

**PRINCIPLES OF INSTRUCTIONAL VIDEO USED IN  
TEACHER'S VIDEO BASED LEARNING TO TEACH  
ENGLISH**

**THESIS**



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**Presented to**  
**Universitas Pesantren Tinggi Darul Ulum**  
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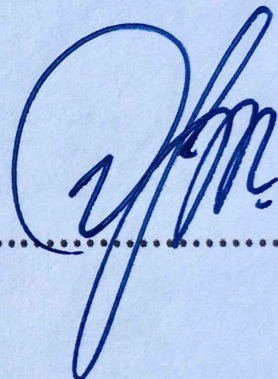
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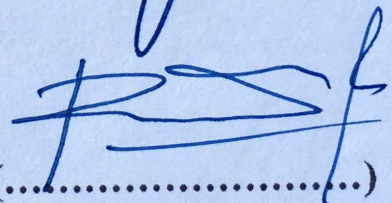
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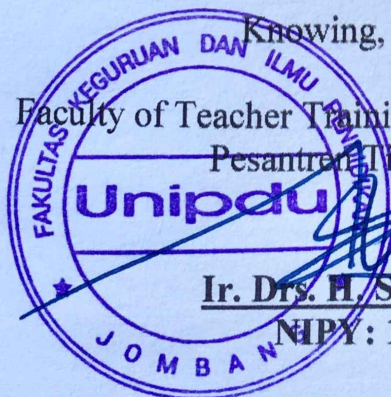
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Jombang, 7<sup>th</sup> August 2022

Researcher

## **MOTTO**

*Don't say you can't do it if you never try it*

## **DEDICATION**

This thesis is proudly dedicated to:

1. My lord Allah SWT
2. My beloved parent, Bapak and Ibu, thanks for your endless love, support and pray.
3. My brother, thanks so much for your love.
4. My great advisors Mr. Muhammad Saifuddin, M.Pd, and Mr. Achmad Farid, S.S., M.A., Ph.D thank you so much for the advice, guided and knowledge till I can finish my thesis successfully.
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I realized that this thesis entitled "*Principles of Instructional Video Used in Teacher's Video Based Learning to Teach English*" would not be finish without generous help, advice, support and pray of others. However, I would like to express my sincerest gratitude to:

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7. All the people who has been helping me during the process of finishing this thesis, May Allah blessed you all

Finally, the writer realized that this thesis can't be consider as perfect. Therefore, it is such pleasure for me to get critiques, comment and suggestions. Hopefully, this thesis would be useful for the reader

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Vinda Yulia Agustin



## ABSTRACT

This objective of this research was to figure out the principles of instructional video applied by the teacher to present the English material English and to explain the relevance of provided material in the video to the principles of instructional video. To answer the research questions, qualitative research design was used. The data were teaching materials as the content of the video which represented the principles of English teaching material used in video based learning. The finding of the research showed that the teacher applied 3 principles of instructional design, the theory used was from Carliner's (2000). There were 3 principles used physical design, cognitive design and affective design. The teacher uses principles of instructional to fulfill effective and efficient learning videos. With that, the teacher can provide a video, learning according to the needs of students in learning. In conclusion, Based on the analysis of the identified data, the video was relevantly design presenting the principles of instructional video based on Carlinger's theory.

**Keyword:** *Teaching Media, Video based Learning, Principles of Instructional Video*



## CHAPTER I INTRODUCTION

### 1.1 Background of the Research

In the learning process, there are some aspects that determine and support students' learning success. One of which is the use of learning media. Learning media is a connecting tool between teachers and students that can be used for learning purposes, so that it can trigger students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals (Daryanto, 2010). Hence, learning media serves as a tool that will facilitate the learning process. The use of learning media is one alternative in the process of developing learning to be better and emphasizes the importance of learning media as a tool to stimulate the learning process (Samsudin, 2008).

The use of teaching media in the teaching and learning process can produce attractiveness, so that it can motivate students to enjoy learning more and will provide better learning outcomes (Sudiyanto, 2017). The use of media in teaching will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at this time. Therefore, teachers need assistive media, namely learning media.

Meanwhile, technological developments have affected learning in the classroom. One of the technological developments that affect learning is video-based learning. Therefore, video is an option to be

selected learning media. Video-based learning emphasizes teaching material delivery using video. Interactive video-based learning has a good impact on increasing students' knowledge. It is a medium means to increase students' knowledge, which is considered easy for students to understand.

Using video is an effective and essential medium to teach English. One of the commonly used techniques to enhance the learning experience in the classroom is the use of videos that depict real-world scenarios. Video is seen as an effective method for presenting material to students with different learning styles. A video engages the visual learner with the pictures and their movements, while the auditory student can listen carefully to the narration to gain an understanding of the topic. Videos can help demonstrate very complex concepts and ideas in a short amount of time, sparking meaningful discussion and analysis.

The use of video learning must also pay attention to the principles in the use of video. The importance of exploring and identifying the principles<sup>4</sup> of effective video-based learning in this context is to help students achieve the desired learning outcomes. Therefore, there is a growing need to develop research-based principles for designing instructional videos to support learning (De Koning, 2018)<sup>2</sup>

Kamelia (2019), in her research, was to stand its objectives and saw sees video as one of the effective media that can make students more enjoyed process teaching and learning. It w<sup>2</sup> found that the use of video as teaching media could give a relaxing situation for



students in learning English. It also could make students more active and easy to understand the material since the video contain pictures and audio that causes students to see the material directly. Besides, Nadeak (2021) found her study which was to improve student learning to output by using Video based learning. The result showed that the use video learning media is beneficial in improving the students learning outcome.

Teaching material is a set of materials that are systematically arranged to be used in the learning process. According to Hamdani (2011), teaching material are all forms of material systematically arranged to help teachers or instructors implement the learning process, thereby creating an environment or atmosphere for students to learn. Materials also have a role in education, namely providing assistance in various aspects, such as supporting learning needs, concretizing abstract concepts, facilitating remembering, saving time, focusing on goals and helping with focus (Avci, 2013). With the role of developing systematic learning materials, it is expected to be able to create learning by delivering material well, especially with material development through learning media in the form of videos.

Videos can be in various teaching and teaching arrangements in class, as a way to present content, start discussions, to provide illustration of certain topics and content, self-learning and evaluation. When the teacher brings video material to their English classrooms, students can directly obtain cultural background information and emotional attitudes about learning material. Therefore, they can understand language

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2 learning. When viewing video material, students can put themselves in an atmosphere made by video material and understand the language used by characters (Bajrami, 2016)

## 1.2 Research Question

7 Relate to background of the study above, the research formulated research statement of the problem:

1. What are the principles of instructional video applied by the teacher to present the English?
2. How relevant are the provided material to the principles of instructional video?

## 1.3 Objectives of the Research

14 Based on the statement of problems above, the objectives of the research are:

1. To knowing the principles of instructional video applied by the teacher to present the English
2. To explaining the relevant provided material to the principles of instructional video.

## 7 1.4 Significances of the Research

The outcomes of this research is expected to be useful for these following:

1. Theoretically, the research is able to give benefits for the researcher and the English teacher in expanding standpoints regarding to English teaching learning activities. Additionally, the result of this research will





be a worth reference for the readers who will implement the teacher video.

2. Practically, the research result support them to carry out the teaching and learning process of English by using learning video.

- a. Teacher

Hopefully, this research will useful for teacher's to use the video based learning to teach English.

- b. Students

This research is useful for students in learning English using video-based learning.

- c. Other research

This research is a good reference when researchers will teach English using learning videos.

### 1.5 Research Scope and Limitation

The scope of this research was the analysis of principles of instructional videos and the relevant of provided materials to the principles. Then the limitation was video to teaching recount text on 10<sup>th</sup> year students by using Carliner's theory (2000).

### 1.6 Definition of Key Term

There are some key term, which are important to understand:

1. Teaching Media

Teaching media is a tool can be used to teaching purposes between students and a teacher. Consequently, the students will be interested and



making their <sup>3</sup> thoughts, and feelings in learning activities to achieve learning goals (Daryanto, 2010).

## 2. Video based Learning

<sup>13</sup> Video-Based Learning (VBL) is a rich and powerful model used in TEL to improve learning outcomes as well as learner satisfaction. (Yousef, 2014)

## 3. Principles of Intructional Video

<sup>1</sup> Carliner (2000) states that instructional video is “a framework for design methods that can determine the major characteristics of an instructional video”.





## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Teaching Media

Learning media is a tool can be used to teaching purposes between students and a teacher. Consequently, the students will be interested and making their thoughts, and feelings in learning activities to achieve learning goals (Daryanto, 2010). ). Hence, learning media serves as a tool that will facilitate the learning process. The use of learning media is one alternative in the process of developing learning to be better and emphasizes the importance of learning media as a tool to stimulate the learning process (Samsudin, 2008).

The use of teaching media in the teaching and learning process can produce attractiveness, so that it can motivate students to enjoy learning more and will provide better learning outcomes (Sudiyanto, 2017). The use of media in teaching will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at this time. Therefore, teachers need assistive media, namely learning media.

#### 2.2 Principle of Instructional Video

The Instructional Design of lecture video are divided in three-parts. Here are Carliner's (2000) approach:

- a. Physical Design

Physical design is a design that has sophistication in the ability to find information from teaching materials. Based on the sophistication of physical design, the quality of learning can be strongly influenced by video accessibility, technical quality, and time (Swarts, 2012). The physical design of instructional videos is also determined by the length of the video, the speed of the action, and the speed of the narration. This part of the physical design strategy focuses on:

1). Length of the video

The duration of the video should be 5 – 7 minutes (Kim, 2014). It means that the video can be said effective video since it lasts between those minutes. This effectiveness refers to the level of students' concentration. When the video takes more than 7 minutes, it will cause students' boredom or they will have less attention.

2). Speed of the action

Here, there are categories which became the value of speed of the action. They are text and animation.

a. Text

Text is the earliest and simplest element in teaching material of any video. Which is based on the words, sentences and paragraphs or anything written or played on the video.

There are three types of text, namely:

1). *Static Text Fields*



It refers to any extent text which it appears in the video it does not change. The text that cannot be changed is in writing or all forms of writing that appear in one slide or one scene in the video and do not change or do not move positions and there is also no animation. This text appears along with the slide or scene and disappears and moves along with the scene.

2). *Dynamic Text Fields*

It refers to any extent text which it appears in the video it can change. The text that can be changed is in writing or all forms of writing that appear on one slide or a scene in a video that changes or moves positions and there is also animation.

3). *Input Text Fields*

It refers to any text which appear at the same time when the teacher explain or at the teacher read, sound the text. Text that only appears when the teacher speaks or when explaining the material, if the teacher is not explaining the material then the text will not appear in the teaching.

(Dhani, 2003).

b. Animation

Animation is literally to bring life or move for the content of teaching material.



In general, animating an object has the meaning of moving an object to make it come alive. (Ferdinandes, 2003)

Animation Types:

1). *Cell Animation*

Cell animation is a form of animation that has a separate part between the object and the background, so that it can move independently of each other. The object of cell animation is an image that is drawn by hand (hand draw-animation)

2). *Frame Animation*

Frame animation is the simple form of animation. For example, when we make pictures of different movements on a video, then we watch the video quickly, the image will appear to move.

3). *Sprite Animation*

In sprite animation, the image is moved against a still background. A sprite is a part of an animation that moves independently, such as a flying bird, a rotating planet, a bouncing ball, or a rotating logo.

4). *Path Animation*

Path animation is an animation of an object moving along a defined curve with a trajectory. For example, in making animated trains, airplanes. In most path animations, there is also a looping effect





that makes the path movement occur continuously.

#### 5). *Spline Animation*

A spline is a movement that not only follows a straight line but can also take the form of a curve.

#### 6). *Vector Animation*

A vector is a line drawing that has an end, a direction, and a length. An example of an arrow that shows the direction to an image in the video.

#### 7). *Character Animation*

Character animation is usually found in cartoons. All the parts in cartoons always move together. Software commonly used is Maya Unlimited. Examples of cartoons made with Maya Unlimited are Toy Story and Monster Inc.

(Anton, 2005,

<http://lecturer.ukdw.ac.id/anton/>)

### 3). Speed of the narration

Narration is an expression that conveys something or information contained in the video teaching material to the students. The narration is delivered by the teacher. Usually lasts about 150 words per minute (wpm) (Benz, 1971).

- b. <sup>1</sup> Cognitive Design



Cognitive Design is the teacher's ability to understand<sup>1</sup> students' questions in teaching materials. Cognitive design determines the level of understanding of the video to students, whether students will be able to adopt and apply the<sup>1</sup> content learned (Swarts, 2012). Cognitive Design is the part of design that deals with presentation quality. Questions such as complete content or accurately presented, should be taken into account when considering cognitive video design. This part of the cognitive design strategy focuses on:

1). Quality the content of video

Quality the content of video is about completeness and pertinence (Swarts, 2012)

a. Completeness

The video must display teaching materials that cover all topics

c. Pertinence

The video edited only for the purpose of including relevant about learning, title, text type as information about teaching material

2). Accurate of the video

The accuracy of the video can be seen from the fact or execution errors in the teaching materials (Swart, 2012). In videos, when the teacher explains a topic, the teacher must be thorough and careful. Must stay focused on the topic being explained.

c.<sup>1</sup> Affective Design



Affective Design is the ability of teaching materials to provide a sense of comfort in the form of motivation implanted by video to provide information to listeners. With this affective design, teaching materials focus on the level of motivation instilled in students, whether what the teacher conveys can influence students with information, which means whether the content is sufficient to capture and attract students' attention (Swarts, 2012). This part of the affective design strategy focuses on :

- a. The level of motivation in the video  
The level of student motivation by presenting the information provided by the teacher in teaching material.
- b. The video can attract students' attention  
The teacher explains the learning material clearly in the video.

### 2.3 Video Based Learning

Video-based learning (VBL) can be used to teach effectively and gain better learning outcome. Yousef (2014) contends that Video-based learning (VBL) is now recognized by Technology-Enhance Learning (TEL) researchers as powerful learning resource. However VBL has to encompass the teaching principles in order to give more impacts for the teaching and learning process. The principles here refers to Carliner's principles such as Physical Design, Cognitive Design and Affective Design. In this case,



one of the learning of instructional video is video based learning. Carliner's (2010) explains that learning of instructional video is a framework for design methods that can determine the major characteristics of an instructional video.

## 2.4 Previous Study

There are two previous studies researching relevant scope of the research. The first previous study was conducted by Kamelia (2019). The purpose of her study was to stand its objectives and sees video as one of the effective media that can make students more enjoyed process teaching and learning. Her research used qualitative research. She used observation sheet as the instrument. The result showed that the use of video as teaching media can give a relaxing situation for students in learning English. It also can make students more active and easy to understand the material since the video contains pictures and audio that causes students to see the material directly.

The second previous study was conducted by Nadeak (2021). The purpose of her study was to improve student learning to output by using Video based learning. Her research used classroom action research. She used test and interview sheet as the instruments. The result showed that the use video learning media is beneficial in improving the students learning outcome.

This research was different from the two previous studies. Kamalia focused on the activities of the video that made students enjoy and relax the learning process. Then Nadea focused on improving students' learning



outcome by using Video Based Learning. However this research focused on analyzing teacher's principles from the Video based learning to teach English.





## CHAPTER III RESEARCH METHOD

### 3.1 Research Design

This research aimed at figuring out the principles of learning materials applied in the video and also to see how relevant the materials were presented to the principles based on Mayer's theory (2021). In line with this research aim, qualitative research design was carried out to this research. Creswell (2003: 74) defines that this qualitative research design provides essential description of research problem which the author investigates a concept or phenomenon. On the other word, since it applied qualitative methods, this research tried to answer the research questions by describing the facts of research results through data collection method.

Here, the research included the teacher's video to be analyzed. The video was video based learning which was produced by herself and used in teaching activities. This video was analyzed qualitatively under the research instrument.

### 3.2 Research Object

The object of this research was video <https://youtu.be/cqWZZqPdf5Q> created by the English teacher of MA Mambaul Ulum Corogo. This video was addressed by the teacher to teach the student of tenth



year. The material taught through this video was recount text.

### 3.3 Research Instruments

To obtain the data, this research used observation method using observation checklist. The checklist consisted of indicators which were developed based on Carliner's theory about the principles of instructional video and relevant are the provided material to the principles of instructional video. The aim of this observation were to identify what principles of instructional video applied by teacher to present the English and to explaining relevant provided material to the principles of instructional video.

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### 3.4 Data and Source of Data

The data of this research were teaching materials of recount text as the content of the video which represented the principles of English teaching material used in video based learning. And the source of data research was teacher's video based learning.

### 3.5 Steps of Collecting Data

1. Formulating the instrument of the research that was observation checklist.
2. Observing the video using observation checklist.
3. Collecting the data by identifying the teaching materials applied the principles.



### **3,6 Step of Analyzing Data**

1. Analyzing the result of the observation
2. Interpreting the collected data
3. Concluding

