Design English Learning Material Through Video for Housekeeping

Sri Ainun Rukmana[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] sriainun7222@gmail.com

Abstract

This research uses the Research and Development (R&D) development method to develop video-based learning materials using Canva for Housekeeping materials. As well as checking the suitability of the video through 3 experts, namely media experts, language experts and material experts. The development of video-based teaching materials is guided by the ADDIE model development stages which consist of five main stages, namely (1) Analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation. The subjects of this research were class XI students at SMK Negeri 5 Pontianak majoring in hospitality, housekeeping subjects. Data collection was carried out using direct communication in the form of semi-structured interviews and indirect communication through questionnaires with the help of a Likert scale. The interview data obtained was then analyzed using the interactive analysis model of Miles and Huberman (2014) to determine students' responses to learning English. During the questionnaire, the data analysis process involved media experts, language experts and material experts using descriptive statistical analysis to obtain the percentage of video suitability in terms of presentation, language and content. Based on the research results, it is known that the development of video media is classified as "very feasible" for use as a learning medium for class XI students in the Hospitality Department. This can be seen from the results of media expert assessments of 89.29%, material expert opinions of 96.43%, language expert opinions of 93.75%.

Key words: Flipbook, ADDIE model, Hospitality School, Housekeeping, Research and Development

INTRODUCTION

English is a language that must be mastered by everyone, both at home and abroad because English is an international language that is often used by everyone around the world, both in the field of education and in social life. In Indonesia, especially English is often used in the field of education and is rarely used to communicate with others. According to Hafis et al, (2018: 167), mastering a language is very important, especially English because this language is an international language, meaning that someone who has good English skills can communicate more easily with the international community

Video is a very useful medium for teaching and learning. Learning videos are the most common type of animated illustration made from animated images with explanations for each image, with each paragraph illustrating the process that is being animated or appearing to be animated in the process. According to Munir (2012: 289), "Video is a technology for capturing, recording, processing and storing, transferring and reconstructing sequences of still images by presenting scenes in motion electronically."

In the process of improving students' English language competency, one of the learning media that is recommended to be implemented is learning videos. Learning videos are capable of displaying interactive simulations that combine animation, text, video, images, audio, etc. with interactive navigation. This video development is educational because it helps master English vocabulary, expressions and conversation.

The use of videos in learning received a positive response based on previous research conducted by Sita Wahyu Apriliyani and Fauzi Mulyana (2021). This is in line with research conducted by Rina Puspitasari, Dedy Hamdani, and Eko Risdiyanto (2020) that video is an effective and efficient learning media for students. Meanwhile, research conducted by Usman Diennur and Gilang Mas Ramadhan (2022) stated that videos were categorized as very suitable as learning media.

Since previous research views video as a good learning medium for teaching English. Researchers intend to complete gaps or novelties from previous research. Meanwhile, Pontianak State Vocational School majoring in Hospitality requires additional learning media design. Therefore, researchers are trying to innovate by taking advantage of technological growth through video development. As a means to make it easier for teachers in the process of teaching English which will motivate Pontianak State Vocational School students, especially on Housekeeping material which is one of the important materials for hospitality students to master. Researchers used the Research and Development (R&D) method, to determine the effectiveness of videos that can be used as an English language learning medium for students at SMK Negeri 5 Pontianak in mastering housekeeping material.

There are two questions in this study for developing video-based, namely 1.) what are the students need of English learning on Housekeeping positions in SMK Negeri Pontianak?, 2.) To investigate the feasibility of English learning material on Housekeeping positions be designed using video in SMK Negeri Pontianak. The purpose of this research is to 1.) To find out the students need of English learning on Front office positions in SMK Negeri Pontianak. 2.) To investigate the feasibility of English learning material on Front office be designed using video in SMK Negeri Pontianak.

METHOD

This research is a research method (R&D) research and development. In develop video-based, the researcher uses ADDIE study design developed by Dick and Carry (1996). According to Endang (2013:200) ADDIE is used for designing learning systems. ADDIE model using five stages of development, namely;

Figure 1 ADDIE model step
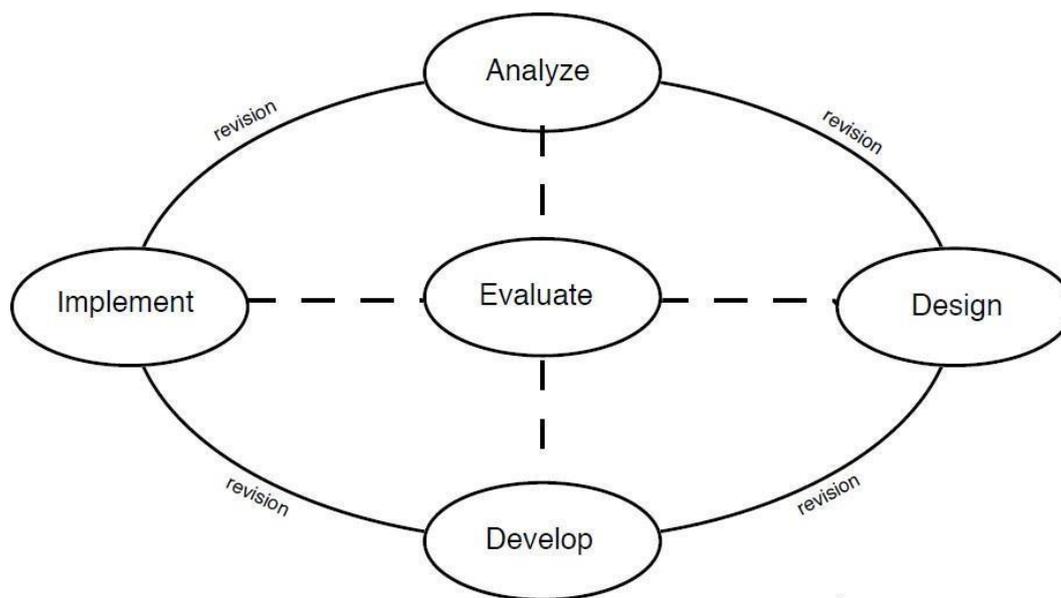
The first stage is analysis which is an analysis of student needs through teachers, syllabus and learning media, Second stage is design phase which has 4 (four) steps: selection of reference material according to the syllabus, making learning media frameworks, designing video, and preparation of media validity test questionnaire.The third stage of development consists from product development and expert validation, the fourth stage of implementation for the small group trial phase by teacher and field trials, evaluation stage is the final stage namely revision or improvement of the product from the stages that have been passed.

The validity test was tested by 3 experts, namely media experts, language experts, and material experts which tested on a small group of students to see the feasibility of the resulting learning video media. This instrument uses interviews and questionnaires. Then the data that has been obtained is analyzed using descriptive statistical analysis to get a feasibility percentage score. The following is the formula and interpretation score used:

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

Information:
P   : Egibility Percentage
$\sum X$: Total score rating
$\sum XI$: The highest score total

Source: Riduwan (2015:15)

Table 2 Achievement Level Qualification

No	Achievement Level	Category	Information
1	76% - 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) and researcher modification

The product can be categorized feasible if the data gets score of 76% -100% to very good category and no revision needed.

FINDINGS AND DISCUSSION

This research was using a Research and Development R&D method. The product produced in this study is video-based learning media for front office students. In develop learning video, this research uses ADDIE model development which is the result of the stages that have been carried out:

Analysis Stage

Based on the results of interviewed with Hospitality teachers of Housekeeping material, there are still many students who have difficulty mastering English, thereby reducing students' interest in learning English. Learning English in the hotel industry, especially in the field of housekeeping, requires teachers and students to play an active role in the learning process. Therefore, it is necessary to have learning media that support the teacher's role in creating a fun learning environment, so that it can stimulate students' interest in learning English. The limitations of learning media also affect the quality of learning, especially for hospitality students.

Design Stage

At this point, the researcher began to design learning modules that are been developed. This design phase has 4 (four) steps: selection of reference material according to the syllabus, making learning media frameworks, designing video, and preparation of media validity test questionnaire.

a. **Selection of Reference Material based on Syllabus**

After selecting the teaching materials, the researcher used Google as a search source for Housekeeping teaching materials for students class XI SMK Negeri 5 Pontianak. This step is in accordance with the hospitality teacher's suggestion with a wider and more complete range of material available on the internet. The material contained in the media is appropriate because it fulfills the learning outcomes and learning objectives in the independent curriculum.

b. **Making Learning Media Frameworks**

The researcher chose to assemble a learning media framework using the Canva application. Canva is a graphic design application used to create social media graphics, presentations, posters, documents and other visual content. Canva is very popular and widely used as a learning medium. Apart from many interesting features, Canva is also easy to access on computers, laptops, and mobile phone. So that it help and facilitate researchers in designing video teaching materials. The researcher designed material using Canva before turning it into video.

c. **Designing video**

Once the teaching materials are available, the design is in Canva. The next stage is designing the video. In this step, reiseiarcheir uses their Canva app. canva is an online application that does not need to be downloaded to a computer or laptop. This program can be accessed via cellphone, you can easily watch the available learning videos.

d. **Preparation of Media Validity Test Questionnaire**

This instrument was made to assess video learning media or products that have been used developed. The instrument used to assess product validity by three validators, namely Media Expert, Language Expert, and Material Expert.

Development Stage

Based on the results of validity tests on media experts, language experts, and material experts. video feasibility percentage score data is obtained as follows.
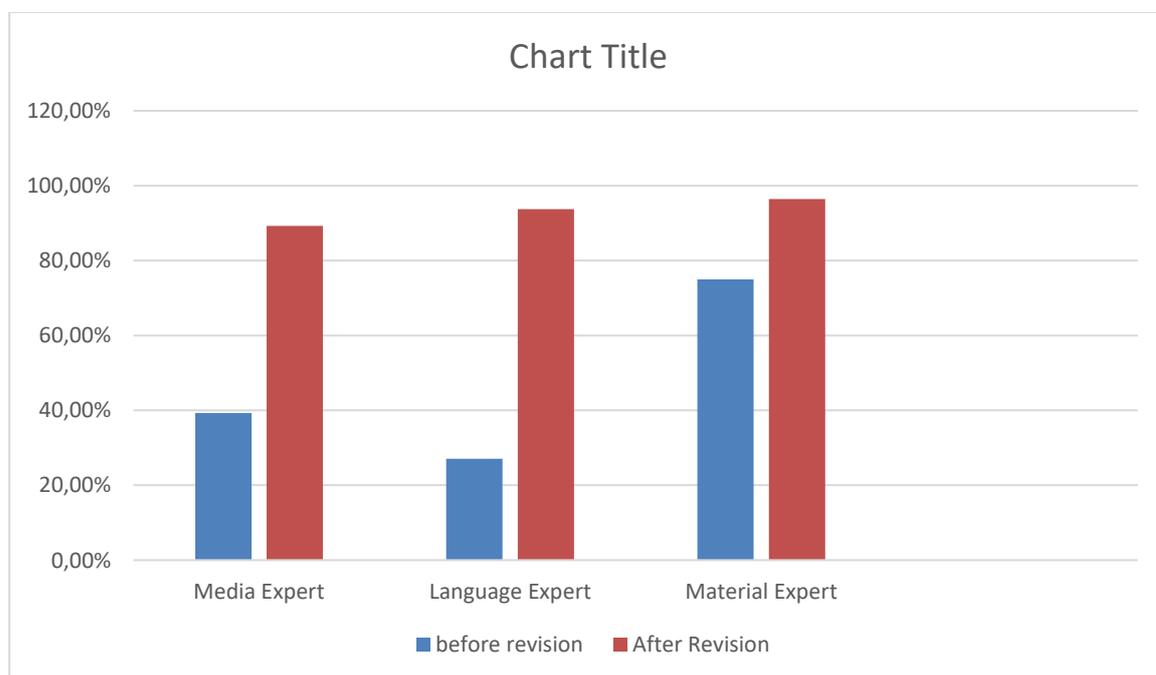

Figure 1 Percentage Score of Experts Validity Test

From the figure above, it can be seen that the video has undergone development and improvement during the development and validation stages. In the initial validity test, video was classified as "Bad" because of the low percentage points. Therefore, it needs to be improved and further developed based on suggestions and feedback from experts.
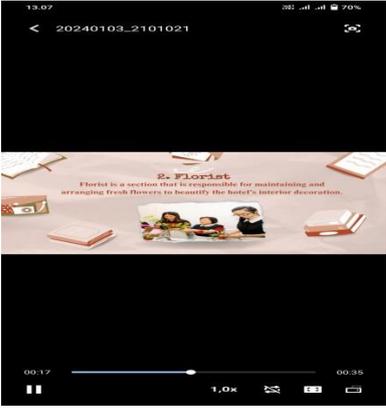
Implementasi Stage

After repair and validation, learning media can been applied. At this stage, the teacher implements the learning media developed in actual classroom situations. video can been implemented with tools such as laptops and infocus at school. Implementation begins with cognitive activities such as teaching and learning in general. Next, the teacher reads the Learning Outcomes and ATP listed on slides 2 and the teacher then explains the video material for each slide, shows the video, and at the end of the lesson invites students to collaborate with each other through exercises, listed conversations. In addition, the application stage can also been carried out by students, precisely with video as an independent learning environment. So that students can easily repeat what they have learned at home. Because the video is easily accessible anytime and anywhere.

Evaluation Stage

The ultimate goal of evaluation is to measure the achievement of development goals. Survey data from the validation process by media experts, linguists, and material experts showed that video received positive responses after been reviewed. Of course, the researcher has received various input, suggestions and input from the validators. This is to perfect the developed video media.

Table 3 Evaluation Flipbook Based on Feedback and Suggestion

Validator	Before	After
Media Expert	**Suggestion:** If this is going to make a learning video, it better be an interactive learning video. Create interactive learning videos that can embed quiz questions when the video is created. So that the learning videos presented are not monotonous and users are impressed by only listening to the audio. 	**Improvement:** This media is suitable for use and please adapt it to the suggestions and needs of researchers and users.

Language Expert	**Suggestion:** How to pronunciation the world.	**Improvement:** It's good and appropriate.
Material Expert	**Suggestion:** The delivery is unclear, the pronunciation is unclear and there are no pictures.	**Improvement:** The material presented is very good and in accordance with learning outcomes. It's just that it needs to be added with appropriate images, not just writing and material.

The product developed by researchers is a learning media in the form of a learning video media with Housekeeping content. The research carried out by researchers is development or R&D (Research and Development), where students of class XI SMKN 5 Pontianak. This research aims to produce a product that can be seen from the feasibility and validation of the product used in the learning process. The media development process follows the development procedure steps described by Robert Maribe Branch (2009:2).

Therefore, the researcher made several improvements to the type of media, language, and content on video. After making improvements to the suggestions and feedback from the validators, the percentage of conformity reached the "Very Good" category by media experts with score 89,29% , a percentage score higher than the previous score. Language in video is declared "Very Good" with score 93,75% , a higher percentage score than before revision. Likewise for material experts, Video won the "Very Good" category with score was 96,43% ,satisfying score percentage. It means that video can used as one of the most suitable and effective learning media in schools.

Likewise, the results of this development are expected to be useful for students who are still experiencing difficulties in learning English, especially students of SMK Negeri 5 Pontianak. In addition, Video is also designed to provide an interactive and interesting teaching and learning process so that learning leads to effective and efficient learning.

CONCLUSION

The results of this research and development are in the form of a video as a learning medium to support and add to learning media. Based on the results of research and development (R&D) carried out by researchers, it can be concluded that the procedure for developing video as a learning medium really supports differentiated learning media at SMK Negeri 5 Pontianak using the ADDIE model.

This is also the second stage is design through product design based on the material in the syllabus. The product designed is a video as a learning medium which is designed to be as interesting as possible using the Canva and KineMaster applications namely if video has reached the "Very Good" category, then it can be useful as a learning medium.

Video can be used by Hospitality teachers at SMK Negeri 5 Pontianak as interactive media in classroom. Due to the easy use of video, it can be accessed via the link provided. As for its use in the learning process in the classroom, it can be supported with the help of tools in the form of laptops and infocus. Video-based learning media can also be used as independent learning media for students at home. Because video is not only east to access, but can also be taken anywhere and anytime. So students can easily repeat lessons outside of school.

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