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DEVELOPING INSTRUCTIONAL VIDEO IN TEACHING WRITING FOR THE TENTH GRADERS

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Abstract

For many years, educators have tried to find solutions to students' problems in writing performances by developing learning materials and media. This research aimed to develop an instructional video as technology-based media to teach writing for the tenth graders. The design of this research was Research and Development (R&D) by employing the ADDIE model that was carried out in five stages (Analysis, Design, Development, Implementation, and evaluation). In developing the product, some instruments were utilized to ease the data collection. Questionnaires and interviews were employed as needs analysis instruments, whereas an observation sheet was the instrument utilized in the implementation stage. In addition, the questionnaire was distributed in the last stage as the evaluation instrument to find out students' opinions about the developed product. The result of this research was the instructional video to teach writing for the tenth graders which has been developed based on the results of needs analysis and revised based on the feedback from expert validators and teacher validator. Furthermore, in the evaluation stage, it revealed that the developed product gained good attention and engagement from the tenth graders of a private senior high school in Gresik.

Keyword: *Research & Development, learning media, instructional video, teaching writing, tenth graders.*



Abstrak

Selama bertahun-tahun, para pendidik telah berusaha menemukan solusi untuk masalah kinerja menulis siswa dengan mengembangkan materi dan media pembelajaran. Penelitian ini bertujuan untuk mengembangkan video instruksional sebagai media berbasis teknologi untuk mengajarkan menulis kepada siswa kelas sepuluh. Desain penelitian ini adalah Research and Development (R&D) dengan menggunakan model ADDIE yang dilaksanakan dalam lima tahap (Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi). Dalam pengembangan produk, beberapa instrumen digunakan untuk mempermudah pengumpulan data. Kuesioner dan wawancara digunakan sebagai instrumen analisis kebutuhan, sedangkan lembar observasi adalah instrumen yang digunakan dalam tahap implementasi. Selain itu, kuesioner didistribusikan pada tahap evaluasi sebagai instrumen untuk mengetahui pendapat siswa tentang produk yang dikembangkan. Hasil dari penelitian ini adalah video instruksional untuk mengajarkan menulis bagi siswa kelas sepuluh yang telah dikembangkan berdasarkan hasil analisis kebutuhan dan direvisi berdasarkan umpan balik dari validator ahli dan validator guru. Selanjutnya, dalam tahap evaluasi, terungkap bahwa produk yang dikembangkan mendapat perhatian dan keterlibatan yang baik dari siswa kelas sepuluh di sebuah sekolah menengah atas swasta di Gresik.

Kata kunci: *Penelitian & Pengembangan, media pembelajaran, video instruksional, pembelajaran menulis, siswa kelas sepuluh.*

Introduction

For EFL students, mastering writing is just as essential as mastering other skills. Despite being the universal language, learning English might turn out to be challenging, particularly when it comes to writing. The challenges in writing arise because this skill requires the students to have the ability to compose words into meaningful content that can be comprehended by the readers (Randal, 2004:160). In addition, writing also requires the capability to process information, convey ideas effectively, and organize those ideas into clear and coherent statements (Nunan 2003:88). Regardless of these challenges, writing is considered significant since it enables students to not only create a piece of writing but also express their knowledge and ideas clearly and reasonably. Therefore, to compose a good piece of writing, students should pay attention to proper grammar and language usage.

A well-written piece of writing must follow certain guidelines, such as those related to structure, content, grammar, vocabulary, and mechanics (Brown, 2004). It indicates that writing requires using a variety of components, including vocabulary, grammar, punctuation, structure, and spelling, all of which improve the standard of the written work as a whole. Therefore, as a productive skill, writing performances are usually used to assess students' improvement in learning English (Kingston, et al., 2002). It implies that writing is regarded as a crucial skill for students and is considered an indicator of their success in learning English.

Despite being important for their development in learning English, many students find writing difficult to cope with. In teaching writing, teachers often find out that their students encounter difficulties in starting writing and in the process of writing. According to Nurgiyantoro (2001), teachers frequently find that their students struggle with a variety of issues, including difficulty in organizing ideas, limited vocabulary, and grammatical errors. Additionally, Wardani (2011) often observes that the majority of students write ungrammatically, lack vocabulary, as well as utilize incorrect pronouns and prepositions. Those challenges are faced by numerous students that may hinder their progress in writing performances.

The challenges encountered by students in writing also present challenges for teachers to teach writing effectively. Teaching writing includes providing students with writing instructions, encouraging them to generate ideas, assisting them in dealing with particular words or phrases, as well as offering ongoing support (Harmer, 2004). Therefore, teachers should provide guidance and support for the students in their writing performances by evaluating the content and organization of their writing, offering advice on how to make the piece of writing better, and assessing their writing by pointing out their strengths and weaknesses in writing.

Furthermore, teachers have to choose the best methods for teaching writing to meet those challenges. Teachers also need to be equipped with effective approaches to guide their students, and one such approach involves the use of media. Purnama (2016) claims that media is seen as an essential component of education since it helps teachers provide instructional materials and offers assistance in delivering materials. One of the primary roles of media is to support the learning process and influence learning environments that are

arranged and designed by teachers (Putri, 2014). Thus, media is significant in encouraging students to engage in the learning process.

Nevertheless, media that utilize information and technology is becoming more widely acknowledged as an essential tool to assist students as well as teachers in the learning process (Alimin, 2021). Thus, it can be said that teachers should use audio-visual materials like videos as appropriate tools in their teaching and learning processes. Additionally, there has been an increase in the use of instructional videos in recent years (Gold & Holodynski, 2017). Furthermore, Beheshti et al. (2018: 80) use the term "video-based learning" (VBL) to refer to the technology that captures and distributes instructional image sequences with dynamic scenarios in an electronic format. Accordingly, video is an ideal tool to be utilized in the classroom.

Prior research on developing instructional videos has been conducted by some previous researchers. Shalwati et al. (2022) developed video as an instructional media for teaching English that was well-received by the tenth graders as it offered easy application, promoted learning opportunities, and provided positive experiences in learning English. In another study, English educational videos developed by Afrilia & Istikharoh (2023) successfully motivated the twelfth graders in a public high school in Banyumas Regency to learn English due to their systematic arrangement so it was suitable to be used as learning resources. An interactive video was also developed by Kusdinar et al. (2023) to enhance seventh graders' interaction with the learning materials which showed that the developed media has high potential to be implemented in writing class due to its flexibility and easy access.

The research mentioned above commonly underscores the strengths of instructional video including ease of application, systematic arrangement, and interactivity in promoting learning experiences. While the first two researches emphasized videos as media for teaching English generally, the last research focused on video as media to teach writing particularly descriptive text for the seventh graders. Hence, this research will focus on how an instructional video is developed in teaching the writing of descriptive text for the tenth graders. That would become the novelty of this research as the previous videos were not developed for instructional teaching of writing descriptive text. The developed instructional video in this research was a kind of a simple instructional video with one lesson topic about writing descriptive text enriched with vocabulary building, interactive activities, and flexible access across several platforms. This research

attempts to close the gap between traditional teaching approaches and the dynamic learning needs of high school students by utilizing the advantages of an instructional video in the classroom. The developed instructional video was expected to foster students' engagement and independence in the learning process.

Research Methods

The present research employed Research and Development (R&D) as the design of the research. Specifically, the product development process of this research utilized the ADDIE model simplified by Molenda (2003) which consists of five stages. Those five stages of ADDIE models are **A**nalysis (finding learning resources by conducting needs analysis); **D**esign (organizing learning tool/media format to align with educational objectives); **D**evelopment (creating, validating, and revising); **I**mplementation (putting media into practice and monitoring its implementation); and **E**valuation (assessing the media's quality and the result). The stages of the ADDIE model are depicted in the figure below followed by its brief explanation:

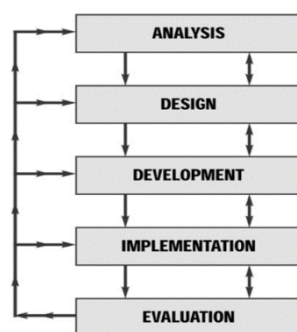


Figure 1. ADDIE Model stages by Molenda (2003)

In the first stage, needs analysis data were gathered from the results of a questionnaire and interview with an English teacher and students of a private Senior High School in Gresik, namely SMA Nusantara which is located in Mojopuro Wetan village, Bungah, Gresik. The results of the needs analysis were then used as the guidelines to design the format of the video. The instructional video was then developed based on the suggestions from expert validators and teacher validator. Next, the questionnaires were distributed to the students to find out their opinions on the quality of the developed instructional media for evaluation.

Results and Discussion

This research was initiated with a needs analysis to determine the basic needs of both the teacher and students in the teaching of writing. The results of the questionnaire and interview with the English teacher of SMA Nusantara revealed that she gave the tenth graders more time to practice writing. It was because she realized the significance of writing for her students and wanted them to make progress in writing performances. However, she claimed that the students often struggle with some common problems including poor vocabulary and low self-confidence. Consequently, before writing tasks, students were usually given a basic vocabulary list about the topic they were going to write.

Nevertheless, the teacher appreciated how her students always participated in writing assignments as it showed their enthusiasm in writing activities. She commonly allocated 30 minutes per session focused on the writing process. Furthermore, one of the teaching strategies she often utilized that foster interactive learning was integrating the lesson with group discussions. She typically started the lesson with a writing task and then had students break into small groups to discuss and practice writing. She assumed that this approach not only fostered interactive learning but also allowed students to apply what they had learned in a practical setting.

Moreover, the teacher put in significant effort to prepare materials and media for teaching writing. She believed that providing such resources was crucial to assisting students in the importance of proper and effective writing. In her writing lessons, she often employed a diverse range of tools, including PowerPoint slideshows and pictures, to determine a useful teaching approach. Besides, the teacher acknowledged that she usually prepared media to teach writing on her own. However, she struggled to find enough time to create the media, which hindered her progress.

Additionally, the teacher also acknowledged that Video-Based Learning (VBL) was one of the suitable media to trigger students' interest in learning. Despite the challenges, she agreed that creating an instructional video to teach writing is crucial for increasing students' enthusiasm for writing activities. She expressed her support for the researchers' idea of developing an instructional video as it would greatly help to engage students and make writing activities more interesting.

Meanwhile, questionnaires were also distributed to the tenth graders of SMA Nusantara for needs analysis to find out their opinions about media that

could assist them in improving their writing performances. After distributing questionnaires to 24 students, it revealed that a significant majority of 79% said that a video could be the most useful media for improving their writing abilities. Moreover, 83% of students agreed that the use of instructional media especially video could make the technique of learning to write more interesting. These results showed the students' preferences in utilizing video as media to assist them in learning writing.

Regarding the language employed in an instructional video, 62% of students preferred a combination of both English and Bahasa Indonesia as the languages utilized in the instructional video. Concerning whether or not the video needs to be equipped with back sound and narrative, 46% of students preferred more narration in instructional videos, while 54% of students suggested adding background sound. Lastly, when questioned about the necessity of animation for instructional video, a majority of 91.67% of students highlighted that animations were essential in attracting attention, sustaining interest, and promoting their understanding of the materials. These results became a consideration in designing the instructional video.

Designing the media

After gathering information from the results of needs analysis data, the design of the instructional video had to be undertaken. The video was designed based on the results of the needs analysis and adjusted to the current curriculum. Hence, the researchers consulted the syllabus of English subject for the tenth graders to identify the suitable materials to teach the writing of the descriptive text. The materials were then organized as the content of the instructional video.

Finding a suitable template was the next step to ease the organization of the materials included in the video. The researchers examined various platforms of the video such as Canva, Kinemaster, CapCut, Powtoon, etc. The researchers also observed some samples of educational video related to descriptive text on YouTube as it is a popular platform for educational videos created by a large community of content creators. Based on some considerations, the researchers decided to use both Powtoon and CapCut in designing instructional video. Powtoon was employed for the template design as it has various attractive features for animated videos. It is in line with the results of the needs analysis presented previously that the majority of students highlighted the necessity of

animations in the video to attract their attention to learning. Whereas CapCut, a video editing tool, was utilized to refine the video. The combination of Powtoon and Capcut provided researchers the flexibility to modify the instructional video according to specific learning objectives.

During the design process, the Powtoon template was utilized to organize the design of the instructional video. Meanwhile, through CapCut some features such as brightness, contrast, and color saturation were adjusted to optimize the visual clarity of the video. The instructional video underwent careful editing to deliver clear instructions. All of the aforementioned processes contributed significantly to improving the overall quality and learning value of the video. The researchers also incorporated background music sourced from CapCut's music arrangements.

Furthermore, to enhance the audio component, the researcher enlisted the voice of a Mexican narrator and YouTuber, Mr. Josue Malpica. His voice is well-known for his YouTube content featuring bilingual narration videos in both English and Spanish. He was chosen for his proficiency in English narration and clear pronunciation. His dual role as a content creator and English teacher in a high school in Veracruz, Mexico added an authentic touch to the narration. By integrating well-chosen background music and a high-quality narrator's voice, the instructional video was expected to become more engaging and easily comprehensible for students as well as to foster effective and enjoyable learning experiences.

Teacher and Expert Validation

Following the completion of the design process, the instructional video underwent comprehensive review by teacher and expert validators to ensure the quality standards and the students' learning needs. The English teacher of SMA Nusantara examined the video's relevance to the existing curriculum. She ensured that the video was appropriate to the students' required competencies. Moreover, two expert validators contributed to ensuring the quality of video. The first expert validator, an experienced English lecturer specializing in writing skill, reviewed the video content in terms of quality and examined the clarity of information, accuracy, completeness, and usefulness of the video in supporting student understanding. The language used in the video was also analyzed to ensure its clarity and appropriateness for student comprehension. Another expert validator, an IT specialist, focused on the technical aspects of the video.

This encompassed layout, font usage, size, and the synchronization of audio and visual elements. Their feedback was used in the development phase to guarantee that the instructional video met high-quality standards and effectively addressed the students' specific learning needs. The results of the teacher and expert validation can be seen in the following table.

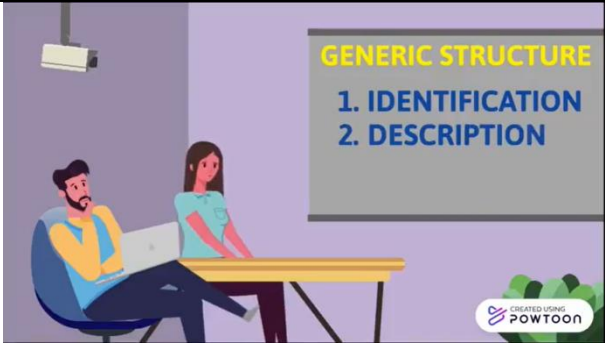
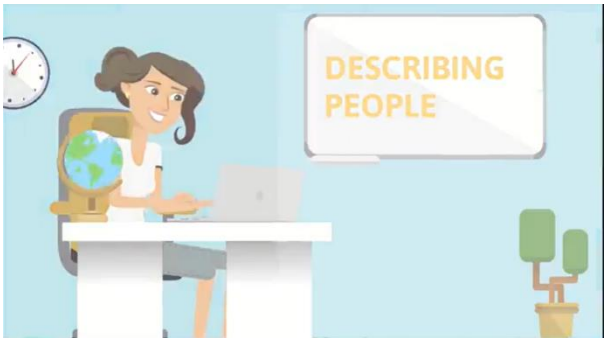

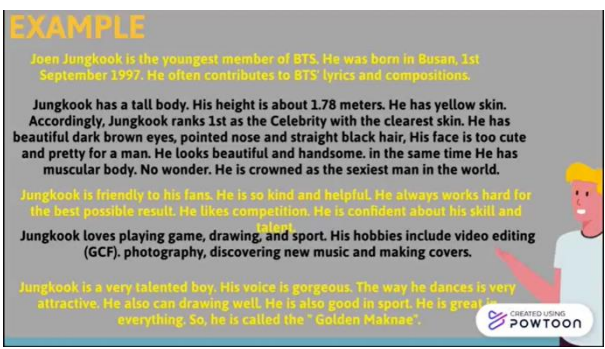
Table 1. Results of teacher and expert validation



No.	Validator	Feedback
1.	IT Expert	Improve the visual appeal of the vocabulary building through the combination of images. Adjust the narration and visual appearance of the text.
2.	Lecturer	Give appreciation for the contributors of the video in the outro The back sound music is unpleasant to hear.
3.	English Teacher	The narrator's voice is too fast for the students to understand.

As soon as the researchers received feedback from the validators, the instructional video underwent some revision based on their suggestions. The researchers created a final version of the video that would prove highly effective and beneficial for the students' learning experience. Once the production process was completed, the instructional video appeared to be the outcome of this development. The developed instructional video was now prepared to be implemented in the classroom as media for teaching the writing of descriptive text. The result of the instructional video is illustrated in the following table.

Table 2. The Developed Instructional Video to teach the writing of descriptive text

Video Design	Description	Duration
	Opening	14 seconds
	Introduction	22 seconds
	Definition of descriptive text	32 seconds

	<p>Generic Structure 1 minute 3 seconds</p>
	<p>Describing People 1 minute 43 seconds</p>
	<p>Vocabulary used to describe people 1 minute</p>
	<p>Example of Descriptive Text 2 minutes 25 seconds</p>

<p>EXERCISE!</p> <p>Write a descriptive text using the right vocabulary and structure about your favorite person or your idol! You can write on a piece paper!</p> <p>Tulis teks deskriptif menggunakan kosakata dan struktur yang tepat tentang orang favorit atau idola Anda! Anda dapat menulis di kertas!</p> 	Exercise	30 seconds
<p>THANK YOU FOR : Mr. Josue G Malapica (Voice Over) Ma'am Happy Kusuma Wardani (Advisor)</p> <p>THANKS TO: Mr. Alimin (English Lecturer as Expert Validator) Mr. Tafiqur Rohman (IT Expert Validator) Ma'am Zaidatur Rohmah (English Teacher of SMA Nusantara)</p> <p>Edited by : Dian Ayu Permata Sari</p> 	Outro	20 seconds
<p>THANKS FOR WATCHING</p>	Closing	15 seconds

The table above illustrated that after being revised based on the suggestions from the validators, the developed instructional video was segmented into 10 parts spanning from the opening to the closing section. The duration of the instructional video shouldn't exceed 10 minutes to maintain students' focus throughout the content of the video (Kusdinar et al., 2023). Therefore, the duration of the developed instructional video lasted 8 minutes and 27 seconds. After going through the long process of design and development stages, the developed instructional video was now ready to be implemented in the classroom and evaluated by the students.

Implementation and Evaluation

The developed instructional video was presented to the tenth graders of SMA Nusantara to find out the students’ responses to the developed instructional video. The researchers noted some important points during the implementation of the video. First, the instructional video was well-received by the students, as they showed active engagement and interest throughout the session. Second, the instructional video effectively conveyed the learning content with clear visuals and understandable language to students as they exposed their comprehension of the materials presented in the instructional video. In conclusion, the developed instructional video demonstrated its suitability for teaching the writing of descriptive texts for the tenth graders.

After the developed instructional video was presented to the students in the classroom, all of the students were asked to fill in the questionnaires about the developed instructional video. There were three aspects typed in the questionnaire. The first aspect was the students' opinions about the use of media during the instructional process. The second aspect was the students' opinion about the content of the instructional video. The third aspect was the students' opinions about the materials used in the video. The results of each aspect are depicted in the following tables.

Table 3. Students’ opinions on the application of media during the learning process

Indicators	Students’ Opinion		
	Disagree	Neutral	Agree
Media serve as valuable tools in the learning process.	0%	20,83%	79,17%
The incorporation of media in the learning process motivates the students	0%	12,5%	87,5%
Instructional video as a media is better and more effective than other forms of media	0%	37,5%	62,5%
Utilizing instructional video as media elevates students’ mastery in vocabulary.	0%	29,17%	70,83%

Table 3 above presents students' opinions on the first aspect, specifically the application of media in the learning process. This aspect comprises four indicators that highlight the significance of media in the classroom. The first indicator reveals that a majority of students, 79.17%, agreed that media serves as a valuable tools in the learning process. This suggests a positive perception among students regarding the utility and effectiveness of media as an

educational aid. The second indicator indicates that 87.5% of students also agreed that the incorporation of media motivates them to learn. This highlights the motivational impact of using media, indicating that it positively influences students' engagement and interest. The third indicator demonstrates that 62.5% of students find instructional media a better and more effective medium in the learning process. This preference suggests that students see instructional media as a favourable and Impactful tool for their educational experience. Finally, the last indicator illustrates that 70.83% of students agreed that utilizing instructional video as media can enhance students' mastery of vocabulary. This implies that students perceive instructional videos as beneficial for improving language skills, particularly vocabulary acquisition. In summary, the data from students' opinions indicates an overall positive perspective on the use of media in the learning process, emphasizing its value, motivational impact, effectiveness, and contribution to improving students' vocabulary mastery.

The second aspect pertains to students' perspectives regarding the content of the instructional video. This aspect encompasses seven indicators of the content of the video. The results of the students' opinions on the second aspect are presented in the following table.

Table 4. Students' opinions regarding the content of the video

Indicators	Students' Opinion		
	Disagree	Neutral	Agree
The media design is attractive.	0%	37,5%	62,5%
Content and images are presented clearly.	0%	25%	75%
The narration is clear and informative.	0%	37,5%	62,5%
The quality of the video is generally appropriate for facilitating student learning.	0%	16,67%	83,33%
The materials are presented coherently	0%	41,67%	58,33%
The language used is easy to understand.	0%	33,33%	66,67%
The writing style is readable for students.	0%	20,83%	79,17%

According to the findings presented in Table 4 above, it can be concluded that students generally have a positive perception of the instructional video. Specifically, in the first indicator, the majority of students, or 62.5% of students found the design of the media to be attractive. It indicates that the visual elements in the instructional video are engaging and visually appealing. In the second indicator, 75% of students agreed that the content and the images in the video are presented. It points out that the visual elements effectively convey

information. In the third indicator, the majority of students (62.5%) stated that the narration was clear and informative. It indicates that the audio component effectively conveys information through clear narration. The results from the fourth indicator revealed that a significant majority, 83.33% of students, agreed that the quality of the video is appropriate for facilitating student learning. It reflects a positive value of the organization of instructional content. In the fifth indicator, 58.33% of students felt that the materials were presented coherently. It shows an overall positive perception of the organization of instructional content. In terms of language, the results of the sixth indicator revealed that 66.67% of students found the language used in the video to be easy to understand. It indicates that the developed instructional video is accessible and comprehensible to the majority of students. The last indicator reveals that 79.17% also agreed that the writing style in the instructional video is readable. It points out that the written elements in the video are presented in a manner that is easily digestible for students.

Overall, the second aspects highlighted how students perceive the developed instructional video favourably. They noted down some positive things such as its attractiveness, clarity, coherence, and effectiveness in facilitating learning. These positive evaluations encompass both visual and auditory aspects, as well as the overall quality of the video's content and presentation.

The last aspect relates to students' points of view on the materials of the video. This aspect comprises three distinct indicators. The results are depicted in the following table.

Table 5. Students' opinions regarding the materials in the video

Indicators	Students' Opinion		
	Disagree	Neutral	Agree
The materials presented are appropriate for students' abilities (not too easy and not too difficult).	0%	16,67%	83,33%
The activities in the video encourage students to engage in learning activities.	0%	29,17%	70,83%
The design of the video captivates students' interest in to engage in the learning writing activities.	0%	29,83%	79,17%

Based on the data presented in Table 5 above, it can be concluded that students generally have positive opinions about the materials and activities featured in the video. In the first indicator, a significant majority, 83.33% of students agreed that the materials presented were appropriate for their learning abilities. It indicates that the content is well suited to their proficiency. The result of the second indicator discovered that 70.83% of students acknowledged that the activities in the video effectively fostered students' enthusiasm for carrying out writing learning activities. It showed a positive impact on students' motivation and involvement. Furthermore, in the last indicator, 79.1% of students agreed that the design of the learning activities in the video successfully captured students' interest in learning writing. It reflects a favourable perception of the video's ability to engage students through well-designed activities. The findings on the last aspect suggest that the instructional materials are well-received by students. It indicates that the developed instructional video could contribute to a positive learning experience.

Discussion

Overall, the results of this research showed the vital role of media particularly instructional video in the learning process as it can improve students' motivation and engagement in the learning activities. It is in line with some previous research that acknowledged the significance of instructional video. Karo et al. (2019) pointed out that utilizing video as teaching media is effective in captivating students' interest and encouraging them to express their ideas. Furthermore, the integration of video in the learning activities can foster the development of students' capability, enhance their enthusiasm, and contribute to the development of their insight (Djalilova, 2023). From the sentences above, it can be concluded the instructional video is essential in assisting students to develop their language competencies.

From the initial stage, the results of the needs analysis highlighted students' preferences for instructional video with attractive designs and animation. They believed that animated video equipped with captivating designs could effectively capture their attention during the learning process. This outcome is related to prior research by Olii & Nurwati (2022) that animated video supports students' engagement in the learning activities, enhances students' comprehension of the presented materials as well as makes them feel relaxed and delighted during the learning process. This underscores the idea that

animated video should be offered to the students to enrich their learning experiences (Abdo & Al Awabdeh, 2017). Therefore, an instructional video with attractive animation was designed and developed to meet the students' need for beneficial media to assist them in learning English, particularly in learning writing.

From the results in the evaluation stage, after the instructional video was presented to the students, it can be concluded that students have generally positive perceptions of the use of the instructional video. They appreciate its value, find it motivating, and consider it an effective media for learning writing. Moreover, they viewed the good quality of the content and design of the instructional video as they deemed it attractive, with clear content, engaging narration, and appropriate video quality. It indicates that the instructional video is well-received and has a positive impact on students' learning experiences. These results are also similar to some previous research. Afrilia & Istikharoh (2023) found out that their developed video received positive opinions from the students as it was understandable for the students. Meanwhile, the developed video by Shalwati et al. (2022) gained a high level of acceptance from students due to the ease of use and practical utilization in the learning activities. Generally, students hold a positive view of the instructional video in terms of its usage, quality, and design, as well as the materials and learning activities.

Conclusion

This research presents the description of how an instructional video to teach the writing of descriptive text for the tenth graders was developed by employing Research and Development (R&D) design. The process of product development followed the simplified ADDIE model proposed by Molenda (2003) which encompasses 5 stages namely Analysis, Design, Development, Implementation, and Evaluation. R&D was ideally preceded by needs analysis to find out the basic needs of teacher and students in the learning process. From the results of the needs analysis, it was determined that an instructional video with attractive designs and animation was necessary to be developed as a media to teach writing for the tenth graders of SMA Nusantara Gresik.

The developed instructional video has been through a long process of design and development. After the design and development process, a developed instructional video was presented to the students in MP4 format with

a size of 385MB and a duration of 8 minutes 27 seconds. This developed product was expected to be valuable in assisting teachers in teaching English, especially descriptive text writing skills to students because it is relevant to students' needs, interests, and English skills.

Following the implementation of the instructional video in the classroom, the students provided positive feedback. They expressed appreciation for its value as they found it motivating and effective to learn writing. Additionally, students praised the quality of the informative content as well as the attractive design with engaging narration. These outcomes affirm that the developed instructional video is well-received and significantly contributes to positive learning experiences for the students.

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