DESIGNING ENGLISH LEARNING MATERIAL THROUGH VIDEO FOR FOOD AND BEVERAGES

Nova Asteria[1], Finny Anita[2], Maliqul Hafis[3]

[1,2,3] English Education Study Program, Language and Arts
Education Faculty, IKIP PGRI Pontianak
[1,2,3]Novaasteria93@gmail.com

Abstrak

Penelitian ini bertujuan untuk menilai kebutuhan belajar dan kelayakan keterampilan bahasa Inggris pada posisi makanan dan minuman di SMK Negeri 5 Pontianak. Metode Penelitian dan Pengembangan (R&D) digunakan dengan fokus membuat video pembelajaran menggunakan aplikasi Canva Pro dan KineMaster. Model pengembangan ADDIE memandu proses sistematis melalui tahap Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Pengambilan sampel dilakukan dengan purposive sampling melibatkan siswa Kelas XI di bidang Kepariwisataan dan Bisnis dan Pelayanan Perjalanan. Analisis data menggunakan wawancara, kuesioner, dan validasi oleh ahli media, bahasa, dan materi. Hasil menunjukkan video yang dikembangkan adalah media pembelajaran yang cocok, mendukung bahan pembelajaran yang berbeda. Tahap-tahap model ADDIE, termasuk analisis, desain, pengembangan, implementasi, dan evaluasi, diikuti untuk meningkatkan kualitas video untuk pembelajaran bahasa Inggris di posisi makanan dan minuman di SMK Negeri 5 Pontianak.

Kata Kunci: Bahan Pembelajaran Bahasa Inggris, Pembelajaran Berbasis Video, Penelitian dan Pengembangan

Abstract

This research aims to assess the learning needs and feasibility of English language skills in food and beverage positions at SMK Negeri 5 Pontianak. The Research and Development (R&D) method was employed, focusing on creating a learning video using Canva Pro and KineMaster applications. The ADDIE development model guided the systematic process through Analysis, Design, Development, Implementation, and Evaluation stages. Purposive sampling involved Class XI students in Hospitality and Business and Tourism Services. Data analysis utilized interviews, questionnaires, and validation by media, language, and material experts. Results indicate the developed video is a suitable learning medium, supporting differentiated learning materials. The ADDIE model's stages, including analysis, design, development, implementation, and evaluation, were followed to enhance video quality for English learning in food and beverage positions at SMK Negeri 5 Pontianak.

Keywords: English Learning Material, Video-Based Learning, Research and Development

INTRODUCTION

Students at SMK Negeri 5 Pontianak, majoring in Hospitality, need to learn English in food and beverage material because learning English is the main tool in communicating in human life, both for individual and social interests, Fachurrozi and Erta Mahyuddi (2016:6) found several definitions of language, namely as follows: 1. Language is a collection of sounds that have a specific purpose and are arranged grammatically. 2. Language is an expression of everyday conversation that many people use when speaking

at a normal speed. 3. Language is a system for expressing meaning. 4. Language is a set of grammatical rules and language consists of the past.

Learning English is crucial and necessary in the field of hospitality, both for internal and external communication. Therefore, the researcher aims to determine whether SMK Negeri 5 offers English language learning in the hospitality department and how English is taught in the selected class. The English learning process at SMK Negeri 5 Pontianak is designed to equip students with the knowledge and skills needed to support competency achievement in the skills program.

In the hospitality department, students encounter various English materials. English for hospitality is a mandatory subject for hospitality majors. Mastering English actively facilitates communication with individuals from diverse countries. Actively learning English at SMK Negeri 5 Pontianak, especially in the hospitality major, enhances students' ability to communicate in business, academic, and social contexts. In today's era of global tourism and hospitality, English is crucial as it serves as a universal language in technology, politics, trade, education, and the tourism and hospitality industry.

From the aforementioned explanation, a significant issue arises: there is a shortage of interactive learning resources. Therefore, researchers aim to provide engaging learning resources aligned with the characteristics of students in the current era, including the use of videos as a learning medium. Teachers can adapt their teaching methods by incorporating various media formats that resonate with students.

Media in the teaching and learning process is often construed as an electronic tool for capturing, compiling, and reprocessing visual or verbal information. Educational media facilitates communication and interaction between teachers and students, clarifying the presentation of messages and information to expedite and enhance the learning process. Throughout the learning activities, teachers require media as a means to connect the delivery of materials and information to students. One crucial medium for teachers to master is video as a learning tool.

Video technology involves capturing, recording, processing, and arranging moving images. It is a valuable tool for teachers to convey learning materials effectively, especially in subjects such as hospitality, specifically in food and beverage service. Learning through videos enables students to comprehend vocabulary presented in the videos. Vocabulary, constituting daily language sentences, is essential for constructing new sentences or expressions.

The food and beverage service department is responsible for professionally managing and commercially providing food and beverage services and presentations with the goal of achieving customer satisfaction and financial benefits. This department is primarily situated within the hospitality industry and holds the responsibility of meeting the service needs related to food and beverages for guests or customers.

The use of video media as a learning medium has received a positive response based on previous research by Ishak and Mulyanah (2020). English learning in elementary schools employs interesting methods to enhance student interest and achievement, including a learning approach that students find appealing, utilizing audio-visual materials. Audio-visual presentation media proves highly beneficial for language learners when implemented at the appropriate time and place (Khasanah, 2022). Brame (2016) further confirms that videos for educational purposes have become integral to the field of education.

RESEARCH METHODS

The research method employed in this study is the Research and Development (R&D) method, which focuses on the development of products. The product in question is a learning medium, specifically a learning video designed using video editing applications such as the Canva Pro and KineMaster applications. The developed learning video contains material aligned with the RPP. Utilizing the R&D method in this research allows for the analysis of the product to gather data regarding its suitability.

The development model applied in this study is the ADDIE development model as formulated by Lee and Owens (2004). The ADDIE development method is utilized for developing media, teaching materials, learning models, and learning strategies. The selection of this model was based on its systematic development and theoretical foundation in learning design. This model was programmatically designed with a systematic series of activities to address learning problems related to resources that align with students' needs and characteristics. It consists of five stages: Analysis, Design, Development, Implementation, and Evaluation.

In the design phase, product trials are conducted to gather data that will serve as the basis for determining the suitability of video media products as learning tools to be developed. The following outlines the stages of trial design: (Trial Design, Trial Subjects, Techniques and Instruments, Data Analysis Techniques).

In this research, the sampling technique employed was purposive sampling. According to Turner (2020), purposive sampling is utilized when researchers have a specific target individual with characteristics relevant to the research. In this study, the research subjects were selected from Class XI students majoring in hospitality at SMK Negeri 5 Pontianak and those majoring in Business and Tourism Services. Each student, when absent, was approached and provided with instructions to attentively study the vocabulary, expressions, and material presented in the learning video media.

Data analysis is the systematic process of disseminating and organizing data acquired from interviews, field notes, and documentation by categorizing the data (Sugiyono, 2018). In this study, researchers utilized interviews and questionnaires as data analysis techniques to obtain the results of developing video media as an English language learning medium for Class XI students at SMK Negeri 5 Pontianak.

1. Data Analysis for Interviews

    Interviews are conducted in a structured or unstructured manner, either in person or via a telephone network. An interview is a two-person meeting to exchange information and ideas through questions and answers, constructing meaning on a topic (Sugiyono, 2018).

2. Data Analysis for Questionnaire

    This research utilizes descriptive statistics to analyze questionnaire data. Descriptive statistics concern how to collect, organize, and present data in research to provide useful information (Mishra, 2019). Questionnaire data were analyzed using descriptive statistics and the following steps:

    a. Create a questionnaire distribution table for variables X and Y.
    b. Determine the score of the respondent's answer based on predetermined score conditions.
    c. Record the number of scores and answers obtained from each respondent.
    d. Enter the scores into the formula.

    $$P = \frac{\sum X \times 100\%}{\sum x_1}$$

    Information:

    P   : Egibility

    $\sum X$: Total Score Rating

$\sum X_1$: The Highest Score Total

3. Data Analysis for Media Expert

   To validate the media, the researcher sought assistance from lecturers in the IKIP PGRI Pontianak ICT study program. The media expert validation aims to gather information and feasibility for developing a video-based learning media product. Validation includes using a validation form and statements on a Likert scale. The instrument is a validation survey assessing the suitability of media displays, providing input and suggestions for the development of video-based learning media. The validation test sheet for media experts is adapted from BSPN (National Education Standards Agency).

$$P = \frac{\sum X \times 100\%}{\sum x_1}$$

Information:

P   : Egibility

$\sum X$: Total Score Rating

$\sum X_1$: The Highest Score Total

Table 1. Achievement Level Qualification

No.	Achievement	Category	Information
1	70% - 100%	Very Good	Feasible, no revision needed
2	51% - 75%	Good	Feasible, revision needed
3	36% - 50%	Less	Less feasible, revision needed
4	0% - 35%	Bad	Not feasible, revision needed

Source: Arikunto (2010)

4. Data Analysis for Language Expert

   Language validation was conducted by English language education lecturers at IKIP PGRI Pontianak. The validation aims to obtain information for studying and developing English in a product, specifically, video as a learning medium. Validation is carried out using a statement on a Likert scale, assessing the suitability of English in the media. The survey instrument validates English suitability, providing input for developing the language. The language expert validation test sheet is adapted from BSNP (National Education Standards Board).

$$P = \frac{\sum X \times 100\%}{\sum x_1}$$

Information:

P   : Egibility

$\sum X$: Total Score Rating

$\sum X_1$: The Highest Score Total

Table 2. Achievement Level Qualification

No.	Achievement	Category	Information
1	70% - 100%	Very Good	Feasible, no revision needed
2	51% - 75%	Good	Feasible, revision needed
3	36% - 50%	Less	Less feasible, revision needed
4	0% - 35%	Bad	Not feasible, revision needed

Source: Arikunto (2010)

5. Data Analysis for Material Expert

Material expert validation was performed by the hotel department teacher at SMK Negeri 5 Pontianak. The validation aims to obtain information for studying and developing a product, namely, video as a learning medium. Validation involves a statement with a Likert scale, assessing the suitability of the media content. The survey instrument validates the material, offering input for developing video products as learning media.

$$P = \frac{\sum X \text{ x } 100\%}{\sum x_1}$$

Information:

P   : Egibility

$\sum X$: Total Score Rating

$\sum X_1$: The Highest Score Total

Table 3. Achievement Level Qualification

No.	Achievement	Category	Information
1	70% - 100%	Very Good	Feasible, no revision needed
2	51% - 75%	Good	Feasible, revision needed
3	36% - 50%	Less	Less feasible, revision needed
4	0% - 35%	Bad	Not feasible, revision needed

Source: Arikunto (2010)

RESEARCH FINDINGS AND DISCUSSION

Research Finding

This research was conducted using an R&D (Research and Development) approach. The product to be produced in this research is a video as a learning medium for students in food and beverage positions. The research employs the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation.

1. Analysis Stage

Based on the results of interviews with teachers in the food and beverage section, it was found that students faced difficulties in English vocabulary and lacked interest in learning English. Since food and beverage is a crucial part of hospitality, both teachers and students are required to be active and understand the learning material to put it into practice.

To address this, researchers aim to develop a video media product as a learning medium that can help students by providing clear, efficient, and interesting learning examples. This is expected to increase students' motivation and interest in learning.

a. Curriculum Analysis

The curriculum used at SMK Negeri 5 Pontianak is the independent curriculum. The researcher considered food and beverage material for Class XI students according to their major. The syllabus used is attached.

Within the curriculum, there are learning abilities, such as "At the end of phase F, students are able to carry out tasks related to providing food and drink services, room service, and receiving and storing inventory." The analysis is the first step in answering questions or needs from hospitality students, especially Class XI students. The use of video as a learning medium addresses these needs and

provides additional learning modules to meet students' needs in the field, encouraging interest in learning English.

The learning objectives include:

1) Students can understand the concepts, tasks, responsibilities, and organizational structure in food and beverage.

2) Students can comprehend the psychology of restaurant service, understand customer psychology, motives for purchasing, customer characteristics, types of customer needs, and customer needs handling.

3) Students can implement personal appearance standards, understand the purpose of personal appearance, and develop self-potential.

4) Students can perform restaurant services, understand various services, and present food and beverages.

5) Students can comprehend the names of restaurant equipment, tableware and utensils, restaurant layout, types of food and beverage service equipment, and the use of serving equipment.

2. Design Stage

There are four stages in developing learning media: first, the researcher looks for reference materials in line with the syllabus; second, the researcher creates a sketch or framework of learning media; third, the researcher designs a video; and fourth, the researcher prepares a questionnaire to test the validation of the created media.

a. Selection of Reference Material Based on Syllabus

In determining teaching materials, researchers consulted with teachers in the field of food and beverage and used Google to find references as a source for teaching materials. The materials used align with the flow of learning objectives (ATP) and learning outcomes (CP) according to the school's syllabus.

The food and beverage material at SMK Negeri 5 Pontianak is divided into three segments: Restaurant Services, Linen, and Wares. These materials are used to create media.

b. Making Learning Media Frameworks

In this stage, the researcher used the Canva application available on Playstore. Canva is a graphic design tool that facilitates the design and sharing of creative content online, including posters, brochures, infographics, presentations, and video creation. Canva, accessible via mobile phones, aids researchers in designing video

teaching materials. After creating the framework in Canva, researchers transformed it into a video.
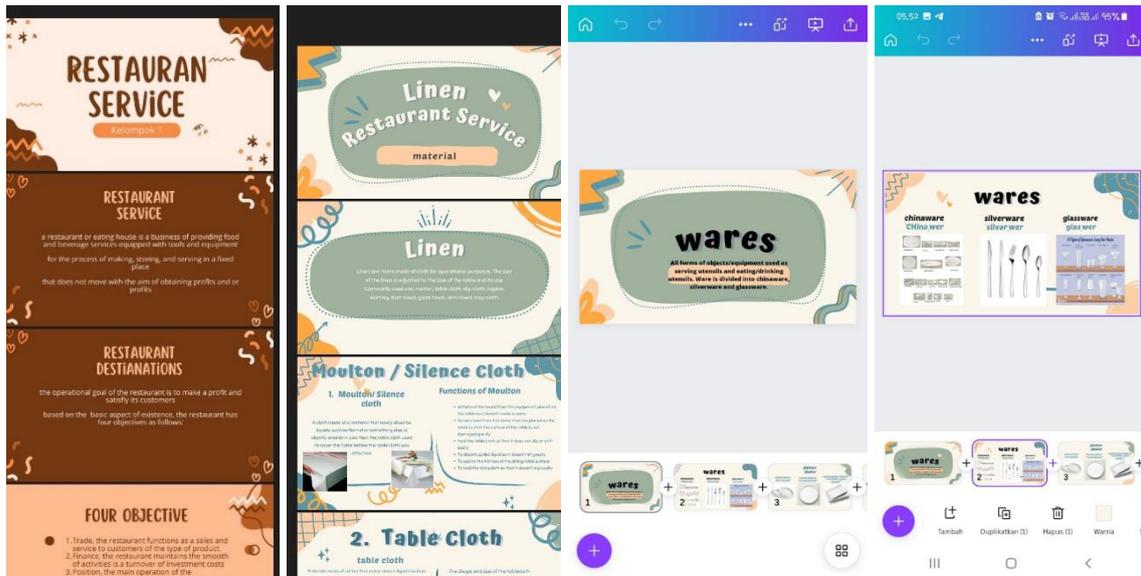
Picture 1. Cover Design and Learning Outcomes

c. Designing Video as Learning Material

For video design, the researcher used the Canva application. Canva, an online-based application, provides diverse and attractive designs, making the learning process engaging. The sketches in the learning video material include the title, competency standards and basic competencies, and material content. After the sketch stage, the researcher entered the editing stage using Canva to add a voice recorder and further refine the content. The final editing process, rendering, produces a video in the desired format. After completing the editing process, the video can be downloaded and shared.

d. Preparation of Validation of the Learning Material

Researchers use this instrument to assess the suitability of the developed media or video product as a learning medium. The instrument involves three validators: material experts, language experts, and media experts.

The validation test consists of three parts:

1) Material Expert Validation

This test assesses whether the content of the video media as a learning medium aligns with the RPP and syllabus used by the school. Material expert validation is conducted by a teacher at SMK Negeri 5 Pontianak.

2) Linguist Validation

Linguist validation evaluates whether the language used is appropriate, including grammar and spelling. The linguist validation test is performed by an English lecturer at IKIP PGRI Pontianak.

3) Media Expert Validation

Media expert validation tests the suitability of the video as a learning medium. The test is conducted by an ICT lecturer at IKIP PGRI Pontianak.

3. Development Stage

At this stage of development, videos as learning media are created and downloaded. The researcher then sends the accessible video to the validators for assessment of its validity. Validity is a process to assess whether a product meets feasibility criteria or not. Additionally, the researchers provided questionnaires to be filled out by media experts, material experts, and language experts. The results from the validator data can determine the quality of the learning media created by the researcher.

After the learning media is validated by material experts, media experts, and language experts, the next stage is revision. At this stage, the aim is to improve the quality of media design and the content of teaching materials. This improvement is carried out in accordance with the input from material expert validators, media experts, and language experts.

a. Judgment of Material Experts

After the video is created, the next step is validation. In this step, the video is validated by a material expert, namely Kun Woro Utami, a teacher at SMK Negeri 5 Pontianak. Validity testing is carried out to enhance the video by filling in the validation sheet prepared by the researcher and providing criticism and suggestions on the developed video. Validation results were obtained from each validator.

After receiving feedback from the material expert, an overall percentage is calculated. The assessment results from material experts obtained a percentage of 83.10%, falling within the range of 80-100% (Very Good). Thus, the video can be identified as "Very good as learning material."

b. Judgment of Language Experts

The purpose of language validity is to analyze the overall use of language in developing the product and improve English proficiency. The language expert,

Maliqul Hafis, M.Pd, an English lecturer at IKIP PGRI Pontianak, reviewed the video using a Likert scale questionnaire with the following components. Each assessment component uses a 4-point scale with "Very Good = 4," "Good = 3," "Poor = 2," and "Very Bad = 1."

After receiving feedback from the linguist, an overall percentage is calculated. The assessment results from language experts obtained a percentage of 91.10%, within the range of 90%-100% (Very Good). Therefore, the video can be identified as "Very Good" for use as a lesson.

c. Judgments of Media Experts

The media expert test on this video aims to measure the suitability of the video display as learning media. The video was validated by a media expert, Ridho Dedy Arief Budiman, M.Pd, a lecturer in the IKIP PGRI Pontianak ICT department. The video was reviewed using a questionnaire instrument with a Likert scale range. Each assessment component uses a 4-point scale with the terms "Very Good = 4," "Good = 3," "Not Good = 2," and "Very Bad = 1."

After receiving feedback from the media expert, a calculation is performed to find the percentage. The assessment results from media experts obtained a percentage of 73.11%, falling within the range of 70%-80% (Good). Thus, the video can be identified as "Good" for use in learning.

4. Implementation

Implementation is a stage carried out after developing learning media. Learning media that has been developed and approved by expert validators can be used in the field in accordance with development objectives. Implementation is the stage where learning media has been developed for use in the field in the learning process. Besides conducting field trials, the attractiveness and validity of learning also need to be assessed.

Implementation is the stage carried out after the development of learning media. Learning media that has been developed and approved by expert validators can be used in the field in accordance with development objectives. Implementation is the stage where learning media has been developed for use in the field in the learning process. There are several stages of product implementation, namely as follows:

a. Product validation by experts, including material experts, language experts, and media experts.

b. The teacher implements the video using an infocus connected to a laptop.

c. Students can also create video learning media for independent learning.

5. Evaluation

At the evaluation stage, the activities carried out involve assessing matters related to the development of interactive learning media. The product to be developed will then be transformed into teaching media in accordance with the results of the needs evaluation, which is to determine the level of success of students in comprehending the material presented in video form as a learning medium. Evaluation is intended to obtain feedback regarding the success of the development and application of the learning media that has been created. After the teaching media has been assessed by material expert validators, language experts, and media experts to determine the suitability of the media, the next step is for the learning media to be used by students as a source of independent learning.

The rationale for using learning media in the classroom is to determine the achievement of development goals, specifically knowing whether videos are valid or invalid as learning media. The increase in value from the given results will then be accumulated according to the formula used. The assessment is conducted through a questionnaire, and the validation results from the three experts can be observed by using video-based learning support media as the designated media.

a. Result of Material Expert's Reviews

The material expert's review was conducted by the food and beverage teacher at SMK Negeri 5 Pontianak. This expert review of learning media material uses a questionnaire as an instrument, aiming to ensure that the material aligns with the syllabus.

b. Result of Language Expert's Reviews

The language expert's study was conducted by one of the English lecturers at IKIP PGRI Pontianak. The language expert's assessment of learning media uses questionnaires as instruments, with the goal of ensuring that the language used is easy to understand and conforms to standard discourse.

c. Result of Media Expert's Reviews

The media expert's test involved one of the lecturers in the Information and Communication Technology (ICT) study program. The review by media experts of

the learning media being developed aims to assess the suitability of the material content in the learning media.

d. Analysis of Data Results

From the results of data analysis, three main topics will be discussed:

1) Test results by material experts.

2) Test results by language experts.

3) Test results by learning media experts.

Regarding the evaluation of learning media development products, the results of data analysis are presented as follows:

Table 4. Data Result before Revision

No.	Subject of Validity Test	Validity Percentage
1	Material Expert	72,19%
2	Language Expert	29,16%
3	Media Expert	43,10%

It can be observed from Table 4 that the video still has several shortcomings; therefore, researchers made improvements based on input and suggestions from the validator. This was done to encourage researchers to make the videos more interesting and better. Information on validation results after repairs are carried out is as follows:

Table 5. Data Result after Revision

No.	Subject of Validity Test	Validity Percentage
1	Material Expert	83,10%
2	Language Expert	91,10%
3	Media Expert	73,11%

Based on the data analysis in Table 5, it is known that the development of learning media has a high average score; thus, learning media products can be declared valid.

Discussion

The product developed by researchers is a learning medium in the form of a video with content related to food and beverage. The research conducted by the researchers is categorized as development or R&D (Research and Development), involving Class XI students from SMK Negeri 5 Pontianak. The primary objective of this research is to produce a product whose feasibility and validation can be assessed in the learning process.

At the analysis stage, researchers conduct initial observations and interviews with teachers at SMK Negeri 5 Pontianak. Based on these observations, teachers primarily deliver material through direct oral exercises, lectures, and occasionally utilize PowerPoint media. The school is equipped with facilities for field practice and Infocus media that can be used as supportive tools in learning.

Considering the practical nature of food and beverage material and the necessity for engaging learning, there is a need for media that captures students' attention. Given these requirements and the existing conditions, the researcher is interested in developing media in the form of a video to serve as a learning medium for food and beverage material. Learning videos can be downloaded and displayed via laptops or Android devices, easily accessible on various digital devices, and user-friendly as learning media that can be shared with others (Wulandari, 2019).

Following the needs analysis, the subsequent stage is media design. The specifications developed for learning video media aim to assist educators and students in the learning process. To capture students' attention, the learning video display is designed to be as attractive as possible to prevent boredom. The first stage of video design involves creating a display sketch with an appealing design using the Canva application, developing components such as text material on food and drinks. The subsequent steps include determining ideas, materials, delivery style, creating scripts, making storyboards, video recording, and editing, resulting in a finalized learning video ready for use as teaching material (Daryanto, 2011).

Once the video has been successfully designed, the next step is development. In this stage, researchers conduct feasibility tests by validating the product. Product validity tests assess the suitability of the media and demonstrate how well the measuring instrument used in a measurement aligns with what is being measured. Ghozali (2018) states that validity tests measure the quality or validity of a questionnaire, and product validation is carried out after product manufacture. Validation involves three experts, including material experts, language experts, and media experts.

The results of the validation, following revisions based on expert feedback, indicate that the video media is highly suitable for use and application as a learning medium in schools. This addresses the second research question regarding the suitability of video media in English learning related to food and beverage material. To determine the

suitability category of video media as a learning medium, a specific Likert scale is employed, as suggested by Mulyaningsih (2011).

The evaluation stage represents the final process of developing video as a learning medium, using the ADDIE model. Evaluation is conducted throughout the research and development process to ensure its suitability for use. This aligns with the viewpoint of Destrineli (2021), stating that this evaluation model aims to minimize errors and achieve high-quality and engaging learning media. The evaluation of the development of video as a learning medium is based on feedback and input from material experts, language experts, and media experts, providing insights for improving and perfecting video as a learning medium.

CONCLUSION

The outcomes of this research and development are presented in the form of a video serving as a learning medium to enhance and supplement existing learning materials. Based on the research and development (R&D) conducted by the researchers, it can be concluded that the process of developing a video as a learning medium indeed supports differentiated learning materials at SMK Negeri 5 Pontianak, utilizing the ADDIE model. The initial stage involves analysis through observation and interviews of activities based on student needs and the curriculum.

The second stage entails design, focusing on product design derived from the material outlined in the syllabus. The designed product is a video as a learning medium, crafted to be as engaging as possible using the Canva and KineMaster applications. In the third stage, development is validated through design specifications for learning media products. This validation process encompasses material validation, language validation, and media validation.

The results of the video learning material validation, revised based on expert feedback, indicate that the learning videos are highly suitable for use and application as learning media in schools. The fourth stage involves implementation, with teachers utilizing the media in the learning process for students to assess the appropriateness of its use. Finally, the fifth stage is evaluation, representing the concluding phase for assessing enhancements to the ADDIE model at each stage of development, with the objective of enhancing the quality of the video as a learning medium for food and beverage material.

REFERENCES

Arikunto, S. (2010). Prosedur Penelitian: Suatu Pendekatan Praktik. Jakarta: Rineka Cipta

Brame, C. J. (2016). Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content. CBE – Life Sciences Education, 1-6

Daryanto. (2011). Media Pembelajaran. Bandung: Sarana Tutorial Nurani Sejahtera

Destrinelli. (2021). Model Evaluasi Berbasis HOTS untuk Pembelajaran Blended. Jurnal Basicedu, 5 (6): 6439-6452

Ghozali, I. (2018). Aplikasi Analisis Multivariate dengan Program IBM SPSS 25. Semarang: Badan Penerbit Universitas Diponegoro

Ishak., & Mulyanah, E. Y. (2020). Pelatihan Guru SD di Tangerang: Implementasi TPR dalam Meningkatkan Penguasaan Bahasa Inggris. Dinamisa: Jurnal Pengabdian kepada Masyarakat, 4 (1): 1-5

Khasanah, U. (2022). Development of Teaching Book for Dyslexia Children with Learning Style Intervention Assisted by Audio Visual Media at Elementary School. Jurnal Prakarsa Paedagogia, 5 (1): 223-229

Lee, W. W., & Owens, D. L. (2004). Multimedia-Based Instructional Design. California: Pfeiffer

Mishra, P. (2019). Descriptive Statistics and Normality Tests for Statistical Data. Ann Card Anaesth, 22 (1): 67-72

Mulyaningsih, E. (2011). Riset Terapan Bidang Pendidikan dan Teknik. Yogyakarta: UNY Press

Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta

Turner, D. P. (2020). Sampling Methods in Research Design. Headache, 60: 8-12

Wulandari, M. (2019). Improving EFL Learners Speaking Proficiency through Instagram Vlog. LTT Journal: A Journal on Language and Language Teaching, 22 (1)