Language quality, and 3) Media presentation. The result of the assessment was shown below.

**Table 2 Assessment Result by Media Expert**

No	Assessment Aspect	Score
<b>General quality</b>		
1	Congruency of media and material	4
2	Sound quality and presented media	4
<b>Language quality</b>		
3	Texts, figure and animation layout	5
4	Font size suitability	4
5	Background compatibility	5
<b>Media presentation</b>		
6	Interesting media layout	5
7	Interesting media presentation	5
8	Existence of media title/caption	4
9	Encourage learners to self-study	4
<b>Total</b>		<b>40</b>

From the assessment above the total score for the media assessment were 40. The total score of the assessment then calculated using the formula stated priory. The calculation was as followed:

$$xi = \frac{\sum x}{N} = \frac{40}{9} = 4.44$$

The score result of the due diligence from media expert was 4.44 which fall in the category good.

**Table 3 Suggestions by the Experts**

No.	Experts	Suggestion
1.	lin Baroroh Ma'arif S.S, M.Pd	There is no level/grade of the students attached.
2	Zakiyatul Fachiroh S.Kom	Some of the font need to be bold and upsized.
		Align left at some point in the exercises.
		Lack of precision of text and figure in some point.
		The explanation audio is hardly heard in some points of the video.

**The Result of Implementation**

After the revision, the product was then ready for the implementation. The implementation was carried out online through a google form to 10 students of MadinatulUlum Junior high school. The product, grammar instructional videos were uploaded on the YouTube platform, and links were shared to the students to be viewed and used. Then the process followed with filling the questionnaire shared by researcher through google form. Unfortunately, because the implementation was done online the response of the implementation was not as much as what the targeted number were. Out of the 10 students only 6 of them responded the questionnaire.

The result of the implementation was gathered using questionnaire instrument. The data collected then analyzed by using the followed formula:

$$xi = \frac{\sum x}{N}$$

Description:

$X_i$  = Average score (mean)

$\sum x$  = Total score

N = Number of participants/questions

Followed are the questions used in the questionnaire:

**Table 4 theResult of Implementation**

No	Student Question	Student							Total
		1	2	3	4	5	6	7	
1	The materials on the learning aid are related with what taught in class.	4	4	4	4	5	4	5	30
2	The materials on the learning aid are comprehensible.	5	4	4	5	4	4	5	31
3	The figures on the learning aid ease the material retention.	5	3	4	4	4	4	5	29
4	The explanation audio on the learning aid ease material retention.	5	4	4	5	5	4	5	32
5	The clarity of typography in font type and size.	4	4	4	4	5	4	5	30
6	The transitions harmony in each topic and materials.	4	4	4	4	5	5	5	31
7	Color coherence on the layout.	4	4	4	5	5	5	5	32
8	Color harmony between text and the background.	4	4	4	3	5	5	5	30
9	Figure clarity.	5	4	4	5	5	5	5	33
10	The harmony of materials and animation.	5	4	4	4	5	5	5	32
11	Layout attractiveness.	5	4	4	4	5	5	5	32
12	The convenience in use.	5	4	4	3	5	5	5	31
13	The attractiveness of evaluation	4	4	4	5	5	5	5	32

	models on the learning aid.								
<b>Total</b>									<b>405</b>

According to assessment result by responses, the total score attained were 344, the score then calculated using the formula explained earlier to know the eligibility of the learning media. The calculations were as followed.

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of participans}} = \frac{405}{7} = 57.85$$

The average score obtained from the response were 57.85, the data then again was calculated as shown below.

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Question}} = \frac{57.85}{13} = 4.4$$

So, the assessment result by responses was 4.4 which was included in the category good and worth to use.

### Result of Evaluation

Product development is always containing strength and weakness. The same thing applied to the product developed by researcher. Followed are some strength and weakness owned by the grammar instructional video.

One of the strengths of this product are the amicability of the product, since the product was planned to be uploaded to online platform other than being shared to the targeted school in the form of a DVD cassette, so the product will be available and accessible for user anytime and anywhere.

The next one is the attractive visual which increases students' interest to learn grammar. The product was presented with various animation, typography, music, picture, audio and video which attract students to watch and learn grammar.

Another one is the various type of examples and exercises available. Inside the product there are various type of exercises such as the short answer, multiple choice, gap-filling, word guessing and so on. Researcher also provides numerous examples to show and help the user to understand the materials better.

When there is strength there will also weakness presents. Through the evaluation stage the weaknesses found are the lack of flexibility the product has. Since the product is in the form of videos, it should be watched from the start to finish. Fast forwarding will result in gaped knowledge since some of the explanation will be skipped. Though there is an option to pause, play and replay the video. The solution for this weakness is to put timestamp to each topic and each transition so that it is easier for user to replay the skipped part or to go to the part they wanted to see.

Below are some screenshot from the final product:

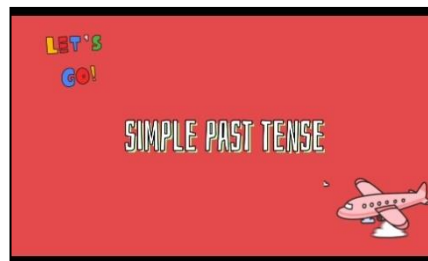


Figure 2 Screenshot of the final product 1

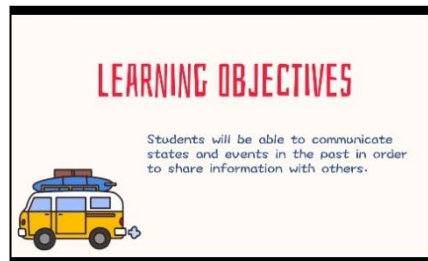


Figure 3 Screenshot of the final product 2



Figure 4 Screenshot of the final product 3



Figure 5 Screenshot of the final product 4

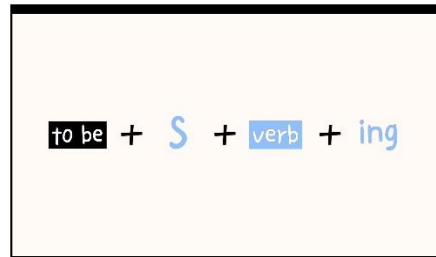


Figure 6 Screenshot of the final product 5



Figure 7 Screenshot of the final product 6



Figure 8 Screenshot of the final product 7



Figure 9 Screenshot of the final product 8

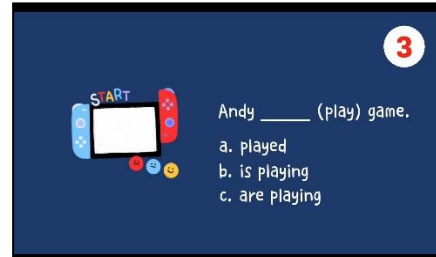


Figure 10 Screenshot of the final product 9

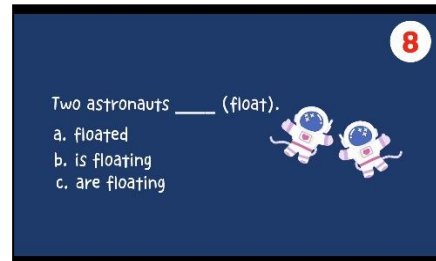


Figure 11 Screenshot of the final product 10

## CONCLUSION AND SUGGESTION

### Conclusion

The objective of this research was to develop a product that could improve learner's interest along with their ability on English grammar skill. From the finding and discussion, the majority of the students of MadinatulUlum Junior High School have difficulty in learning English grammar. The problem was caused by the minimum input and the low interest they have towards English grammar. Following that finding, this research was executed and named as Developing Grammar Instructional Video for Eight Grade Students. After developing the product in accordance of the data collected, the researcher done the product validation with a result of 4.57 from material validation which categorized as good. Following the material validation was the media validation resulting a score of 4.44 also categorized

as good. For the implementation step the product got a score of 4.4 which also fall in good category. Based on the previously stated score the product was concluded as being good and applicable with revision.

### Suggestions

As every single man-made product is imperfect and needs improvement, below are some suggestions on the product as well as the instruments of this research.

The grammar instructional video resulted from this research was expected to be used as a learning media in English classes for eight grade students, especially for MadinatulUlum Junior High School teachers and students. Following the implementation of the product researcher expects the teacher to apply the product on their classes and encourage the students to also access it in the digital platform available.

Lastly for the future use, this research as well as the product hopefully could be a reference and could contribute to the future input of a similar problem.

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