DESIGNING AN INSTRUCTIONAL VIDEO
ON SETTING: AN ELEMENT OF A STORY

Tugas Akhir

by

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FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

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**DESIGNING AN INSTRUCTIONAL VIDEO
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Presented as partial fulfilment of the requirements

for the degree of *Sarjana Pendidikan (S.Pd)*

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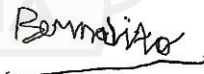
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4

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, 27 October 2023

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ACKNOWLEDGEMENTS

TABLE OF CONTENTS

ABSTRACT

Satriawan, B. (2023). *Designing an instructional video on setting: An element of a story*. (Unpublished Undergraduate Final Project). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

The instructional video that I prepared, as part of my *Tugas Akhir* before completing my undergraduate study in the English Language Education department, Duta Wacana Christian University, aims to teach reading to the students of grade 8 based on a story entitled *The Adventure Box* by Dian Sukma Kuswardhani in Room to Read Website. More specifically, the instructional video that I prepared focuses only on the setting of a story, especially in terms of time and place. The method I applied in creating this video was by preparing a power point slides (PPT) first, containing the theory and an example of a story used to teach reading. Also included in the PPT is an assignment slide for students. Based on the PPT, a video was then made using digital technology facilities. Overall, the instructional video that I prepared is about 6 minutes long. The expected result of this video is that the students who use it will be able to identify the time-and-place setting of the story they choose to read and in turn motivated to improve their reading habits and become effective readers

Keywords: instructional video, setting of a story, teaching reading

INTISARI

Satriawan, B. (2023). *Designing an instructional video on setting: An element of a story.* (Unpublished Undergraduate Final Project). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Video pembelajaran yang saya siapkan sebagai bagian dari tugas akhir saya sebelum meyelesaikan studi S1 pada jurusan Pendidikan Bahasa Inggris Universitas Kristen Duta Wacana, bertujuan untuk mengajarkan *reading* pada siswa SMP kelas VIII berdasarkan sebuah cerita berjudul *The Adventure Box* karya Dian Sukma Kuswardhani dalam laman *Room to Read*. Lebih khusus lagi, video pembelajaran yang saya siapkan ini memfokuskan pada setting ceritanya, terutama dari segi waktu dan tempat saja. Metode yang saya terapkan dalam pembuatan video ini yaitu dengan mempersiapkan *power point* (PPT) terlebih dahulu, yang mencakup teori dan contoh cerita yang dipakai untuk mengajarkan reading tersebut. Termasuk juga dalam PPT adalah slide penugasan untuk siswa. Berdasarkan PPT tersebut, kemudian dibuatlah video dengan memanfaatkan beberapa fasilitas teknologi digital. Secara keseluruhan, video pembelajaran yang saya siapkan ini berdurasi sekitar 6 menit. Hasil yang diharapkan dari pembuatan video pembelajaran ini adalah agar para siswa yang memanfaatkannya dapat berlatih mengidentifikasi *setting* waktu dan tempat dari cerita yang dibacanya dan pada akhirnya bisa termotivasi untuk meningkatkan kebiasaan membacanya menjadi seorang pembaca yang efektif.

Kata kunci: video pembelajaran, *setting* sebuah cerita, mengajar *Reading*

CHAPTER I. INTRODUCTION

A. Background

The fact that communicative competence is the primary objective of the EFL teaching in schools has become the EFL teacher's interest. Communicative competence, comprising speaking, listening, reading and writing, is of primary importance to the students (Savignon, 2018). To meet the need, an English teacher spends much of his class time facilitating his students to do lots of exercises and practices. To make his students spend more time doing exercises and practices, therefore, time efficiency needs to be made. One of the ways to make time efficiency is by making an instructional video (Farah & Barnet, 2019).

The one about Pronouns which I have made is an example of that. In the 2021/2022 Academic year, I took *Pengenalan Lapangan Persekolahan* (PLP) 1 subject and had to teach in class 7B at SMP Tumbuh Yogyakarta. I chose to teach using an instructional video than teaching face to face. The Pronoun topic was given by the homeroom teacher from the International Middle Years Curriculum (IMYC).

In the odd semester of the 2022/2023 academic year, I took PLP 2 and was assigned to be in the same class, but it was not 7B anymore. It became class 8B onsite. Unlike PLP 1, PLP 2 made me conduct face-to-face class with a different topic for the material. The material that I had to give stressed more on practice than exercise. At that time, I had to give the lesson about how to make a travel

Blog on Thursday 11 August 2022, and travel brochure on Tuesday 23 August 2022 followed by the students' presentations of their work at my final meeting on Thursday, 25 August 2022. Based on my experience in PLP 1 and 2, I became inspired to make an instructional video for my *Tugas Akhir*. Also based on my discussion with Mr. Ade Wira Sanjaya, the supervising teacher for my PLP 2 at SMP Tumbuh, up came the idea in my mind to make an instructional video on *Setting: An Element of a story* for improving particularly the student's reading skill. When I Interviewed him, he explained the reason why I needed to create a video, i.e. to give variations to students and to prevent monotonous activities like lecturing. This is what I am doing right now for the project of my *Tugas Akhir*.

B.   Objectives

The making of an instructional video is aimed at giving a little contribution to the English teachers in SMP Tumbuh in order that the instructional video can be an alternative teaching medium. Besides, it also aims to give some information concerning the topic discussed in it. When the students are preparing themselves for a test, contest, or exercise, for example, the video can be a source for students to learn so that their productive skills can be in line with formal written English.

C.   Benefits

There are some benefits that, hopefully, can be achieved. Firstly, it is a reminder to the English as a Foreign Language (EFL) teachers about how effective and interesting a video is when it is used in the EFL teaching since a video can be

played repeatedly and the students will be additionally entertained and facilitated. Secondly, it is expected that a video will facilitate both the teachers and the students in the EFL teaching-learning process. Therefore, the students can even have it for their self-study at anytime and anywhere free they wish to. In short, a video can be a versatile instructional tool, meaning that it deals mainly with what can be learned from an instructional video in line with the student's learning style.

CHAPTER V. SUMMARY

The instructional video that I make is a video material about Setting: An Element of a story. I will start explaining in detail about my material about Setting: Element of a story. After introducing the material and me, in the next slide I will explain about Setting definition, then I will explain and discuss with students about 2 aspects of Setting, which are TIME and PLACE. After that, in the next slide, I invited students to listen, read, and watch together about the story of "The Adventure Box", which showed Chapter 1 (The School Holiday), and Chapter 2 (Grandpa's Challenge) until I found the setting of the story results after reading. And last, I instructed students to search for a story themselves, what they like to read, and to identify the setting of a story. The Instructional video production was facilitated by Proactive Media.

In the Product Utilization, I have prepared an Instructional Video entitled Setting: an Element of a Story, aimed at fulfilling the following English language instruction, which is teaching reading in onsite and online classes. First, in the onsite class pre activity, I will ask students if they like reading stories or have once read a story, and also share their own opinions. Second, In the main activity onsite, I will start playing video, then I will explain to focus on the definition until 2 setting aspects: Time and place on Instructional video that I have made from explanation video for slide 1-4 only. Next, still the main activity onsite, I invite and tell students that they will be to watch, listen, and read a story entitled The Adventure Box by Dian Sukma Kuswardhani from the story website *Buku Cerita Anak*, Chapter 1 and Chapter 2 only on video. And the last for Post activity onsite, ask them to check out their answer by keeping on watching the video for slide 10 until 12 only.

In the online class, first, I do pre activities to prepare for class online, then I will make a zoom to invite students to join online zoom. After that, I will ask students about reading and share a comment chat online with their own opinion in zoom. In the main activity online, I click share the material same as what I say about Setting: Elements of a Story, then let students focus on watching video online from definition until 2 setting Aspects: Time and Place on the Instructional Video online. As the practice online, we invite students to listen to, and read a story The Adventure Box by Dian Sukma Kuswardhani from the story website *Buku Cerita Anak* Chapter 1 and Chapter 2 in online zoom. Then after that, In the last post activity online, we ask the students what they understood about chapter 1 The school Holiday, and chapter 2 Grandpa's Challenge until they ask them once more to answer by watching the video to find 2 settings aspects. And the students' job is to find stories online, whose link I have already shared in the comments online.

In the Product Advantages, the video has several advantages such as only 3 following, focus with 1 aspect in literature, which is the setting of a story, then the explanation about setting is directly followed by example or application reading a section of a book. Students are also advised to use the same online resource referred to for example for learning how to identify Setting.

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