

DEVELOPING INSTRUCTIONAL VIDEO IN TEACHING WRITING OF RECOUNT TEXT

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Abstract

This research focuses on the development of instructional video as a media for teaching writing recount text for the seventh graders at SMP Walisongo Sembayat. This research was conducted to provide solutions to writing teaching problems by developing appropriate, interesting, and attractive writing media that were suited to the curriculum and the needs of English teacher and students. The research applied Research and Development (R & D) by using ADDIE's model. This model consisted of five stages; analysis, design, develop, implement, and evaluate. The subjects of this research were an English teachers and students of the seventh graders at SMP Walisongo Sembayat. The instruments for collecting the data in need analysis were questionnaires and interviews. In addition, the instruments used during the evaluation were observation checklists, field notes, teacher's and students' response about the media. All the data gathered through those instruments were analyzed descriptively. The final product of this research was an instructional video in the form of MP4 format. It had a size of 61.7 MB and a duration of 18 minutes 02 second. This media was developed based on Merdeka Belajar Curriculum and students' needs. It was focused on recount text materials about holiday using guided writing technique. The instructional video could increase students' motivation in learning English, especially in writing.

Keywords: Development; Writing; Recount Text; Instructional Video

INTRODUCTION

Writing is a basic language skill that is important to learn, as learning speaking, listening, and reading skills (Harmer, 2001:79). Referring to that statement, teaching writing is important to help in teaching, just like teaching other skills. It is because, when teaching writing, students are expected to be able to express their ideas or thoughts on their written works. Aside from that, writing helps someone solve problems and improve other skills in language learning. However writing frequently regarded as the most difficult subject for students. Hapsari (2011) argues that the most complicated of the four skills is written. The difficult in writing not only with expressing thoughts in written form, but also with grammar mastery, vocabulary mastery, choice of words, punctuation expertise, and so on. In line with Wardani (2011), shows that most students write ungrammatically, lack vocabulary, and use incorrect pronouns and prepositions.

Furthermore, the student have trouble to express their ideas chronologically, make grammatical errors, become confused when beginning to write because they did not understand materials, struggle to write English text because they lack ideas, and, finally, they become bored during the teaching and learning process because the teacher teaches without using media or simply explaining the material. This is supported by Ary, et al (2010). explains that writing is a tough skill for both native and nonnative speakers since researcher must balance many factors such as content, organization, audience, vocabulary, purpose, spelling, and mechanics such as capitalization. In this case, the teacher should grasp and be innovative in teaching writing

because teachers have a large influence on students and must keep them interested in the learning process.

Based on the Merdeka Belajar Curriculum (2022) on learning general English in Phase D (SMP/MTs/Package B Program), learning focuses on strengthening spoken English and strengthening written language skills. Students use English to discuss and convey wishes/feelings. In this phase students produce written and visual texts in structured English with a more diverse vocabulary. With the aim that they understand the purpose and the audience when producing written and visual texts in English. Based on Permendikbudristek (2022), there are various types of texts taught in general English, for example narrative, description, exposition, procedure, recount, argumentation, discussion, special text (short messages, advertisements), and authentic text.

Recount text is one of numerous texts that students must be mastered. According to Anderson & Anderson (2003), recount text is a type of written text that tells of past events, and is written in the order in which events occurred. In their English class, students must be able to compose recount text. However, many students struggle with producing recount text. According to Pongsiriwet (2001), written language production can be more difficult for Indonesian students as EFL learners since they must "put a lot of time and effort into acquiring the language and learning to write." In addition, the issue affects not just the students but also the teachers. Aside from the students achieving the learning skills based on the already planned syllabus, teachers must also be innovative in generating media to pique the students' interest in writing.

Based on preliminary research at SMP Walisongo Sembayat, the researcher obtained information about students' motivation to learn English which turned out to be low. The researcher found several problems. First, the teaching techniques used by teachers are still traditional. This is supported by the use of the whiteboard as a learning media. Second is the lack of learning facilities and media. In this case, the teacher still teaches using a handbook or worksheet; there is no supporting media such as a PowerPoint, video, or others. Third, the lecture teaching method that teachers still use makes students bored and uninterested in learning English. This problem affects students' ability to understand the material, especially in writing. Less active learning makes it difficult for students to express their ideas, and the lack of learning stimulus makes students lack vocabulary. So when learning to write, they have difficulty putting their ideas into writing.

To solve this problem, the teacher must use teaching media to clarify the lesson and attract students' interest in learning to write. According to Alimin (2021), Media in teaching and learning process will change the atmosphere of classroom. An interesting media can motivate the students in preparing themselves to get a new knowledge. Media also can make them understand the materials that are given by the teacher easily. In addition, Harmer (2001:92) states that "One of the techniques to teach writing is by using video." As a result, video can help students maintain their attention while learning new materials. Furthermore, video is required for use in the teaching process because it allows the teacher to communicate instructional materials in an appealing and exciting manner, ensuring that students are not bored throughout the class. Students can gain extra inspiration for creating recount text by watching video.

The research about using video in teaching writing of recount text have been done by Arifah (2018), Falach (2020), and Hastuti (2020). In Arifah's research, the product of her research is video blog for students in senior high school. In Falach's research, the product is video that are supported by power point software and use materials based on curriculum 2013. In Hastuti's research, the product is slideshow video which was developed by using Cartoon story maker application. Based on the real condition that became a problem in teaching writing at SMP Walisongo and three previous research, the researcher is interested in conducting research on

learning media development. The development of media hopefully have aided in the teaching and learning of writing in order to improve and develop students' writing skills.

METHOD

The design of this research was Research and Development (R&D) because the objective of this research was to develop instructional media that could be used in the educational environment. According to Sugiyono (2013:297), he stated that Research and Development (R & D) is methods of research and development of the research methods used to produce a certain product and test the effectiveness of the product. For this research, the researcher focused on developing instructional video to teach writing of recount text for seventh graders at SMP Walisongo. The researcher developed this product using the ADDIE model adapted from McGriff. S.J. (2000). The researcher chose this model because it was very suitable and could facilitate the researcher in developing learning media. In addition, this model was also very effective and could provide more memorable teaching quality for students, especially in teaching English. The ADDIE model was represented by five main steps: analysis (carrying out a needs analysis to gather information related to learning and the resources needed), design (determining tools and design of the learning media format), development (creating, validating, revising), implementing (try out the media developed in the classroom), and evaluation (evaluate the media quality of the assessment and its results).

Therefore, based on the ADDIE model, the needs analysis was the first step carried out in this research. This was the stage of gathering information or data before designing and evaluating the media. Based on Creswell (2013), need analysis was procedures to survey a sample or the entire population of people to describe some characteristics such as behaviors, opinions, attitudes, or characteristics of the population. This needs analysis was used to gather data from English teacher and seventh graders at SMP Walisongo Sembayat. Moreover, to collect data and information, research instruments were needed. There were two instruments used to collect the data, namely questionnaires and interviews. The questionnaire was addressed to English teachers and students. Meanwhile, the interview was just given to an English teacher.

In designing the media, the researcher determined the application first that used in creating instructional video. In this case, the researcher used the Canva Pro Application. And then designed templates, such as intro video, template materials, and outro video. After that, to develop the media, the researcher conducted several processes, starting from finding materials, determining the teaching steps, and editing. After the media had been created, the next steps were validation. The media was validated by the Informatics Engineering lecturer at Qomaruddin University as an IT expert who validated the media. An English lecturer as an English expert who validated the materials, and an English teacher in the seventh graders in SMP Walisongo Sembayat was the expert on the materials. After getting validation from the expert and the teacher, the next step was to revise the product. The revision was based on input from the validators. In addition, to know the quality of the media, implementation was carried out in the class. The evaluation process was conducted once during the English class in the seventh graders of SMP Walisongo Sembayat. The subjects of the evaluation were an English teacher and students. Meanwhile, the researcher observed the classroom activities. At the end of the lesson, the researcher distributed questionnaires to English teacher and students to evaluate the writing teaching media. To collect the data during the evaluation, the researcher used three instruments. These were an observation checklist, field notes, and a questionnaire. As a result, the data analysis method was descriptive qualitative. It meant that the researcher wrote all of the information which presented descriptively in sentences.

RESULTS AND DISCUSSION

Results

Need Analysis

The needs analysis was conducted by seventh graders and an English teacher at SMP Walisongo. To obtain the results of the needs analysis, three instruments were used: a teacher questionnaire, a students' questionnaire, and an interview. The results of the students' questionnaire showed that students' interest in learning English, especially writing skills, was relatively low. They stated that writing skills were difficult to learn because they were not confident in putting ideas into writing, had problems in grammar and lacked vocabulary, and also there was no media that supported learning writing. Therefore, students needed media that could help them in the writing learning process and provide a new learning atmosphere that could motivate and attract students' interest in writing. In addition, many students in the seventh graders wanted learning media to be developed in the form of video.

This was supported by the results of the teacher questionnaire, which showed that the teaching of writing still used media such as books, pictures, and whiteboards. In this case, the teacher stated that she had never used instructional media in the form of video due to the lack of insight in creating and applying media to students. The limited use of instructional media resulted in a less than optimal learning process, so that students were easily bored and paid less attention to the lesson. In addition, from the results of the interview, the teacher said that students' ability in writing was unequal. This happened because students lacked vocabulary and grammar as well as the limited media used. The teacher had never used video media in writing lessons. As a result, the teacher needed additional media to engage students in learning English and facilitate their knowledge of the topic being taught. The media could really help students in understanding a material not only in audio form but additional visual form that would be interesting for students' understanding. Therefore, the teacher agreed with the development of instructional video in teaching writing, especially recount text.

The materials used in instructional video had to be tailored to the needs of students and based on the Merdeka Belajar Curriculum. The materials chosen was recount text with a holiday theme. The video presented how to write a recount text using guided writing technique, by presenting various questions that were coherent and provided examples of correct sentences. This was intended to make it easier for students to write and also increase students' enthusiasm in learning writing.

Designing the Media

To design the media, the researcher determined the application first that was used in creating the instructional video. In this case, the researcher chose the Canva Pro Application. Then the researcher designed templates that would be used in the video as instructional media, such as video intro, template materials, and video outro. Before creating the templates, the researcher looked for an inspirational theme template that was suitable for seventh graders of SMP Walisongo. In this case, the researcher used the YouTube platform to find inspirational video which could be used as a theme for designing instructional video and also finding the backsound which would be used as the intro and outro of the video. After finding the right video, the researcher downloaded the backsound in mp4 format then converted it to mp3. After that, the researcher designed template materials as needed using the Canva Pro application. These templates were created based on information from questionnaires filled out by an English teacher and students.

Developing the Media

The materials used to develop the media was found based on the curriculum used for seventh graders of SMP Walisongo and several online resources provided by the English teacher through a questionnaire. This video used the guided writing technique by presenting questions that were used to guide students in writing. In this case, the researcher made 10 questions and presented sample answer sentences to make it easier for students to understand the meaning of the questions asked and how to write them.

In creating the video, the researcher determined the teaching steps which consisted of opening, main and closing activities. The details of the teaching steps can be seen in the following table:

Table 1. The Teaching Steps of the Video

No	Content	Activities
1.	Opening Activities	<p>Intro Video</p> <hr/> <p>Introduction</p> <ul style="list-style-type: none"> • Apperception • Informed the theme of the material discussed "holiday" <hr/> <p>Delivery of material topics.</p> <ul style="list-style-type: none"> • Explained the definition of Recount Text • Explained types of recount text • Provided a limitation on the discussion of personal recounts about holiday experiences. <hr/> <p>Presented learning objectives</p> <hr/> <p>Brainstorming by pictures</p> <ul style="list-style-type: none"> • Presented a picture and then gave a sparking question as a learning stimulus <hr/> <p>Provided a list of vocabulary related to the topic and then Pronounced and translated the vocabulary</p> <ul style="list-style-type: none"> • Noun • Verb • Adverb • Adjective
2.	Main Activities	<p>Presented an example of a recount text</p> <ul style="list-style-type: none"> • Explained the writing of recount text • Structure of recount text • Using simple past tense <hr/> <p>Teaching students to write recount texts</p> <ul style="list-style-type: none"> • Presented 10 guided questions (Activity 1. Writing a simple sentence based on the guided questions) • Explained the meaning of the questions • Provided examples of correct sentences <hr/> <p>Explain how to organize sentences into a complete text</p> <ul style="list-style-type: none"> • Provided a list of conjunctions • Presented an example of a complete text
3.	Closing Activities	<p>Reviewed the materials</p> <hr/> <p>Provided assignments to students (Activity 2. Organizing the sentences into a complete recount text)</p> <hr/> <p>Closing statement</p> <hr/> <p>Outro Video</p>

In the video editing process, the researcher inserted the material into a pre-designed template in the Canva Pro application. This application made it easy to find the necessary materials, such as templates, create graphic animations, and fonts. To clarify the instructions in the video, text or captions were added. Additionally, to further enhance the instructional content of the video, the researcher recorded the voice as a narrator using a cell phone, striving for clear articulation and concise delivery to make the instructional video more interesting and easy for students to understand. The researcher also downloaded several images on Google related to tourism in Gresik to complement and make the media more interesting. After all elements had finished the editing stage, the researcher exported the video in MP4.

After the media was created, then it was given to two experts and an English teacher to be validated. The experts were the IT and English experts. The IT's expert was a lecturer at the Technical Faculty at Qomaruddin University. The IT's expert validated the media from four aspects, including media design, color gradation, audio, and typography. The IT's expert judged it the media was good, but he gave comments and suggestions regarding improving the title on the intro and subtitles on the video to be more to the point. The next expert was an lecturer's of Educational Faculty at Qomaruddin University as English Expert. She also gave some judgment in several aspects. The aspects which were validated related to the material used in the media such as, content, language, and teaching technique. From the validation form, the English expert provided comments and suggestions that the video developed could be used in learning. However, there were some aspects that needed to be improved. He suggested that the volume of the intro video should be turned down. In addition, the speed of delivery should be slowed down. In addition, the instructional video was also validated by an English teacher of the seventh graders at SMP Walisongo. There were three aspects of English teacher validation. They were suitability of the material used with the curriculum, suitability with students' needs, and suitability with students' abilities based on the media. The English teacher judged it good for all aspects. She assessed that the instructional video for teaching writing of recount text was good. The materials used were in accordance with the curriculum and students' needs. The teacher gave some comments and suggestions, including the volume alignment of the video, adding point symbols to clarify the examples, and adding brackets to clarify the translation. And also providing pauses on the recount text trigger question.

Based on some inputs from validators the researcher conducted revision. The results contained statements from the validators to improve the development of the current product. Based on the comments and suggestions from the experts and the teacher, there were several aspects that needed to be revised relating to the alignment of audio volume, dubbing rhythm, and subtitling of explanations in the video. The detail revisions from the experts and teacher were presented in the following table.

Table 2. The Revision of the Media

No.	Validator	Revision	Follow up
1.	IT's Expert	Correct the title on the video intro "Video pembelajaran Bahasa Inggris SMP-Recount Text"	Correct the title on the video intro "Video pembelajaran Bahasa Inggris-Recount Text Untuk SMP"
		Subtitles for more to the point explanations	Subtitles for more to the point explanations
2.	English's Expert	The volume should be lowered in the intro video	The volume of the video was lowered and equalized with the dubbing volume
		The speed of delivery of the dubbing should be slowed down	The speed of delivery of the dubbing was slowed down

3. English teacher's	Adjustment of volume in video	The volume of the parts in the video was adjusted
	Add dot symbol to clarify the example	Added dot symbols to the example to clarify the explanation
	Add parenthesis symbol to clarify translation	Added parenthesis symbols to the translation to provide understanding to students
	Pause on the recount text trigger question	provided a pause on the recount text trigger question with a musical backsound before the explanation of the meaning of the recount text

Implementation and Evaluation

The implementation of the instructional video was conducted directly in the classroom with a total of 15 students in the seventh graders at SMP Walisongo. During the implementation, the researcher observed the teaching and learning process conducted by the teacher. This was carried out to determine the practicality of the instructional video as a media for teaching writing on recount text. The data obtained from this phase included from the observation checklist, from field notes, from the teacher and from students' response about the media.

From the observation checklist, the researcher found that the use of video as a teaching media was well received by the students, since they showed active engagement and interest during the session. In addition, the content in the instructional video with clear visuals, easy-to-understand language, and structured presentation of guided writing questions made it easier for students to write recount text. In addition to data from observation, the researcher also noted some important things during the evaluation in field notes. This field notes covered the obstacles that were experienced and students' behaviors that were not covered in the previous observation notes. Some of these field notes include: (1) The classroom tended to be bright due to the lack of video display on the projector screen. (2) Students were a little crowded when answering the guided questions presented in the video. (3) Some students showed high enthusiasm and were actively involved in discussions about the material presented in the video. These field notes provided an overview of the activities and interactions between English teacher and students during the learning process using instructional video.

After the implementation, the researcher provided an evaluation form for English teachers' response to the learning media. The evaluation form for English teacher consisted of 10 questions and divided into four aspects. These aspects were the functions and advantages of the media, the suitability of the materials in the media, the suitability of the audio and language, and the design of the media. Based on the assessment, the English teacher gave a rating of "Good" for all aspects. She concluded that the media performed well in all aspects. It provided a positive and useful learning experience for the students. In addition, the English teacher commented that the learning media was good and satisfied.

The assessment was not only conducted by the English teacher, but also the students participated in assessing and evaluating the instructional video. After the evaluation, all the seventh graders were asked to fill in a questionnaire about the developed media. There were three aspects in the students' response to the media. They consisted of 10 indicators. The first aspect was students' response about the media and materials developed. The second aspect was students' response about the suitability of audio and language. The third aspect was the students'

response about the media design. Therefore, the result of the students' response is showed in the table below:

Table 3. The Result of the Students' Response about the Media

No	Aspect	Indicator	Students' Responses	Total	Percentage
1.	Students' response about the media and materials developed	Media helps and makes learning English easier	Poor	0	0%
			Fair	2	13.4%
			Good	13	86.6%
		Media can increase students' interest in learning	Poor	0	0%
			Fair	3	20%
			Good	12	80%
		The text in the media is easy to read	Poor	0	0%
			Fair	6	40%
			Good	9	60%
		The students get progress by using the media	Poor	0	0%
			Fair	5	33.4%
			Good	10	66.6%
		The video is better and more interesting than other media	Poor	1	6.6%
			Fair	5	33.4%
			Good	9	60%
The materials presented in the video is easy to understand	Poor	0	0%		
	Fair	5	33.4%		
	Good	10	66.6%		
2.	Students' response about the suitability of audio and language	The language is easy to understand .	Poor	0	0%
			Fair	3	20%
			Good	12	80%
		The audio is appropriate and clear	Poor	0	0%
			Fair	4	26.6%
			Good	11	77.9%
3.	Students' response about the media design	The images displayed are appropriate and interesting	Poor	0	0%
			Fair	5	33.4%
			Good	10	66.6%
		The design of the media is attractive	Poor	0	0%
			Fair	4	26.6%
			Good	11	77.9%

After the evaluation was completed, the students' work for the two activities was collected. Based on the Criteria for Achievement of Learning Objectives (KKTP) at SMP Walisongo. The minimum score was adjusted to the character of the students ranging from 65-70. This meant that a student was considered to have achieved the predetermined learning objectives if they had obtained the predetermined score based on their character. The following is a diagram of the results of the evaluation:

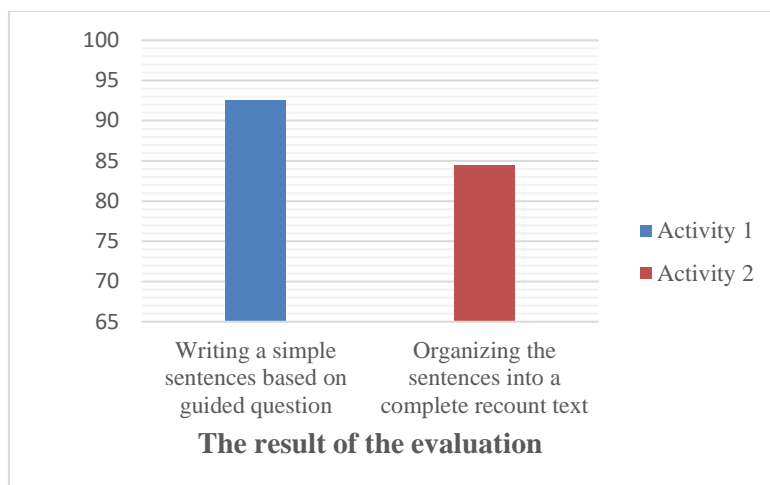




Figure 1. The result of the evaluation





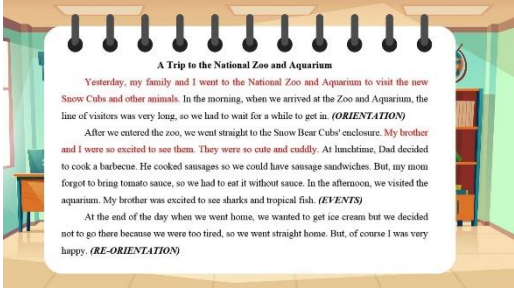
From the diagram above, it can be concluded that the seventh graders were able to complete the activities appropriately. This meant that the materials in the evaluation were appropriate for their level. In addition, both activities were appropriate to the students' abilities and needs.






Final Product

After all the steps of conducting this research were completed and the evaluation results showed that there were no revision input related to the instructional video. Therefore, it can be concluded that the final product of the instructional video for teaching writing of recount text was completed. This media is in MP4 format. It could be operated by computer, laptop, etc. The instructional video was focused on recount text materials about holiday with guided writing technique. This video has a size of 61.7 MB and a duration of 18 minutes 02 seconds. This media could be accessed on Youtube with the following link <https://youtu.be/Ukr9-5KnGdw> The final product can be seen in the following table:

Table 4. The Final Product

Content	Video Display	Activities	Time Allocation
Opening Activities		Intro Video	00.00-00.17
		Introduction	00.17-01.02

	<p>Delivery of material topics 01.02-03.27</p>	
	<p>Presented learning objectives 03.27-03.54</p>	
	<p>Brainstorming by pictures 03.54-04.42</p>	
	<p>Provided a list of vocabulary related to the topic and then Pronounced and translated the vocabulary 04.42-06.51</p>	
<p>Main Activities</p>		<p>Presented an example of a recount text 06.51-08.24</p>

 <p>I. Where did you go on holiday? Kemana anda pergi liburan?</p> <p>Example: - Going to Delegan Beach (Pergi ke pantai Delegan) - A holiday to Malindo Swimming Pool (Liburan ke kolam renang malindo) - Vacation at Grandma's house (Liburan di rumah nenek)</p>	<p>Teaching students to write recount text (Activity 1. Writing a simple sentence based on the guided questions)</p> <p>08.24-15.30</p>	
 <p>Conjunctions (Kata Hubung)</p> <ol style="list-style-type: none"> 1. Unless = Kecuali 2. However / but = Namun / tetapi 3. Because = Karena 4. Then = Kemudian 5. After that = Setelah itu 6. Therefore = Oleh karena itu 7. So that = Sehingga 9. Until = Sampai 10. After = Sesudah 11. Before = Sebelum 12. Although = Meskipun 	<p>Explain how to organize sentences into a complete text</p> <p>15.30-16.37</p>	
<p>Closing Activities</p>	 <p>Apa itu Recount Text? Apa saja jenis teks Recount? Apa saja struktur Recount Text?</p>	<p>Reviewed the materials</p> <p>16.37-17.23</p>
 <p>Menyusun kalimat-kalimat yang sudah dibuat untuk menjadi satu teks yang utuh!</p>	<p>Provided assignments to students (Activity 2. Organizing the sentences into a complete recount text)</p> <p>17.23-17.34</p>	
 <p>Selamat Mengerjakan!! Dan Semangat untuk terus belajar!!! Bye-Bye Students</p>	<p>Closing statement</p> <p>17.34-17.49</p>	



Discussion

The findings of this research showed that instructional video was essential and necessary in assisting the learning process. This media was used to aid students in understanding the material. From the results of the needs analysis, it was found that the students needed learning media that could facilitate them in learning English, especially in writing. Therefore, the instructional video presented materials tailored to the students' needs and supported by the use of guided writing techniques, so that it could facilitate students in understanding the materials. This finding was in line with some previous research that showed the practicality of video as a learning media. One of them is Hastuti (2020) who developed a slideshow video as a learning media. The results showed that video could be a practical and suitable learning media used as a writing learning media. This media could help students understand the material easily and attract students' interest in the learning process.

As expected, the student questionnaires from the needs analysis showed that the majority of students wanted learning media in the form of video. They were enthusiastic and happy with this media. The instructional video could provide a new learning atmosphere. This finding supported the results of the needs analysis conducted by Falach (2020) who showed that 100% of students needed video as a new learning media. This was also evidenced by the results of the research which showed that video was able to increase student interest and reduce the boring learning atmosphere.

Based on the findings, this media was able to increase student motivation and student engagement in learning. This was evidenced by the results of the evaluation which showed that during the learning using the instructional video, some students showed high enthusiasm and were actively involved in the discussion about the materials presented in the video. This meant that the video was well-received by the students and provided positive feedback, as they showed active engagement and interest during the session. This finding was also in line with the results of research conducted by Arifah (2018) which showed that video could engage students in writing English so that it could stimulate students' enthusiasm and motivation.

CONCLUSION

From the discussion and results of this research, the researcher concluded several points. First, an instructional video for teaching writing recount text for the seventh graders at SMP Walisongo was developed through Research and Development (R&D). It is using procedures by ADDIE model adapted from Steven J. McGriff (2000). This model consists of five stages, including analysis, design, develop, implement, and evaluate. Second, the product in this research is an instructional video in the form of MP4 format. This media was created based on the Merdeka Belajar Curriculum and adjusted to the students' needs. The instructional video was focused on recount text materials about holiday. It was used a guided writing technique that presented writing activities with questions that were used to make it easier for students to write recount text. This video has a size of 61.7 MB and a duration of 18 minutes 02 seconds.

Finally, the instructional video was able to increase students' motivation in learning English, especially in writing. This could be seen from the results of the research which showed that students were enthusiastic and happy during learning by using instructional video. This media provided a new and fun learning atmosphere. Besides being well received by the students, the English teacher also gave a positive feedback. She said that the media provided a positive and useful learning experience for students. In addition, the English teacher commented that this learning media was good and satisfying. Overall, this was in line with the aim of the instructional video development which was expected to help in the teaching and learning process especially in writing, to increase students' motivation and enhance students' writing skills.

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