



# Plagiarism Checker X Originality Report

**Similarity Found: 8%**

Date: Monday, April 24, 2023

Statistics: 383 words Plagiarized / 5090 Total words

Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

---

Measuring Meaningful English Learning Through Video Production: An Instrument Development Report | Gusti Ngurah Agung Wijaya Mahardika<sup>1\*</sup>, Ni Komang Arie Suwastini<sup>2</sup> <sup>1</sup>English Language Education Department, Universitas Hindu Negeri I Gusti Bagus Sugriwa, Denpasar, Indonesia <sup>2</sup>Universitas Pendidikan Ganesha, Singaraja, Indonesia \*Corresponding author: wijayamahardika@gmail.com Abstrak Penelitian ini bertujuan untuk mengembangkan instrumen untuk mengukur persepsi siswa tentang kebermaknaan pembelajaran bahasa Inggris melalui pembuatan video oleh siswa.

Instrumen ini dikembangkan untuk merespon semakin meningkatnya implementasi pembelajaran bahasa Inggris melalui pembuatan video. Perkembangan teknologi saat ini telah menyebabkan masuknya teknologi, termasuk video, ke dunia pendidikan bahasa Inggris. Pada awalnya, penggunaan video dalam pendidikan bahasa Inggris umumnya masih lebih terpaku pada kegiatan menonton video daripada membuat video. Namun, belakangan ini para ahli sepakat bahwa membuat video adalah proses pembelajaran yang lebih bermakna daripada sekadar menonton video.

Instrumen ini dikembangkan untuk memfasilitasi pengukuran persepsi siswa tentang kebermaknaan pembelajaran bahasa Inggris melalui pembuatan video. Konstruk yang digunakan sebagai dasar pengembangan instrumen ini adalah Pembelajaran Bermakna dengan menggunakan media digital dan video yang dikemukakan oleh Paivi Karppinen. Instrumen ini dikembangkan dengan menggunakan proses pengembangan instrumen tujuh langkah dari Borg yang meliputi mendefinisikan konstruk yang akan diukur, menentukan populasi sasaran, meninjau instrumen relevan yang telah tersedia, mengembangkan purwarupa (cetak biru dan item instrumen), mengevaluasi purwarupa, merevisi instrumen, dan mengumpulkan data mengenai validitas dan reliabilitas instrumen.

Produk jadi dari instrument ini terdiri atas 23 item, yang mengukur 6 sub-konstruk dengan nilai Cronbach's Alpha dan Cronbach's Alpha Based on Standardized items masing-masing 0,903 dan 0,932. Kata kunci: Pembuatan video, pembelajaran bermakna

Abstract The present study aims at developing an instrument to measure students' perception of the meaningfulness of English learning using video production. This is to respond to the increasing use of video production in English classes. Present development in technology has brought technology, including video, to the realm of English education.

At the beginning of video use in English education, most of the English learning activities still focus on video viewing instead of video production. However, scholars agreed that Video production is a more meaningful learning process than mere video viewing. This instrument is developed to facilitate the measurement of students' perception of the meaningfulness of English learning using video. The construct used as the basis of the instrument development is the Meaningful Learning using digital media and video proposed by Paivi Karppinen.

The instrument is developed using Borg's seven steps instrument development process which includes defining the construct to be measured, defining the target population, reviewing related test, developing prototypes (blueprint and test items), evaluating the prototype, revising the instrument, and collecting data on the validity and reliability of the instrument. The final product consists of 23 items, measuring the 6 sub-constructs with Cronbach's Alpha Value and the Cronbach's Alpha Based on Standardized items values of .903 and .932 respectively. Keywords: Video Production, Meaningful Learning.

INTRODUCTION The advances in technology have brought the world even closer with the use of English as the medium. This background has pushed English into an increasingly important position as a language. Nevertheless, despite the fact that the students may very well be in need of English for their future, there are still many students who decidedly avoid English (Ryan, 1998). Students avoided English since they view English as a very difficult subject (Mahardika, 2014). Such perception has demotivated students from even trying to learn the language.

Students' low motivation in learning English as a foreign language is an age-old problem for English teachers. To overcome this problem teacher must design and present the learning process in such way which minimize students' fear and anxiety (Whacob, 2006; Jimenez, 2010). One of the more interesting ways to teach English is to use videos in class. Previous researches on the use of video in ELT, however, have focused mostly on the use of video viewing English learning.

Video viewing in the classroom is more than just a novel approach when compared to the staple textbook-oriented and test-driven approach to everyday teaching (King, 2002). Video has been proven useful in facilitating language learning and improving motivation (Ryan, 1998), it creates an interesting and lively English learning compared to conventional learning without video (Mekheimer, 2011). Furthermore, video can be used to improve conversation, listening, and pronunciation skills, and it can even be used as realia to stimulate cultural lessons and promotes authentic vocabulary development (Watkins, 2011).

However, despite the fact that video viewing is enjoyable, video viewing is just another form of knowledge presentation. When watching a video, students tend to passively consume a set of knowledge prepared by other people. To have a meaningful learning process, students must be put in a position where they have to create or construct their own knowledge, concepts, and ideas based on the information they have possessed (Karppinen, 2005; Sharan, 2015). Undergraduate level students aspiring to master English and to teach the language must experience a meaningful English learning.

The experience of a meaningful English learning will not only prompt them to learn English but also reward them with a sense of achievement. Li & Pan (2009) defines Sense of Achievement as the feeling of satisfaction that a person experience when she or he manages to do something. In English learning context, when students are successful in performing certain tasks, they will feel satisfied with themselves and their effort which in turn boost their confidence.

The sense of achievement is actually part of students' internal motivation system. The satisfaction will push students to learn more, even trying new and more challenging activities or tasks, in order to have the satisfaction (Komarraju, et al. 2009; Oz, 2016). It is this sense of achievement that needs to be capitalized by the teachers by providing activities which will prompt students' satisfaction of their learning process by producing something tangible that they can be proud of. Furthermore, by using video production as a project in English learning, students will learn not only English but also other skills associated with producing videos (Sweeder, 2007; Matsat, Dooly, & Costa, 2009).

The use of video and video making is a part of the methodological approach which combines pedagogical knowledge, content knowledge, and technological knowledge, which is widely known as TPACK or Technological Pedagogical Content Knowledge (Koehler & Misra, 2007). However, to date, there has never been any instrument developed to measure student's perception of the meaningfulness of the learning through video production project. The increase in the use of video production instead of

mere video viewing warrants a good instrument which is able to measure students' English learning.

For it is very easy for both the teacher and the students to forget the English learning objectives, amidst the flurry of excitement of video production. Such departure from English learning objectives may prompt students to produce well-made videos with little English learning experience. Therefore, it is important to devise an instrument which can be used to measure students active learning process while producing videos.

Thus, this instrument is developed to measure students' perception of the meaningfulness of learning through video production. METHOD The development of the instrument is based on the seven major steps of instrument development as suggested by Borg et al. (2003:217). Step 1 is defining the construct that is going to be measured. The main point that is going to be measured is the students' perception of the learning process using video production project, to identify whether the learning process has fulfilled the concept of meaningful learning.

Therefore, the main indicators for measuring the students' perceptions are based on the component of meaningful learning. Step 2, after the construct is defined, the target population is specified based on the purpose of the instrument. Step 3 is the process of reviewing other related instruments to give a meaningful position of the presently developed instrument among those previous instruments. In Step 4 the prototype of the instrument is developed in the form of a blueprint of the instrument prototype down to the items of the instrument.

Step 5 is the instruments prototype evaluation, conducted by obtaining critical review from experts on the instrument's content validity. Step 6 is revising the instruments based on the result of the evaluation in step 5. The revised version of the instrument is used in the next step. Step 7 is the empirical steps of instrument development which includes pilot-testing the instrument to get the internal attributes of the test, namely; reliability, construct validity, and also item analysis (Sulistyo, 2015).

The resulting instrument was piloted by EFL pre-service students from three different classes at a local state university in Bali province. These classes were selected since they represent the target population upon which the instrument will be used in the future. Since the instrument measures meaningful learning in classes with video production, the classes selected were classes that have experienced video production in their learning of English.

RESULT AND DISCUSSION Defining the Construct The instrument developed ins this

study is aimed at measuring student's perception of the meaningfulness of learning using video production project. Naturally, the construct used here is meaningful learning. The construct is defined based on Karppinen's meaningful learning with digital and video learning description. As stated by Karppinen, a mere presentation of interesting material in the form of video will not automatically lead to in-depth learning (Karppinen, 2005: 235).

Therefore, students need to study in a meaningful way, in the sense that the students need to a) actively construct their own meaning instead of simply acquiring the knowledge, and b) Learning is a process of facilitation knowledge construction instead of communicating knowledge (Duffy & Cunningham, 1996). Karppinen further proposed that there are six characteristics of meaningful learning when dealing with digital media and video, namely: active, constructive and individual, collaborative and conversational, contextual, guided, and emotionally involving (Karppinen, 2005: 235-245). A meaningful learning is an active and student-centered learning process. Students are engaged by the learning process in a mindful processing of information, where they are responsible for the result.

A meaningful learning is a constructive and individual process where students incorporate new information into existing knowledge. The whole process involves meaning-making, a process of understanding the world around us. Individuality means that each student is different and should be understood accordingly. Students decide what topics they want to talk about, how to present their topics, and be creative in their ways. A meaningful learning is a collaborative and conversational process. It promotes cooperation and collaboration between students through pair work or group work setting which prompts the students to work together to achieve the group goal.

It also promotes collaboration between students and teacher as teacher guides and advises the students during the learning process. A meaningful learning is a contextual learning where students are learning to use English to communicate their contextual background such as their own culture, ideas, and interest which are embodied in their independent topic selection. The use of technology in a meaningful learning serves the functions of representing and simulating meaningful real-world situations, problems or contexts; representing the beliefs, perspectives, and stories of others; and supporting discourse among students.

A meaningful learning is a guided learning. The idea of a guided learning is to facilitate students' construction of knowledge. The teacher does not communicate the teacher's knowledge, the teacher takes the role of facilitator and advisor, merely providing the students with the materials and guidance as needed instead of solely directing the

learning process. A meaningful learning is emotionally involving, because it provides the students with enjoyable learning of their own selection, and their own pace, for their own goal.

Besides fulfilling the characteristics of the meaningful learning above video production also These principles are the foundation of meaningful learning with digital and video learning which will be further detailed into variables, indicators, and finally into items. The development of the construct into items is recorded in the blueprint. Defining the Target Population As stated in the introduction of this report, the aim of this instrument is to measure students' perception of the meaningfulness of learning using video production project.

Therefore, the target population of the instrument are male and female students, from any level of education, both formal and informal, who have been learning English using video production. Video production has risen in popularity as a media of learning English because it is considered to be more meaningful than video viewing activities, i.e., students watch a video and then answer comprehension questions based on the video. Furthermore, video production also challenges students technical and language skills, prompt students' cooperation and collaboration, and most importantly video production improved students' language competence and boosted students' learning motivation (Nikitina, 2010: 27). Students took part in video production also reported mastery in the subject matter learned through video production as well as feeling positive emotion and motivation during video production (Pirhonen & Rasi, 2016).

Reviewing related Test Despite the popularity of the use of video in English classes, previous teaching and research of said usage focus heavily on video viewing instead of video production. Naturally, the instruments developed related to video and English class were mostly to measure students' responses to video viewing. To date, there are only few studies focusing on video production, and each of these studies used different instruments. Hung & Huang (2015) conducted a study to measure students' perception of video blogging. The instruments used to measure students' verbal performance using a public speaking scale adapted from Johnson and validated Yamashiro (1997).

Another instrument used in the study was an interview guide which resulted in two themes of the students' reaction. Another study conducted by Gromik (2012) on Japanese students' video production using their smartphones to improve the number of words spoken by students when performing a monologue. The instrument used were interview guides to obtain students' monologue performance improvement and perception of video production.

Based on the above studies, it is safe to conclude that there were limited studies conducted on video production, and none of these research used an instrument to measure students perception on video production as a meaningful learning process. It is hoped that the present instrument can be used in other studies which investigate students' perception of meaningful learning using video production. Developing Prototypes Based on the review of related literature and the formulation of construct definition, variables and indicators, the blueprint of the presently developed instrument can be shown in table 1.

There are 6 variables that represent the construct of meaningful learning by Karppinen (2005). The indicators of each variable are developed based on the principles of meaningful learning. The items are developed in form of statements to be responded based on the users' agreement using 5 points Likert scale; Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree Table 1. The Prototype of the Instruments to Measure Perceived Meaningfulness of English Learning Using Video Production Concept / Dimension \_ Variables \_ Indicators \_Item Number \_Items /Questions \_\_\_\_\_

\_Perceived Meaningfulness of video production (Karppinen, 2005) \_Active Learning

\_Learners are engaged by the learning process in a mindful processing of information, where they are responsible for the result

\_1 \_Video Production project forces me to read articles in English \_\_\_\_\_

\_2 \_Video Production project forces me to write the script in English by myself \_\_\_\_\_

\_3 \_Video Production project forces me to learn acceptable English pronunciation \_\_\_\_\_

\_4 \_Video Production Project pushes me to find information for the project by myself \_\_\_\_\_

\_Constructive and Individual Learning \_Students construct their own knowledge in their own way and learning pace

\_5 \_The script I made for the video production project was based on my own idea \_\_\_\_\_

\_6 \_I developed my idea for the topic from reading articles in English about the topic \_\_\_\_\_

\_7 \_The videos that I watch on my topic improve my understanding of my topic \_\_\_\_\_

\_8 \_I watch video and read the articles on my own time and pace \_\_\_\_\_

\_Collaborative and Conversational Learning \_Learning involves collaboration and communication with other students

\_9 \_I discuss the topic for the video with my friends \_\_\_\_\_

\_10 \_my friends and I helped each other when preparing the script \_\_\_\_\_

\_11 \_my friends and I helped each other in producing the video \_\_\_\_\_

\_12 \_Everybody in my group has their own responsibility in the video production project \_\_\_\_\_

\_Contextual Learning \_Students learn authentic and real-life use of the language in realistic context

\_13 \_I read newspaper articles in English on my topic \_\_\_\_\_

\_14 \_I watch videos in English about my topic \_\_\_\_\_

\_15 \_I search for information written in English for my topic \_\_\_\_\_

\_16 \_In my video I use English to explain about my topic \_\_\_\_\_

\_Guided Learning \_Teacher takes the role of facilitator and guide students during the learning process

\_17 \_The Teacher helped me with the topic selection \_\_\_\_\_

\_18 \_The teacher helped me find the articles and videos on my topic \_\_\_\_\_

\_19 \_The teacher taught me how to write my script \_\_\_\_\_

\_20 \_The teacher taught me



how to write my script \_\_ Emotionally Involving Learning \_Students experienced challenges, difficulties, pleasure, and satisfaction with the learning process \_21 \_At the beginning of the project, I was not sure that I can do it \_\_\_ \_22 \_The video Production Project was too hard \_\_\_ \_23 \_I am satisfied with the video that I produced \_\_\_ \_24 \_I want to make more videos on other topics \_\_ Evaluating the Prototype Upon the completion of the prototype, it was sent to a panel of 5 judges which are all English teachers holding in minimum, a master degree in English education and a minimum of 10 years teaching experience.

The authours shared the prototype to the experts and then they were given the chance to evaluate the material, instruments construction, and language use, as suggested by Sulistyo (2015: 103). The results of the experts' evaluation are as follows. The first thing criticized by the experts is the use of overtly judgmental words in the items. The experts point out that the words such as "forces" and "pushes" in items 1 to 4 is not appropriate because it presents a very strong tone which may invite a negative reaction from the participants.

The panel of experts suggested changing the words with a subtler one such as "prompts". The panel of expert pointed out that there are two items, item 19 and item 20, which present the same question, "The teacher taught me how to write my script". This was a technical error since in the first draft of the blueprint, the question was "The teacher taught me how to shoot and edit my video". The experts noted some grammatical mistakes in the items, such as the inconsistencies in the tenses used in the items. Some of the sentences still used simple present tense to describe past events.

Revising the Instrument Based on the results of the evaluation performed by the panel of experts, revisions were made on the prototype. Since there were only minor revisions for the items, it did not take much time to revise the prototype. The revised version of the Instruments to Measure Perceived Meaningfulness of English Learning Using Video Production is presented in Table 2. Table 2. The Revised Prototype of the Instruments to Measure Perceived Meaningfulness of English Learning Using Video Production Concept / Dimension \_Variables \_Indicators \_Item Number \_Items /Questions \_\_\_\_\_  
\_Perceived Meaningfulness of video production (Karppinen, 2005) \_Active Learning \_Learners are engaged by the learning process in a mindful processing of information, where they are responsible for the result \_1 \_Video Production project prompted me to read articles in English \_\_\_ \_2 \_Video Production project prompted me to write the script in English by myself \_\_\_ \_3 \_Video Production project prompted me to learn acceptable English pronunciation \_\_\_ \_4 \_Video Production Project prompted me to find information for the project by myself \_\_ \_Constructive and Individual Learning \_Students construct their own knowledge in their own way and learning pace \_5 \_The



script I made for the video production project was based on my own idea \_\_\_\_\_6\_I developed my idea for the topic from reading articles in English about the topic \_\_\_\_\_7\_The videos that I watched on my topic improved my understanding of my topic \_\_\_\_\_8\_I watched the videos and read the articles on my own time and pace \_\_\_\_\_Collaborative and Conversational Learning\_Learning involves collaboration and communication with other students\_9\_I discussed the topic for the video with my friends \_\_\_\_\_10\_My friends and I helped each other when preparing the script \_\_\_\_\_11\_My friends and I helped each other in producing the video \_\_\_\_\_12\_Everybody in my group has their own responsibility in the video production project \_\_\_\_\_Contextual Learning\_Students learn authentic and real-life use of the language in a realistic context\_13\_I read newspaper articles in English on my topic \_\_\_\_\_14\_I watched videos in English about my topic \_\_\_\_\_15\_I searched for information written in English for my topic \_\_\_\_\_16\_In my video, I used English to explain about my topic \_\_\_\_\_Guided Learning\_The teacher takes the role of facilitator and guide students during the learning process\_17\_The Teacher helped me with the topic selection \_\_\_\_\_18\_The teacher helped me find the articles and videos on my topic \_\_\_\_\_19\_The teacher taught me how to write my script \_\_\_\_\_20\_The teacher taught me how to shoot and edit my video \_\_\_\_\_Emotionally Involving Learning\_Students experienced challenges, difficulties, pleasure, and satisfaction with the learning process\_21\_At the beginning of the project, I was not sure that I can do it \_\_\_\_\_22\_The video Production Project was too hard \_\_\_\_\_23\_I am satisfied with the video that I produced \_\_\_\_\_24\_I want to make more videos on other topics \_\_\_\_\_Piloting the Test The last stage of the instrument development is pilot testing the instrument. The participants selected for the pilot was based on the requirement that they have taken an English course which uses Video Production approach.

The participants were taken from three university level EFL classes of a state university in Bali. There were 86 participants consisting of 54 male and 32 female students. Each of the students has been involved in an English class using video production. The data obtained from the tryout were then analyzed using SPSS to obtain the Cronbach's Alpha Coefficient which signifies the internal consistency and the evidence of the instrument reliability. The result of the analysis can be seen in table 3. Table 3. The Result of Cronbach's Alpha Analysis Cronbach's Alpha\_Cronbach's Alpha Based on Standardized Items\_N of Items \_\_.896\_.927\_24\_\_ From the result above it can be concluded that the Cronbach's Alpha Value and the Cronbach's Alpha Based on Standardized items value are .896 and .927 respectively.

This means that this instrument achieves a high internal consistency, or in other words "all items of this instrument measure the same concept or construct and it is connected to the inter-relatedness of the items within the instrument" (Tavakol & Dennick, 2011:

53). Furthermore, since the acceptable value of Cronbach Alpha ranges from .70 - .95 and low Cronbach's Alpha value can be caused by poor correlation between items, items which are not correlated should be removed to improve the Cronbach's Alpha value.

Using the Item-Total Statistic performed by SPSS, we can see that if a particular item is to be deleted, the Cronbach's Alpha value will improve. The item-total statistics is displayed in Table 4. Table 4. Item-Total Statistics

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Soal 1	99.78	72.574	.870	.886	
Soal 2	100.14	74.710	.344	.896	
Soal 3	99.74	73.793	.728	.888	
Soal 4	99.81	76.271	.384	.894	
Soal 5	99.85	74.742	.550	.891	
Soal 6	99.78	72.574	.870	.886	
Soal 7	99.70	74.166	.698	.889	
Soal 8	99.78	72.574	.870	.886	
Soal 9	99.81	75.330	.486	.892	
Soal 10	99.70	74.331	.677	.889	
Soal 11	99.83	74.663	.558	.891	
Soal 12	99.94	77.255	.142	.903	
Soal 13	99.90	72.212	.591	.889	
Soal 14	99.78	72.574	.870	.886	
Soal 15	99.97	75.987	.213	.901	
Soal 16	99.78	72.574	.870	.886	
Soal 17	99.87	73.736	.663	.889	
Soal 18	100.16	72.091	.323	.902	
Soal 19	99.81	73.236	.561	.890	
Soal 20	99.83	71.934	.744	.886	
Soal 21	99.87	71.666	.651	.888	
Soal 22	102.71	78.491	.082	.903	
Soal 23	99.93	74.701	.268	.900	
Soal 24	100.02	74.564	.394	.894	

As presented in Table 4, if either item 12 or item 22 is deleted, the Cronbach's Alpha value will be higher and achieve .903. Since item 22 has lower corrected item-total correlation compared to item 12, it would be better to delete item 22.

After deleting item 22, the calculation for the Cronbach's Alpha was run again, and the result of the second calculation is presented in table 5. Table 5. Final Cronbach's Alpha Value

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.903	.932	23

Based on this result, the final instrument has a total of 23 items, with the Cronbach's Alpha Value and the Cronbach's Alpha Based on Standardized items values are .903 and .932 respectively.

This also means that this instrument has high internal consistency. CONCLUSION The development of technology has accommodated the widespread use of video and video production in learning, including in English learning. The availability of technological means has prompted the rise of video production in English class. However, there are still very few instruments developed to assess or measure students' perception of English learning using video production. This current study has managed to develop an instrument which aimed at measuring students' perception of the meaningfulness of English learning using video production. The instrument constructed through this study considered to have high internal consistency.

Despite the high internal consistency achieved by this instruments, future researcher is suggested to adapt, modify, and improve this instrument to better suit their needs as well as to better measure any variables which have not been included in the construct used as the basis of the instrument developed herein. REFERENCES Borg, W.R., Gall, M.D., Gall, J.P. 2003. Educational Research: 7th edition. USA: Pearson Education, Inc. Duffy, T.D., & Cunningham, D.J. (1996). Constructivism: Implications for the design and delivery of instruction. In D.H. Jonassen (Ed.), Handbook of research for educational communications and technology: A project of the association for educational communications and technology, (pp. 55-85).

New York: Macmillan. Gromik, N. A. (2012). Cell Phone Video Recording Feature as A Language Learning Tool: A Case Study. Computers & Education, 58(1), 223-230. <http://dx.doi.org/10.1016/j.compedu.2011.06.013> Hung, S.-T. A., & Huang, H.-T. D. (2015). Video Blogging and English Presentation Performance: A Pilot Study. Psychological Reports, 117(2), 614–630. <https://doi.org/10.2466/11.PR0.117c20z6> Jiménez, R. T., & Rose, B. C. (2010). Knowing how to know: Building meaningful relationships through instruction that meets the needs of students learning English. Journal of Teacher Education, 61(5), 403-412. <http://journals.sagepub.com/doi/10.1177/0022487110375805> Karppinen, P. (2005).

Meaningful Learning with Digital and Online Videos: Theoretical Perspectives. AACE Journal, 13(3), 233-250. King, J. (2002). Using DVD feature films in the EFL classroom. Computer Assisted Language Learning, 15(5), 509-523. Koehler, M. J., & Mishra, P. (2005). Teachers Learning Technology by Design. Journal of Computing in Teacher Education, 21(3), 94-102. Komarraju, M., Karau, S. J., & Schmeck, R. R. (2009). Role of The Big Five Personality Traits in Predicting College Students' Academic Motivation and Achievement. Learning and Individual Differences, 19(1), 47-52. Li, P., & Pan, G. (2009).

The Relationship Between Motivation and Achievement - A Survey of the Study Motivation of English Majors in Qingdao Agricultural University. English Language Teaching, 2(1), 123. Mahardika, I. G. N. A. W. (2014). Developing English Material for the Students of Hinduism Education Department in Institut Hindu Dharma Negeri (IHDN) Denpasar. Proceeding of The Seventh International Conference on Applied Linguistics (CONAPLIN 7): language varieties and language teaching in multiethnic setting: Bandung, 24-25 November 2014. Masats, D., Dooly, M., & Costa, X. (2009, July).

Exploring The Potential of Language Learning Through Video Making. In Proceedings of The EDULEARN09 Conference. 6th-8th July. Mekheimer, M. A. A. G. (2011). The Impact of

Using Videos on Whole Language Learning in EFL Context. Arab World English Journal, 2(2), 5-39. DOI:10.21608/jfe.2016.235209 Nikitina, L. (2010). Video-Making in The Foreign Language Classroom: Applying Principles of Constructivist Pedagogy. Electronic Journal of Foreign Language Teaching, 7(1), 21-31. Oz, H. (2016). Academic Motivation and Academic Achievement among Preservice English Teachers: A Structural Equation Modeling Approach. The Anthropologist, 25(3), 240-248. Pirhonen, Juhani & Rasi, Päivi. (2017).

Student-Generated Instructional Videos Facilitate Learning Through Positive Emotions. Journal of Biological Education, 51:3, 215-227. Ryan, S. (1998). Using films to develop learner motivation. The Internet TESL journal, 4(11), 20-23. Sharan, Y. (2015). Meaningful Learning in The Cooperative Classroom. Education 3-13, 43(1), 83-94. Sulistyono, G.H. 2015. EFL Learning; Assessment at School; an Introduction to Its Basic Concepts and Principles. Malang: CV Bintang Sejahtera Sweeder, J. 2007. Digital Video in The Classroom: Integrating Theory and Practice". Contemporary Issues in Technology and Teacher Education, 7(2), 107-128. Tavakol, M., & Dennick, R. 2011. Making sense of Cronbach's Alpha.

International Journal of Medical Education, 2011(2), 53-55. DOI: 10.51116/ijme.4dfb.8dfd Wachob, P. (2006). Methods and materials for motivation and learner autonomy. Reflections on English Language Teaching, 5(1), 93-122. Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. Language Education in Asia, 2(1), 113-119. Yamashiro, A. D., & Johnson, J. (1997) Public speaking in EFL: Elements for Course Design. The Language Teacher, 21 (4), 13 - 17.

#### INTERNET SOURCES:

<1% - <https://ejournal2.undiksha.ac.id/index.php/GANCEJ/editorialteam>

<1% -

[https://www.researchgate.net/profile/Ganesha-H-R/publication/365322061\\_Choosing\\_a\\_n\\_Appropriate\\_Data\\_Collection\\_Instrument\\_and\\_Checking\\_for\\_the\\_Calibration\\_Validity\\_and\\_Reliability\\_of\\_Data\\_Collection\\_Instrument\\_Before\\_Collecting\\_the\\_Data\\_During\\_PhD\\_Program\\_in\\_India/links/636f2788431b1f53008fb0d3/Choosing-an-Appropriate-Data-Collection-Instrument-and-Checking-for-the-Calibration-Validity-and-Reliability-of-Data-Collection-Instrument-Before-Collecting-the-Data-During-PhD-Program-in-India.pdf](https://www.researchgate.net/profile/Ganesha-H-R/publication/365322061_Choosing_a_n_Appropriate_Data_Collection_Instrument_and_Checking_for_the_Calibration_Validity_and_Reliability_of_Data_Collection_Instrument_Before_Collecting_the_Data_During_PhD_Program_in_India/links/636f2788431b1f53008fb0d3/Choosing-an-Appropriate-Data-Collection-Instrument-and-Checking-for-the-Calibration-Validity-and-Reliability-of-Data-Collection-Instrument-Before-Collecting-the-Data-During-PhD-Program-in-India.pdf)

<1% - <https://ivypanada.com/essays/impact-of-technology-in-the-world/>

<1% -

[https://roboguru.ruangguru.com/question/read-the-text-and-answer-the-question-students-cheating-is-one-of\\_XPuCeHjtR1Z](https://roboguru.ruangguru.com/question/read-the-text-and-answer-the-question-students-cheating-is-one-of_XPuCeHjtR1Z)

<1% - <https://www.tandfonline.com/doi/full/10.1080/2331186X.2022.2026190>

<1% -

[https://www.researchgate.net/publication/303229142\\_The\\_use\\_of\\_video\\_in\\_English\\_language\\_teaching\\_A\\_case\\_study\\_in\\_a\\_Norwegian\\_lower\\_secondary\\_school](https://www.researchgate.net/publication/303229142_The_use_of_video_in_English_language_teaching_A_case_study_in_a_Norwegian_lower_secondary_school)

<1% - <http://repository.upi.edu/47882/>

<1% - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4170460/>

<1% -

<https://research.ulapland.fi/en/publications/meaningful-learning-with-digital-and-online-videos-theoretical-pe>

<1% -

[https://www.academia.edu/73269101/Use\\_of\\_Interactive\\_Video\\_for\\_Teaching\\_and\\_Learning](https://www.academia.edu/73269101/Use_of_Interactive_Video_for_Teaching_and_Learning)

<1% - <https://ejournal.unisnu.ac.id/JE/article/download/3159/1950>

<1% - <https://carthage.libguides.com/TIMToolkit>

<1% - <https://ajet.org.au/index.php/AJET/article/download/1275/648/0>

<1% - <https://exploringyourmind.com/meaningful-learning-definition-characteristics/>

<1% - <https://www.jstor.org/stable/44428289>

<1% - <https://files.eric.ed.gov/fulltext/EJ1082332.pdf>

<1% -

[https://www.researchgate.net/publication/50385438\\_Promoting\\_Meaningful\\_Learning\\_through\\_Video\\_Production-Supported\\_PBL](https://www.researchgate.net/publication/50385438_Promoting_Meaningful_Learning_through_Video_Production-Supported_PBL)

<1% -

<https://learning.closer.ac.uk/learning-modules/study-design/section-two/sub-section-two/>

<1% - <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/7514>

<1% -

[https://www.researchgate.net/publication/336800572\\_Enhancing\\_Student\\_Competencies\\_Through\\_Digital\\_Video\\_Production\\_A\\_Project-based\\_Learning\\_Framework/fulltext/63a734d2c3c99660eb9ff297/Enhancing-Student-Competencies-Through-Digital-Video-Production-A-Project-based-Learning-Framework.pdf](https://www.researchgate.net/publication/336800572_Enhancing_Student_Competencies_Through_Digital_Video_Production_A_Project-based_Learning_Framework/fulltext/63a734d2c3c99660eb9ff297/Enhancing-Student-Competencies-Through-Digital-Video-Production-A-Project-based-Learning-Framework.pdf)

<1% - <https://e-journal.usd.ac.id/index.php/LLT/article/view/1177>

<1% - <https://www.teachingdegrees.com/subjects/english>

<1% -

<https://www.un.org/securitycouncil/sanctions/2374/panel-of-experts/work-mandate>

<1% - <https://files.eric.ed.gov/fulltext/EJ1098640.pdf>

<1% - <https://www.sample.net/work/video-production-scope-of-work/>

<1% - <https://biteable.com/blog/creative-video-project-ideas-for-students/>

<1% - <https://files.eric.ed.gov/fulltext/EJ1167274.pdf>

<1% -

<https://www.researchgate.net/post/Which-is-more-important-to-report-in-articles-Cronbachs-Alpha-Based-on-Standardized-Items-or-cronbach-alpha>

<1% -

[https://www.researchgate.net/figure/Corrected-item-Total-correlations-and-Cronbachs-alpha-if-item-was-deleted-for-the\\_tbl2\\_283029680](https://www.researchgate.net/figure/Corrected-item-Total-correlations-and-Cronbachs-alpha-if-item-was-deleted-for-the_tbl2_283029680)

<1% - <https://pubmed.ncbi.nlm.nih.gov/27731918/>

<1% -

[https://www.researchgate.net/publication/282009705\\_An\\_Instrument\\_for\\_Measuring\\_the\\_Learning\\_Outcomes\\_of\\_Laboratory\\_Work](https://www.researchgate.net/publication/282009705_An_Instrument_for_Measuring_the_Learning_Outcomes_of_Laboratory_Work)

<1% - <https://www.scirp.org/reference/ReferencesPapers.aspx?ReferenceID=851374>

<1% - [https://link.springer.com/chapter/10.1007/0-387-23572-8\\_32](https://link.springer.com/chapter/10.1007/0-387-23572-8_32)

<1% - [https://link.springer.com/chapter/10.1007/978-981-287-209-8\\_22](https://link.springer.com/chapter/10.1007/978-981-287-209-8_22)

<1% -

[https://www.researchgate.net/publication/258160247\\_Knowing\\_How\\_to\\_Know\\_Building\\_Meaningful\\_Relationships\\_Through\\_Instruction\\_That\\_Meets\\_the\\_Needs\\_of\\_Students\\_Learning\\_English](https://www.researchgate.net/publication/258160247_Knowing_How_to_Know_Building_Meaningful_Relationships_Through_Instruction_That_Meets_the_Needs_of_Students_Learning_English)

<1% - <https://www.learntechlib.org/primary/p/151382/>

<1% -

[https://www.researchgate.net/publication/313869097\\_Personality\\_and\\_Academic\\_Performance](https://www.researchgate.net/publication/313869097_Personality_and_Academic_Performance)

<1% - <http://jurnal.fkip.unila.ac.id/index.php/jpp/article/view/22599/0>

<1% - <http://repository.ihtn.ac.id/repositori/detail/4083.html>

<1% - <https://www.atlantis-press.com/proceedings/conaplin-16/preface>

<1% -

<https://iris.rais.is/en/publications/exploring-the-potential-of-language-learning-through-video-making>

<1% - <https://jyx.jyu.fi/handle/123456789/56132>

<1% -

[https://www.researchgate.net/publication/271020988\\_Meaningful\\_learning\\_in\\_the\\_cooperative\\_classroom](https://www.researchgate.net/publication/271020988_Meaningful_learning_in_the_cooperative_classroom)

<1% -

<https://www.citejournal.org/wp-content/uploads/2016/04/v7i2currentpractice1.pdf>

<1% - <https://www.scribd.com/doc/177104767/Cronbachs-Alpha>