

Developing English educational videos for senior high school students

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ABSTRACT

The researcher developed English educational videos using The ADDIE Model as a part of Research and Development. Accordingly, this research objectives were to examine the self-production of English educational videos using the ADDIE model and the students' perceptions of self-produced English educational videos regarding appearance and content. The method used in this study was a mixed methodology. Meanwhile, the instruments to collect the data were expert validation sheets, questionnaires, and interview transcript guide to strengthen the data obtained from the questionnaire findings. The data assessment results from an academic and technological expert's validation indicated that the educational videos generated were very good, with a score of 91. The educational videos developed received an 80 score from an academic expert. According to the expert validation results, the English educational videos created were good and could be used with a few revisions. Meanwhile, analysis data of 82.4 percent of 4th-semester students (Group 1) indicated that the English educational videos were very good. The perception of English educational videos among 12th-grade high school students (Group 2) was 95.2 percent which is classified as very good. Furthermore, the interview results bolstered an explanation for the video quality. The interview results also gave feedback and suggestions for improving, refining, and developing the produced English educational videos. Overall, the English educational videos developed using The ADDIE Model were of good-very good quality. With a few changes to increase the product's quality, the English educational videos developed could be used as an English educational medium.

Keywords: ADDIE Model, Development, English Educational Videos, Perception, Students

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Introduction

Designing learning media in the modern era requires a sense of creativity in the teaching and learning process to attract the students' interest. Learning media are pieces of learning equipment that aid in the teaching and learning process (Gede et al., 2020). Therefore, the use of audio-visual aids is necessary to help students comprehend the learning material through visualization and increase their motivation to learn (Afidah et al., 2021). It is envisaged that the introduction of innovative learning media will assist teachers in overcoming the challenges that they confront when teaching English.

There are numerous challenges that teachers and students face when teaching and learning English. To the first challenge deals with English language learners' inability to

comprehend English concepts (Jalalian, 2018). Next, students consider that learning English is difficult and that it is not their native language, so they are uninterested in English studies (Nur Syafiq et al., 2021). One of the most difficult aspects of teaching English is generating student interest in learning English. As a result, English teachers should make greater efforts to create learning media that can meet the needs of students in understanding English lessons, one of which is by creating informative and interesting educational videos.

Students are encouraged to be interested in and committed to learning English through the use of educational videos in English classrooms. Therefore, using learning videos in English classrooms is highly recommended. The use of videos in English

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learning for students is worthwhile because these videos provide enjoyment to the students (Masyitoh et al., 2019).

Video is an audio-visual presentation of information. Furthermore, video is widely acknowledged as being more powerful and understandable than other media for second and foreign-language students (Bajrami & Ismaili, 2016). As a result, educational videos are classified as more interesting learning media than other types of learning media.

Short videos are extremely popular media to deliver English material in a creative manner. Due to the accessibility and usability of modern digital devices, the use of videos for classroom instruction has grown in popularity recently (Slemmons et al., 2018). On online video platforms, instructional videos are increasingly dominating user attention (Hessel et al., 2019). Among teenagers in this digital age, one of the most popular types of content is English educational videos. English short videos posted by English teachers and native-English speakers on social media platforms have the potential to assist this cohort of EFL learners in becoming self-regulated learners in order to improve their English communication competence (Xiuwen & Razali, 2021).

The popularity of English educational videos attracts experts and pedagogical practitioners to apply short videos to teach English. In this study, the researcher will incorporate technology into English teaching by creating short videos for English instruction that use the ADDIE model in the production process. ADDIE is a framework for instructional systems design that many instructional designers and training developers use to create courses (Bunari et al., 2018). Furthermore, the researcher intends to investigate students' perceptions of English educational videos in terms of appearance and content. As a result, the purpose of this study is to describe aspects of producing educational videos using the ADDIE model, as well as how students perceive the video in terms of appearance and content.

Several characteristics must be met to create good and high-quality educational videos. As a result, a good self-produced English Educational video must meet the following characteristics; increase social interaction, unlimited accessibility, provide an individual learning environment, simple

delivery, improve motivation, constant messaging, portability of video, rewinding and pausing videos, period of training, video-based learning is powerful (Beheshti et al., 2018).

Recently, many people have been making videos and posting them on social media. Now that information and communication technology have advanced, people can create their own educational videos on their smartphones. In accordance with this assertion, Woolfitt (2015) stated that anyone with a smartphone can now make a video recording.

This study applies The ADDIE Model to develop English educational videos. The ADDIE model is an abbreviation for Analysis, Design, Development, Implementation, and Evaluation which are the stages in the development of learning products (Mcgriff, 2000). Accordingly, The ADDIE Model is deemed appropriate for use in this research process because it can assist the researcher in developing English educational videos in a systematic manner.

Several other researchers have previously conducted similar studies on the same topic. According to the research conducted by Zain et al. (2022), the user testing indicated that it was assured that the students agreed to use videos to escalate their comprehension of selected topics of the Digital Illustration course. Moreover, the results of the study were video design and usability aspects that were acceptable and reasonable. Furthermore, in accordance with a study conducted by Yuniari and Juliari (2021), the educational videos created with Wondershare 9 are appropriate for use in an Interpretive Reading course. According to the study's findings, educational videos are a viable alternative for addressing the issue of media scarcity in online learning. According to the findings of a study conducted by Desmasari (2018), the material validation score was classified as "very good." As a result, it is possible to conclude that the product developed during the research is ready for use.

Based on the background, the research is aimed to develop English educational videos, using The ADDIE Model, and to disclose the students' perceptions of the videos, in terms of appearance and content. The perceptions of the students will be used to improve the video quality.

Research Method

This study applies the ADDIE model to develop English educational videos. The ADDIE model is an abbreviation for Analysis, Design, Development, Implementation, and Evaluation which are the stages in the development of learning products (Mcgriff, 2000). Furthermore, the ADDIE model used in this research is part of the Research and

Development (R&D) model. According to Borg and Gall (1988), as cited in (Sugiyono, 2013), research and development is a research method used to create or validate educational and learning products. As a result, the ADDIE model is deemed appropriate for use in this research process because it can assist the researcher in developing English educational videos in a systematic manner. The design of the ADDIE model by Parsazadeh et al. (2018) is presented in Figure 1 below:

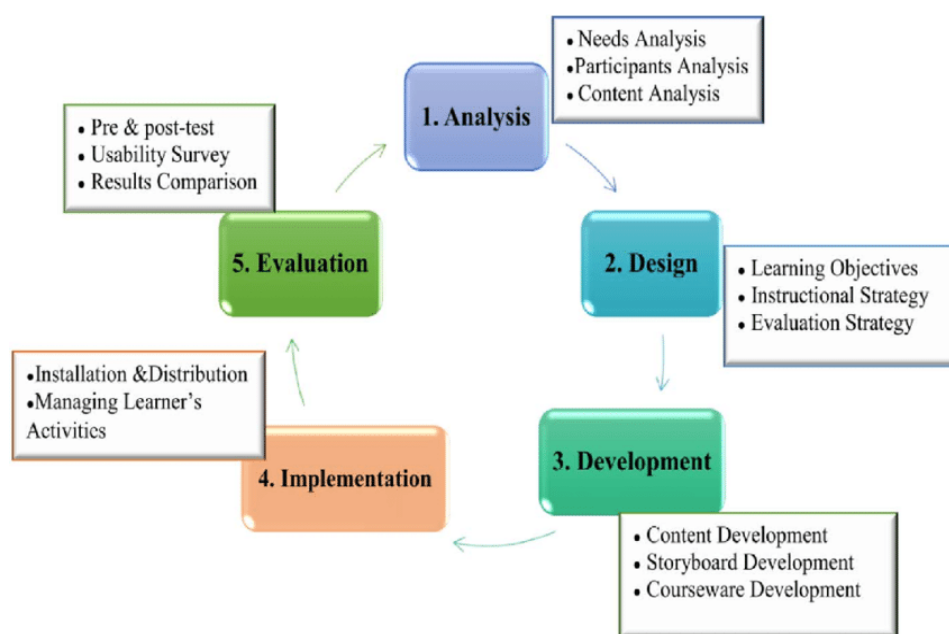


Figure 1: The ADDIE Model Framework

The study was part of Research and Development that implemented The ADDIE Model in developing English educational videos. In this study, the researcher applied a mixed methodology. In a mixed methods study, quantitative and qualitative data collection and analysis are combined in a single study or program of inquiry (Creswell et al., 2004; Creswell et al., 2003:209-240). The researcher conducted a study using three different research methods; a survey, an interview, and the ADDIE model.

The research involved four types of participants, namely, a lecturer, an English teacher, 4th-semester students, and 12th-grade high school students. A lecturer and an English teacher validated the English educational videos as academic and technology experts. There were 62 students enrolled in semester 4 (Group 1). Meanwhile, there were 17 students

who filled in the questionnaire. The total population of the two classes of 12th-grade high school students was 69 students (Group 2).

The research took the sample of this study purposively. Purposive sampling was a sampling technique that took certain factors into account (Sugiyono, 2013). The data for this study were collected at an English language education study program at a private university in Banyumas Regency. Data collection was carried out in the academic year of 2021/2022. Moreover, the data collection was conducted at a public high school, Banyumas Regency which involved two classes of 12th-grade high school. This research was conducted in July – August 2022 following The ADDIE Model systematics.

The method of collecting the data was divided into two parts, the data for making educational videos and others of the students' perceptions of the learning videos by a

questionnaire, interview guide, and product evaluation sheet.

Academic and technological experts validated the developed educational videos in terms of display and content. Data from expert validation was then processed in Microsoft Excel and SPSS 22. The data from the questionnaire were analysed using the descriptive analysis method. According to Sugiyono (2013), a descriptive analysis is a statistic that is used to analyse data by describing or describing the data that has been

Results & Discussions

There are two kinds of evidences to prove the quality of the product. They are the judgement of the experts, and the perception of

A. Results

1. Expert Validations

The following were the results of expert validation analysis to assess the quality of educational video products.

collected as it is, without the intention of drawing generalizable conclusions or making generalizations. The information was then presented in tabular form.

Meanwhile, interview data were analysed using qualitative content analysis methods. Qualitative content analysis referred to a research method that involved the subjective interpretation of text data content through a systematic categorization process of coding and detecting themes or patterns (Hsieh & Shannon, 2005).

the users. Following the description of the result is the discussion over them.

The assessment results of an academic and technology experts were displayed in Table 1.

Table 1. Validation of an academic and technology experts

Indicators	Validator 1	Validator 2
Score	136	120
Total Score	150	150
Grade	91	80
Mean	4,53	4
Median	5	4
Mode	5	4
STDEV.S	0,63	0,64

2. The Students' Perception

The followings were the results of the students' perceptions on the English educational videos. Their perception was drawn from the survey and the interview. The

following was the case summary of the both groups and their interview results, presented in tables below. 4th-semester students' perceptions of the created English educational videos.

Table 2. Case Summary Results of Group 1

Perception	Case Summary					
	Valid		Cases Missing		Total	
	n	%	n	%	n	%
	14	82,4%	3	17,6%	17	100,0%

a. Dichotomy group tabulated at value 5.

Table 3. The Summary of Group 1 Interview

QUESTIONS	POSITIVE FEEDBACK	NEGATIVE FEEDBACK	SUGGESTIONS/IMPROVEMENTS
What do you think about the educational videos (the content and the presentation)?	6 participants found the content easy to understand and engaging.	1 participant mentioned that the video quality was blurry.	Improve video quality.
Do you think the videos are interesting? Please explain the reason.	5 participants found the videos interesting due to their interactive and creative nature.	N/A	Continue improving the quality to maintain interest.
What do you think makes an educational video interesting?	6 participants emphasized the importance of videos being easy to understand, attention-grabbing, and providing relevant examples.	N/A	Consider adding subtitles and modifying lyrics to enhance interest.
How long do you think is the ideal duration for a video?	2 participants mentioned an ideal duration of 30 minutes, while 4 participants preferred shorter videos (2-5 minutes).	N/A	Consider creating shorter videos or a series of short videos.
On which social media platform do you prefer to watch educational videos?	3 participants mentioned TikTok as their preferred platform, while 3 participants preferred YouTube.	N/A	N/A
Please share some feedback and suggestions to improve the videos!	2 participants suggested slowing down the pace of explanations, being more creative, and simplifying sentences for easy comprehension.	N/A	Ensure the videos are visually appealing and capture attention effectively.

Table 4. Case Summary of the Group 2 Perception

Perception	Case Summary					
	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
	59	95,2%	3	4,8%	62	100,0%

a. Dichotomy group tabulated at value 5.

Table 5. Summary of Group 2 Interview

QUESTIONS	POSITIVE FEEDBACK	NEGATIVE FEEDBACK	SUGGESTIONS
What do you think about the educational videos?	P.1, P.2, P.3	P.8, P.9, P.11	Add animations, longer duration, clear graphics
Do you think the videos are interesting?	P.1, P.2, P.3, P.4, P.5, P.6, P.7, P.8, P.10, P.11, P.12	P.6, P.9, P.11	More interactive, clearer visuals
What do you think makes an educational video interesting?	P.1, P.2, P.3, P.4, P.5, P.6, P.7, P.9, P.10, P.11, P.12	-	Use animation, clear audio, compact delivery
How long do you think is the ideal duration for a video?	P.1, P.2, P.3, P.5, P.6, P.7, P.8, P.9, P.10, P.11, P.12	P.4	1-7 minutes, not too short or long
On which social media do you prefer to watch those videos?	P.1, P.2, P.3, P.4, P.5, P.6, P.7, P.8, P.9, P.10, P.11, P.12	-	YouTube, TikTok, and Instagram Reels
Feedback and suggestions to improve the videos	P.1, P.2, P.3, P.4, P.5, P.7, P.8, P.9, P.10, P.11, P.12	P.6, P.9, P.10, P.11	Add animations, improve graphics, and slower pace

Note: The positive and negative feedback sections contain the responses from different participants (P.1, P.2, P.3, etc.)

Development of English Educational Videos

The phases of developing English educational videos utilizing the ADDIE model by Beheshti et al. (2018) implemented in this study were described in the sections as follows.

1. Analysis

Content analysis was performed by examining educational video content on social media from a variety of perspectives. The aspects examined were the target audience, students' needs in English learning, material substance, distribution mechanism, and video display.

The first step in creating an English educational video was determining who the target audience would be. Furthermore, the content analysis was linked to the students' English learning needs as well as the learning syllabus. As a result, content providers could select English learning subjects for use in creating English teaching video products. Moreover, the researcher examined how the creators of the English educational video content delivered their subject so that the researcher could learn how to deliver English material communicatively and interactively. In addition, the researcher thoroughly examined the presentation of English educational videos.

The display of English instructional videos that had fascinating thumbnails, titles, and subtitles was the main emphasis of the researcher to examine them. These three factors affected whether the researcher would click on the video for further study before it was played. Accordingly, clickbait in video creation was one of the most important components in attracting viewer interest.

Videos that the researcher was interested in playing were then assessed in terms of the usage of animation, music, and editing effects. The researcher delved into how other content makers used these aspects in their educational videos. Thus, the researcher could apply and adjust the findings of their video content analysis to future English instructional videos.

The researcher paid particular attention to videos that had a high level of engagement, such as a large number of likes and comments. Furthermore, the videos that were unique and

interesting were thoroughly examined. Most crucially, the viral concept content of educational videos was also given top priority for analysis. The notion could be applied to the English educational videos she planned to create. The researcher organized video design after researching various sorts of educational videos and video content that were popular on social media.

After analysing all necessary aspects, the researcher compiled the analytical results into a document. This document provided an analysis of the video content of teaching English on social media that had been analysed. Moreover, the document was designed to serve as an archive for the researcher seeking inspiration and an overview of the English educational videos that were currently popular among young people, as well as information on how to create high-quality English educational videos.

2. Design

The researcher arranged learning objectives, instructional strategies, and evaluation strategies throughout the design stage. The learning objectives were developed in such a way that English educational videos were created based on the needs of students learning English. Therefore, the researcher could identify topics that corresponded to the English syllabus. The learning strategy was intended to make it easier for the researcher to deliver English material through English educational videos in a systematic, enjoyable, and instructive manner. Meanwhile, evaluation strategies were developed to assess the quality of the English educational videos produced.

The objectives of learning through English educational videos were to pique students' interest in learning, offer new learning media that were distinct from those used in the general English learning process, and comprehend and reinforce comprehension of specific English topics. First, the objective of developing English educational videos was to pique students' interest in learning the language. Students who are engaged and enthusiastic about learning English would find it easier to grasp the content being taught. Next, the English educational video then attempted to

introduce English learning media that were distinct from those commonly employed in the English learning process. This English educational video was unique in that it incorporated contemporary features that young people enjoy. Furthermore, these English educational videos were designed to assist students to grasp or reinforce their understanding of specific English topics. Although brief, this English educational video was meant to pique students' interest in learning about and exploring the English content being taught.

The learning strategies employed were to create English educational videos that were both interesting and informative. Moreover, the instructional technique employed was to make creative and engaging contemporary educational videos in terms of presentation and substance. Furthermore, the English material was presented in a pleasant manner to assure that students understood the English topics being taught. Thus, before creating English educational videos, the researcher prepared content mapping to serve as a guide for developing systematic English educational videos based on the syllabus.

The evaluation strategies employed were to discover how lecturers, teachers, and students perceive the quality of the English instructional videos that had been created. Accordingly, the researcher created expert validation sheets, questionnaires, and interview guides as instruments for evaluating the videos developed. Furthermore, the assessment data was studied for the purpose of improving, developing, and refining the quality of the English educational video products created.

3. Development

The objective of the development stage was to create English lesson plans and learning materials. At this point, the researcher created the media required for the filming of an English educational video. This involved configuring the video capture properties, the content overview, and the video editing application.

The researcher employed content development and storyboard development at this stage. The aim of content development was to arrange English materials and components for developing English educational videos. Meanwhile, storyboard development was commonly employed in the educational videos

kinds such as role plays and vlogs in order to help students envision the information being taught.

Content development was accomplished by assembling English instructional resources to be delivered using educational videos. The material was organized in such a way that it appeared to be instructive and communicative. Furthermore, at this stage, the researcher chose and designed where the animation would be employed. After video filming, the editing process began at this point. To facilitate the creation of entertaining and useful educational videos, the editing process also included the addition of effects, subtitles and captions, and background music.

The development of the storyboard was employed to provide a visual representation of the English topic being taught. At this stage, the researcher created storyboards, scenarios, and narrations to serve as guidance for the creation of English educational videos. The stories and narratives provided had to include components of the English material being taught. The following is a link to English educational video sample products (<https://bit.ly/435Tf3p>).

4. Implementation

At the stage of implementation, the developed English educational videos were applied to students and validated by technologists and academics. Data on students' perceptions of the English educational videos produced were collected at this stage. Furthermore, the researcher sought validation from technological and academic experts, specifically a lecturer and teacher, in order to assess the quality of the English instructional videos developed.

In this study, five English educational videos were employed. These five videos were then uploaded to Google Classroom. In the Google Classroom, there were also instructions for participants who took part in this research, as well as a link to a Google Form where they could fill out a questionnaire about their perception of the English educational videos developed.

The research for student teachers was done online using Google Classroom and the questionnaire was filled out using Google Forms. For student teachers, the following was a link to Google Classroom (<https://bit.ly/3SqfMUt>), and the following

link (<https://bit.ly/3PXxRaF>) was directed to a Google Form where student teachers could fill out the questionnaire. Following that, the researcher randomly selected several students to be interviewed about their perceptions of the English educational videos that were developed.

Due to difficulty playing educational videos through Google Classroom (<https://bit.ly/3zzYdbF>), showing English educational videos in schools was aided by exhibiting these educational videos on an LCD projector. The researcher then asked pupils to fill out surveys using Google Forms (<https://bit.ly/3bBrN8U>). Following that, the researcher invited numerous students to be interviewed about their perceptions of the English educational videos they had watched.

Academic professionals and technical experts, such as a lecturer and a teacher, provide expert validation. The researcher submitted an expert validation document and a YouTube link to academic and technological experts during the implementation stage of the English educational videos in order to obtain expert validation. Meanwhile, the researcher sent a link to the expert evaluation form and Google Classroom in order to obtain academic expert approval.

5. Evaluation

An evaluation was the process of determining the quality of the products. The purpose of an evaluation was to determine the product's strengths and weaknesses. The evaluation results of the quality of the produced English educational videos were analysed as a reference for the development, improvement, and refinement of the resulting educational videos. Expert validation and data analysis from student perceptions were used to evaluate the resulting educational video products at this stage.

B. Discussion

1. Expert Validations

The assessment rubric was used to create indicators for expert validation. The results of expert validation were described below.

a. Validator 1

According to the assessment analysis of academic and technological experts, the English educational videos created were in the very

good category, with a score of 91. Furthermore, the validator's mean was 4.53, indicating that the average score of each aspect in the English educational videos was classified as very high. The mode of the values given in the above aspects was 5, indicating that there were most aspects in the category. The analysis results from academic and technology experts' validation showed that the English educational videos created were of high quality in terms of appearance and content (Çelik et al., 2016; Tekin, 2000).

b. Validator 2

Based on the validation assessment of an academic expert, it was concluded that the English educational videos created were in a good category, with a score of 80 (Azis & Darmayani, 2014; Gay. L, 1981). Furthermore, the mean given by Validator 2 was 4, indicating that the average score of each aspect in the English educational videos was classified as high level (Çelik et al., 2016; Tekin, 2000). The mode of the values given in the aspects above was 4, indicating that there were most aspects in the category. The assessment results of academic experts' validation indicated that the English educational videos created were of good quality in terms of appearance and content (Azis & Darmayani, 2014; Gay. L, 1981).

2. The Students' Perceptions

The resulting English educational video products were also evaluated by collecting and analysing data from 4th-semester students and 12th-grade high school students' perceptions of the resulting English educational video.

a. Perception of Group 1

Their perception can be seen from the results from the results of the survey and interview. In general, both data indicate similar positive impression over the product.

1. Questionnaire

The following was the discussion of a case summary of 4th-semester students in the dichotomy tabulated group at value 5. According to the statistics shown above, 82,4 percent of respondents in the tabulated dichotomy group with a value of 5 chose a value of 5 or strongly agreed with the alternatives in the questionnaire with a valid value of N= 14 (Adiwisastra et al., 2020). As a result, according

to the value of Criterion Interval Value by Adiwisastra et al. (2020), 82,4 percent of participants chose a value of 5 on the video features evaluated, and the quality of the English instructional videos produced was very good.

2. Interview

The results from interviews with high school students concerning their perceptions of the developed English educational videos were as follows. Each of the following paragraphs was the outcome of an evaluation of each of the questions posed.

Based on the students' perceptions, the content of developed English educational videos was good, brief, and easy to understand. The content and material were very interesting that attract students' curiosity. Moreover, the explanation was easy to grasp. Furthermore, the video was not boring and it was short. Students perceived that the visuals were good enough but it was rather blurry (Beheshti et al., 2018; Kelly, 2015). In addition, the material presented in the format of video made it easier to comprehend (Beheshti et al., 2018; Distasio, 2016).

All students stated that the developed English educational videos were interesting. The videos were creative, simple, and relatively good. Moreover, the video was interactive. Furthermore, English educational videos were produced with popular songs and topics. The explanation was straight to the point. Accordingly, the material delivery was clear.

The followings were the criteria for a good video according to high students' perceptions. The videos were easy to understand. It could attract students' interest. Moreover, the educational videos provide subtitles and relatable examples. The duration was brief. In addition, the speaker delivered the material clearly, well, and straightforwardly. In addition, the visuals had good quality and complete information.

According to the interview findings, the followings were the ideal duration of English educational videos and the social media they prefer to watch (Nugroho, 2012). Students considered that the ideal duration of English educational videos lasted between 30 seconds and 5 minutes (Yu & Gao, 2022). Meanwhile, the social media they prefer to use

in watching English educational videos were TikTok and YouTube.

The feedback and suggestions for the English educational videos' betterment were described as follows (Zigman, 2018). The researcher should slow down the pace of delivering English material. Moreover, the researcher should improve creativity so that the developed videos could be more interesting. Furthermore, the researcher could add subtitles or captions for the explanation. In addition, the researcher suggested adding the duration and intro for the developed English educational videos (Power, 2022).

b. Perception of Group 2

Similar to group 1, the group 2 of high school students were also asked to respond to a survey and to answer the questions about the videos they had in their learning.

1. Questionnaire

The following discussion was a case description of 12th-grade high school students in the tabulated dichotomy group who scored a 5 on the scale. According to the data above, 95,2 percent chose a value of 5 or strongly agreed with the alternatives in the questionnaire with a valid value of N= 59. As a result, according to the value of criterion interval value by Adiwisastra et al. (2020), 95,2 percent of participants chose a value of 5 on the video features evaluated, and the quality of the English instructional videos created was very good.

2. Discussion of Interview Results

The following were the findings from interviews with 12th-grade high school students about their perceptions of the developed English educational videos. Each paragraph that follows was the result of an examination of each of the questions posed.

Based on the analysis of interview data from the aspects of content and presentation, high school students perceived the developed English educational video as informative and interesting (Erlangga & Shamsudin, 2021). The content was easy to understand and the explanation was direct. Furthermore, the produced English educational videos evoke students' curiosity. Moreover, the developed English educational videos were able to motivate students to learn English more

frequently (Beheshti et al., 2018; El-Sayed & El-Sayed, 2013). The English educational videos developed could be used as learning resources. Moreover, the content was arranged systematically so that it was good and complete. Meanwhile, from the aspect of visuals, the developed English educational videos were interesting because of the usage of music and animation (Nagoga, 2016).

According to the data on high school students' perceptions, the developed English educational videos were interesting (Arifin et al., 2017). There were several reasons why the developed English educational videos were considered interesting Nagoga (2016). First, the English educational videos were short but clear. Second, English educational videos were produced using songs and animation that supported the material. Furthermore, in the song lyrics, the researcher gave a marker to emphasize the point of the material. Moreover, the videos were interactive which attracted the viewers' interest. Next, the explanation in the video was clear and it was up to date. In addition, students were able to understand the material only by watching it once (Beheshti et al., 2018; Distasio, 2016). On the contrary, students found that the produced English educational videos were uninteresting because "the visual is so-so, the face is too close up, no opening and when there is, the opening is not so interesting" (P.9, 2022). Moreover, the "thumbnail needs to be more interesting" (P.10, 2022).

There were several criteria for an interesting educational video based on students' perceptions (Damayanti et al., 2020). An interesting English educational video according to them was presented with the fun of visuals, animation, music, and clear audio. Moreover, the opening video must attract their interest to watch it. Furthermore, the speaker should explain the material clearly with appropriate articulation, volume, and intonation. However, "if there's a back sound in the video, it shouldn't drown the speaker's

Conclusion

According to the findings of the research, the process of developing English Educational Videos Using the ADDIE Model is systematic. The outputs of the English educational video products generated are in the

voice who is explaining the material" (P.5, 2022). The reason was that it could disturb the students' focus. Besides, the good educational videos were expected to be brief to keep the students' focus. Additionally, the speaker is expected to be communicative in delivering the material. In addition, the English educational video provided relatable examples from students' daily life and was straight to the point (Masyitoh et al., 2019).

The followings were the ideal duration of English educational videos according to students' perceptions. Students preferred to watch English educational videos with a duration between 30 seconds and 10 minutes (Power, 2022). The reasons were that "if less than 4 minutes the material won't stay long in our memory (we'll easily forget it), for example, a week from when we watch the video, we would not remember it. But if the video is more than 7 minutes, we'll lose our focus" (P.9, 2022). Meanwhile, social media students preferred to watch English educational videos were Instagram, TikTok, and YouTube.

Overall, the followings were feedback and suggestion to improve the quality of the videos (Arifin et al., 2017). First, the content creator should have added more animation to attract the students' interest. The content creator should not talk too fast in explaining the English material. Moreover, the duration of English educational videos should be longer because the duration was too short. In addition, "the back sound is too loud so the speaker's voice is drowned and cannot be heard clearly". Accordingly, the researcher should lower the volume to make it more audible. Moreover, the researcher suggested improving the quality of visuals, camera adjustment, clear voice, subtitles, and explanation. In addition, the music background was suggested to use newer music and songs to make students more enjoy learning English.

range of good-very good quality and receive positive feedback from both academic and technology expert validators, student teachers, and 12th-grade high school students as the target viewers for this educational video. The students' perception of these English educational videos is informative and interesting as a medium for learning English. In

addition, the interviews provide feedback and suggestions for improving, refining, and developing the English educational videos created.

It can be concluded that English educational videos are of good and very good quality. They can be utilized as an English educational medium with a few adjustments to improve the product's quality.

The limitations of this study include the expert validation, participants, and length of study. The expert validation only involves two experts including a lecturer from an English language education study program and an English teacher. The participants of this research are high school students of a public school and fourth-semester students of an English language education study program at a

private university in Banyumas Regency. Meanwhile, the length of the study in which the data collection process for evaluating the English educational videos produced was rather brief, lasting only three weeks.

Recommendations for future researchers include limitations in this study should be explored so that the procedure and research outcomes are more complete and valid. It is recommended that the description of developing English instructional videos be more detailed and coherent. Furthermore, it is intended that future studies would employ a mixed methodology in-depth to construct English educational videos using the ADDIE to produce more accurate research results.

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