

Instructional Video-Mediated EFL Learning for Indonesian High School Students

Tugas Akhir



by

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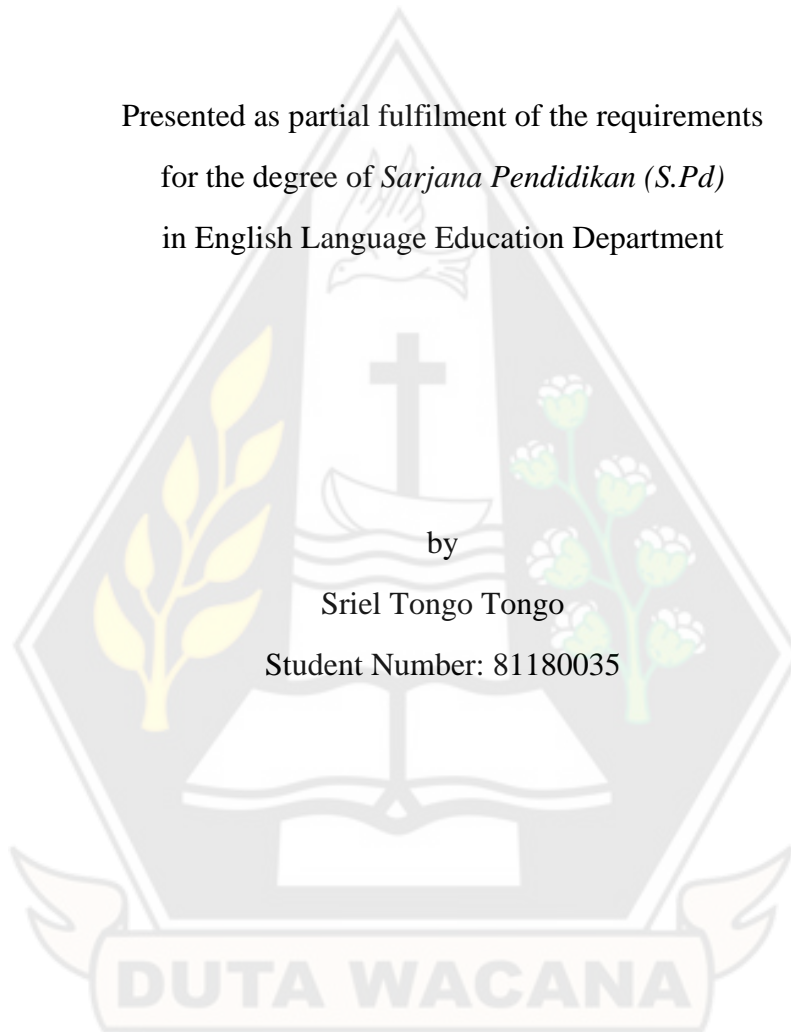
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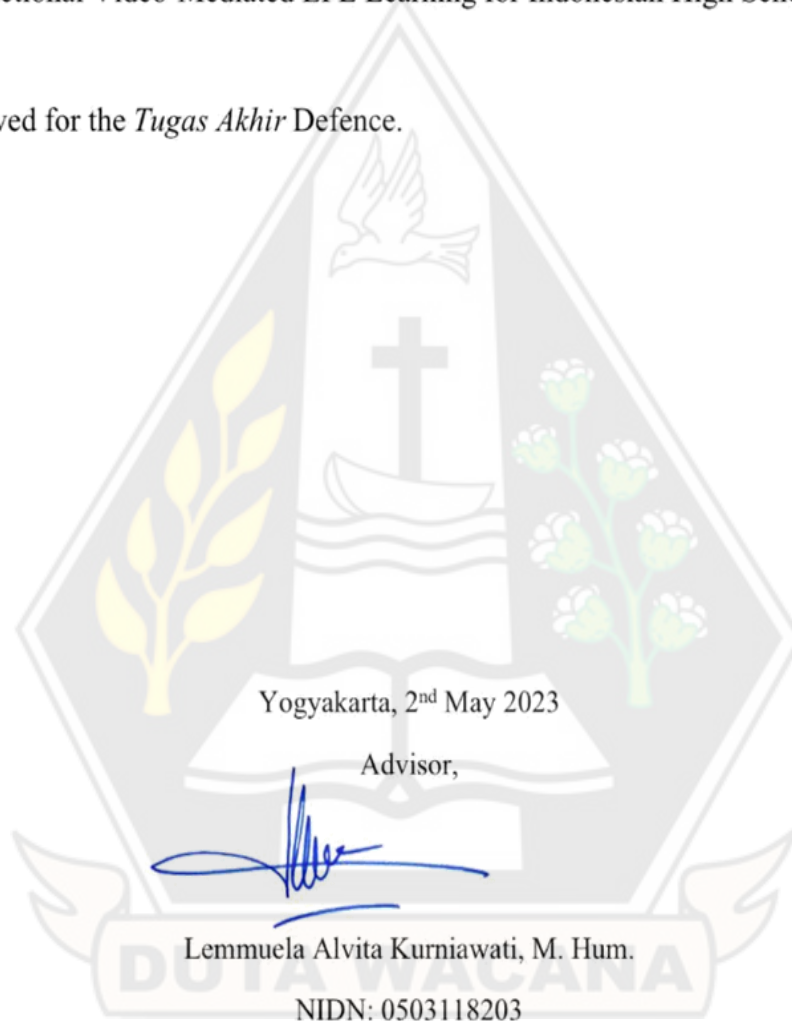
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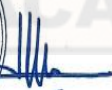
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STATEMENT OF ORIGINALITY

I honestly declare that this *Tugas Akhir* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 4th May 2023

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Abstract

Sriel, T. T. (2023). *Instructional Video-Mediated EFL Learning for Indonesian High School Students* (Unpublished Undergraduate Final Project). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

This product-based final project aims to create instructional videos by analyzing the needs of students and English teacher regarding the use of instructional video in English class. The instructional videos were created for the 11th grade of vocational high school students. The videos can also be used by students who could not attend the face-to-face classes and would like to catch up the materials taught in class.

The data was collected through interviews with the English teacher in the school. From the results of the interviews, there were 4 topics for the instructional videos needed by the school, namely writing CV and application letters, handling a phone call, asking and offering for help, and writing procedure text (manuals and tips). Then, the four topics were made into 4 videos. Video 1 is about how to make Interesting CV and Application Letter. Video 2 is about phrases and sentences to handle a phone call. Video 3 is about how to ask and offer for help in formal and informal situations. Video 4 is about in making the different manuals and tips in procedure texts.

The implication of the video that has been made is that teachers can use the instructional videos for various activities outside and inside the classroom. Students can understand the material in the video according to their learning pace.

Keywords: English as a Foreign language learning, instructional media, and instructional videos

Intisari

Sriel, T. T. (2023). *Instructional Video-Mediated EFL Learning for Indonesian High School Students* (Unpublished Undergraduate Final Project). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Proyek akhir berbasis produk ini bertujuan untuk membuat video pembelajaran dengan menganalisis kebutuhan siswa dan guru bahasa Inggris terkait penggunaan video pembelajaran di kelas bahasa Inggris. Video pembelajaran dibuat untuk siswa SMK kelas 11. Video juga dapat digunakan oleh siswa yang tidak dapat menghadiri kelas tatap muka dan ingin mengejar materi yang diajarkan di kelas.

Data dikumpulkan melalui wawancara dengan guru Bahasa Inggris di sekolah tersebut. Dari hasil wawancara, terdapat 4 topik yang dibutuhkan sekolah yaitu CV dan surat lamaran, menangani panggilan telepon, meminta dan menawarkan bantuan, dan teks prosedur (manual dan tips). Keempat topik tersebut dibuat menjadi 4 video. Video 1 tentang cara membuat CV dan Surat Lamaran yang Menarik. Video 2 tentang frasa dan kalimat untuk menangani panggilan telepon. Video 3 tentang cara meminta dan menawarkan bantuan dalam situasi formal dan informal. Video 4 tentang membuat perbedaan antara manual dan tips dalam teks prosedur.

Implikasi dari video yang telah dibuat adalah guru dapat menggunakan video ini untuk berbagai kegiatan di luar dan di dalam kelas. Siswa dapat memahami materi dalam video sesuai dengan kecepatan belajarnya.

Kata kunci: *Pembelajaran Bahasa Inggris sebagai Bahasa Asing, media pembelajaran, dan video pembelajaran*

CHAPTER I

INTRODUCTION

This chapter contains about background, objectives, and benefits.

A. Background

Instructional video is one of instructional media that can be used by English as a Foreign Language (EFL) learners. Instructional video allows EFL learners to understand subject matter more easily and in interesting way (Khothori & Suzanne, 2020). Instructional video facilitates learners to understand the content materials as it is designed systematically based on the applicable curriculum and its development applies learning principles (Khothori & Suzanne, 2020). This can inspire students' enthusiasm for learning English.

An instructional video is important for Indonesian high school, especially for vocational high school. An instructional video can help students who join internships or those who do not come to the class. By watching the video from the teacher, the students will have the learning goal in mind in classroom activities (Wang, 2014). This product based final project creates an instructional video for vocational high school to prepare students for industry, it can also be used by students who are interns who do not take lessons in school classes. So, the teacher can provide the instructional video so that students can learn the material from the teacher. By instructional video the product based final project created, the teacher and students can review, and the teacher can ask the students to comment on what they have learned from the video. The teacher can see the extent to which students learn. From students' comments, teachers can see if he students have watched the video and how the video helped students to understand the lesson. The benefits of instructional videos are the development of EFL learners' English language skills and in particular, students listening and speaking skills (Wang, 2014). The instructional video provides visual aids for the listening and reading materials that EFL learners are exposed to (Wang, 2014).

This product-based final project was based on the results of needs analysis conducted at one of vocational high schools in Yogyakarta. The product-based final project aimed to make instructional video for the 11th grade students of vocational high school based on the English learning outcomes in *Kurikulum Merdeka*. Sometimes, the teacher uses instructional video as an additional teaching tool to make students more understand. When an instructional video is applied

in English class, the students are more active, and the class looks more interesting. An instructional video can help teachers for giving material explanations to students (Seo, 2022) Through instructional videos, students can re-watch dan re-learn the material in time. One of the vocational high school in Yogyakarta feels difficult to find an instructional video suitable for use in the *Kurikulum Merdeka*. This product-based final project produced four instructional videos based on school needs and *Kurikulum Merdeka*. Each video was made based on the topic in the *Kurikulum Merdeka*. Therefore, it was expected to help 11th grade vocational school students learn English with fun by using the videos.

B. Objectives

The purpose of product based final project to produce insctructional video for 11th grade of vocational high school students that are aligned with *curriculum Merdeka*.

C. Benefits

The product-based final project benefits in this study hopefully will help the teachers and students as the following points:

1. The benefits for EFL teachers

In this product-based final project, the teacher is able to understand how to use instructional video as a media EFL learning platform for students to re-watch about the material, the tasks, and feedback for English learning purposes.

2. The benefits for EFL students

In this product-based final project, Indonesia High School this product-based final project study can help for another research who wants to research Instructional Video-Mediated EFL Learning for Indonesian High School Students and to conduct a study about Indonesia High School students' and teachers' views towards the use of instructional video for English learning using a qualitative method for collecting students can see and learn how to communicate EFL learning used English skills there are speaking, listening, writing, and reading in English Video after the teacher gives instructions of the class. Students could be encouraged to find another way to learn English through video media.

CHAPTER V

CONCLUSION

As the conclusion, this chapter discusses the product-based final project summary. This product-based final project was making four instructional videos for Indonesian EFL students. There were three purposes of creating the instructional video-Mediated EFL Learning for the 11th grade of High School Students. First, instructional video can help the teacher to teach the English content materials or topics more easily (Mayer et al., 2020). Second, learning by using instructional video makes students engaged in the class activities, increases their motivation, and enhances students' language learning experiences (Cruse, 2020). Third, instructional video helps teacher to deliver the materials for students who do not attend the class. Using instructional video, students can hone their English skills, especially reading and listening skills. The instructional video provides visual aids for the listening and reading materials that EFL learners are exposed to (Wang, 2014).

This product-based final project used interview to collect the data. Through the interview with the English teacher, it was found that instructional video is important and needed by the teacher in English class. There were four videos created for this project. The topics for the videos were chosen based on the needs of the school and based on the topics in *Kurikulum Merdeka*. The duration for each video is around 10-15 minutes. The four instructional videos are about CV and application letters, asking and giving for a help, procedure text, and how to handle a phone call. The videos are made based on learning objectives in *Kurikulum merdeka*. The videos are made by using bilingual language (mixed English and Indonesian) for the language of instruction to make the students understand the materials easily.

There are some challenges that might be faced by the students in using the videos. For the low-level students, they might not understand fully what the teacher in the video is talking about without reading the subtitles. Because of the possible challenges, the instructional videos use 70% English and only 30% Indonesian.

In regards of product based-final project findings, there are several impacts and benefits. From the result of the product based-final project, through the interview conducted with the English teacher, it was found that the teacher was experiencing teaching English by using instructional video. The interview results showed that instructional video could facilitate class instruction to be more

attractive and interesting for high school's student. Furthermore, teacher and students experienced differences when learning English used instructional video. In this product-based final project, teachers can use instructional video as a media EFL learning platform for students' re-watch the material, the tasks, and feedback for English learning purposes inside or outside of classroom. Instructional video can help teachers to teach more easily. Instructional video is also used in the classroom as supplementary material before and after the class activities are carried out (Erlangga & Shamsudin, 2021). For students, instructional videos can improve students' motivation to learn English in an interesting way.



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