



An Analysis of Video for Speaking Learning Material based on Learning Principles of Speaking Skill

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Abstract

The rapid development of technology has contributed to the development in the world of education, especially in learning media. Currently, there are many YouTube creators who create educational content, including the application of German conversation in daily life. However, the video channel cannot be considered as a good and appropriate learning medium if the videos do not meet the rules of speaking learning and must comply with the criteria for a good teaching medium. Therefore, before using the medium, it must be ensured that the medium is suitable for use according to the criteria. The purpose of the research is to analyze the suitability of "Asking for Opinion Video produced by Ruangguru" with the teaching principles of speaking skills. This research employed a quantitative descriptive design that concerns with analysis of learning materials In teaching principles; this video fulfils two out of three principles. The video provides something for learners to talk about and manipulates physical arrangements to promote speaking practice. Meanwhile, the video does not create opportunities for students to interact by using group work or pair work. In addition, based on the video analysis, the video fulfils five out of five which means all of the principles. The video is relevant to the substance of the material. The video is compatible with the curriculum and basic competency. The video is attractive. The duration of the video is appropriate. Lastly, the video is valid and original to be used.

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INTRODUCTION

Speaking is one of the most important language skills in language learning, especially in learning a foreign language. According to Bueno, Madrid, and McLaren (2006), speaking is the most difficult skill faced by language learners. In the digital era like today, language learners are facilitated in searching for various learning sources. With various diverse learning sources on the internet such as videos and others, and the ease of accessing them anywhere, students can learn languages anywhere and anytime. With these facilities, one example of a learning medium such as videos can be used as an alternative learning medium (Arsyad, 2013).

There are several advantages of using video as materials. First, (Kholifah & Kurniawan, 2016) stated that the use of video in learning is better than conventional learning. Students can learn language structure and culture from videos by watching talks, attitudes, and experiences presented in an interesting way. Videos are especially effective for learning listening and speaking because students can learn about language structure through speech and attitudes in the video. It is also a way to show something through both sound and visuals (Abdullah 2013). Then, Nabila & Pujosusanto (2013) stated that, which translated, Video can be accessed anywhere and anytime with smart devices or laptops, but it requires an internet connection. If there is no internet, the video cannot be accessed. Thus video is preferably to be used as the learning media.

The rapid development of technology has contributed to the development in the world of education, especially in learning media. Currently, there are many YouTube creators who create educational content, including the application of German conversation in daily life. In line with research conducted by (Ramadhani, 2016), it is said that the use of YouTube can improve students' knowledge, skills, and positive attitudes, and evaluation results in the form of tests show that student scores can exceed the Minimum Completion Criteria. Based on polling conducted by The Harris Poll, a global market research company based in New York, almost 60% of polling participants aged 14 to 23 prefer YouTube as a learning tool, while the other 47% prefer printed books. 55% of them also said that YouTube contributes to their learning.

There are many video channels on YouTube that offer English language learning, one of which is the Ruangguru YouTube channel. Created on September 2, 2013, this YouTube channel provides learning materials that are suitable for school students from elementary to high school. With the ease of access anywhere, free and with interesting animations, and the language used is very clear and easy to understand for viewers. One video that the researcher chose is "*(Ruangguru Video) - ruangbelajar - Bahasa Inggris XI SMA - Asking for Opinion | online tutoring*". The researcher chose this video because the researcher wanted to highlight speaking skills, and the video contains lessons that are currently being taught to high school students in grade XI.

However, the video channel cannot be considered as a good and appropriate learning medium if the videos do not meet the rules of speaking learning and must comply with the criteria for a good teaching medium. Therefore, before using the medium, it must be ensured that the medium is suitable for use according to the criteria.

There are several research doing related study to this research. Hidayati (2020); Himmah et al. (2020); Maulida & Permana (2018); Narzullayevna & Qiz, (2021); Nofriati (2020); Suadi (2020) conducted research about improving students' speaking skill through video. Those researches focused on how the videos improve students speaking skill through some aspects and also investigate the effectiveness of the videos in improving students' speaking skill.

Other research also conducted to analyze videos as learning materials. Herawati Pudji & Julaiyah (2013); Nabila & Pujosusanto (2013); Wardani & Purnama (2016); Pratiwi et al. (2019); Kafle (2022). These researchers did the research related to the use videos as learning materials. They are regarding to elementary students, disability students (deaf) and also for German Language materials.

Those related research only focused on how the video of learning improve students' speaking skill and the use of videos as learning materials. Some of them conducted research regarding to German video material only.

In addition, there is no research that examines whether a learning video is in accordance with the principles of teaching materials. Then the researcher conducts a research to know whether the video of learning speaking is in accordance with the learning principles of speaking skill or not. And the researcher finally conducts a research entitled “*An Analysis of Video for Speaking Learning Material Based on Learning Principles of Speaking Skill*”.

METHOD

This research employed a quantitative descriptive design that concerns with analysis of learning materials. This analysis tries to know whether the video of learning being analyzed is in accordance with the teaching learning principles or it is not. There are three principles being used to evaluate the materials proposed by Kathleen M. Bailey (2005) and five principles of a good video by Prastowo (2012).

A. Instrumentation

1. Instrument

The researcher used a closed Analysis Checklist to analyze the video for speaking learning material. The numbers of the questions are 20 and include 7 principles from Kathleen M. Bailey in Nunan (2005). The objective of the Checklist is to find out the quality of *Asking for Opinion Video produced by Ruangguru* video. The indicators of the questionnaire can be seen in the table below.

Table 1. Rubric Indicators of the Checklist

Adapted by the principles from Bailey (2005) and Prastowo (2012)

No	Indicators	Sub Indicators	Statement Numbers
Teaching Speaking Principles			
1	Provide something for learners to talk about	The video provides a topic to discuss in the video.	1
		The video provides a drill to do in the video.	2
		The video provides pictures to motivate learners in studying.	3
2	Create opportunities for students to interact by using group work or pair work.	The video clearly communicates the learning objectives and expectations for the group or pair work activity.	4
		The video uses a variety of grouping strategies to keep things interesting and provide opportunities for students to work with different classmates.	5
		The video sets clear guidelines for behavior during group or pair work.	6
		The video provides students with clear roles and responsibilities within their groups or pairs.	7
3	Manipulate physical	The video leads the learners to have physical arrangements.	8

	arrangements to promote speaking practice.	The video creates speaking stations like discussion prompt around the classroom.	9
		The video uses visual aids to prompt speaking.	10
Video Analysis			
4	The relevance of the video to the substance of the material	The video content aligns with the learning objectives and curriculum of the course.	11
		The information presented in the video supports and enhances the understanding of the course materials.	12
		The video provides a practical application or real-world example of the concepts being taught in the class.	13
		The video helps to reinforce important concepts or skills covered in the course.	14
5	Compatibility with the Curriculum and Basic Competency	The material in the video is compatible to the curriculum.	15
		The material in the video is compatible to the basic competency of speaking skill for the learners.	16
6	Attractiveness of the Video	The language being used on video is understandable.	17
		The video has high-quality visuals, including good lighting and well-framed shots	18
		The sound is clear and easy to understand.	19
7	Duration of the Video	The video has an appropriate length for the intended audience and purpose.	20
		The video is long enough to cover the necessary material but short enough to hold viewers' attention.	21
8	Material validity and content originality	The material accurately reflects the subject matter being taught.	22
		The material is current and up-to-date, reflecting the latest research and knowledge in the field.	23
		The material is original and not copied or plagiarized from another source.	24
		The material is unique and offers a fresh perspective or approach to the subject matter.	25

2. Validity and Reliability

In relation to validating the statements of the checklist, an expert on educational technology was asked to review for content validity, reliability, clarity and appropriateness. Thus, the result is that the instrument is valid and reliable to use.

B. The Technique of Data Collection

In this research, the data was taken from the learning video and collected through analysis by doing the checklist.

C. The Technique of Data Analysis

In analyzing the data obtained, the method used is descriptive. Then the data analyzed by summing up the number of “Yes” answers, then divided into total numbers of statements.

RESULT AND DISCUSSION

The research findings in the form of research data are further discussed or critically interpreted with particular relevant theoretical approach. Data can also be supported with the presentation of tables, images, etc.

Research Finding

A. Data Description

Based on the results of the material suitability analysis, it can be concluded that the Asking for Opinion Video produced by Ruangguru - is suitable for the competency and curriculum of the independent study, making it a viable alternative for learning. The video features a person explaining how to ask for and give opinions, demonstrating the language used in doing so. This video was selected for analysis as it covers material taught to students in grade 11 at school.

The following is the instrument of an analysis of video for speaking learning material based on learning principles of speaking skill.

Table 2. Table of the Finding of Teaching Speaking Principle

Teaching Speaking Principle		
1	Provide something for learners to talk about	The video provides a topic to discuss in the video.
		The video provides pictures to motivate learners in studying.
2	Manipulate physical arrangements to promote speaking practice.	The video uses visual aids to prompt speaking.

Table 3. Table of the Finding of the Video Analysis

Video Analysis		
1	The relevance of the video to the substance of the material	The video content aligns with the learning objectives and curriculum of the course.
		The information presented in the video supports and enhances the understanding of the course materials.
		The video provides a practical application or real-world example of the concepts being taught in the class.
		The video helps to reinforce important concepts or skills covered in the course.
2	Compatibility with the Curriculum and Basic Competency	The material in the video is compatible to the curriculum.
		The material in the video is compatible to the basic competency of speaking skill for the learners.
		The language being used on video is understandable.

3	Attractiveness of the Video	The video has high-quality visuals, including good lighting and well-framed shots
		The sound is clear and easy to understand.
4	Duration of the Video	The video has an appropriate length for the intended audience and purpose.
		The video is long enough to cover the necessary material but short enough to hold viewers' attention.
5	Material validity and content originality	The material accurately reflects the subject matter being taught.
		The material is current and up-to-date, reflecting the latest research and knowledge in the field.
		The material is original and not copied or plagiarized from another source.
		The material is unique and offers a fresh perspective or approach to the subject matter.

Table 4. Table of the Finding

TEACHING SPEAKING PRINCIPLES		
A. Provide something for learners to talk about	Yes	No
1. The video provides a topic to discuss in the video.	v	
2. The video provides a drill to do in the video.		v
3. The video provides pictures to motivate learners in studying.	v	
B. Create opportunities for students to interact by using group work or pair work.	Yes	No
4. The video clearly communicates the learning objectives and expectations for the group or pair work activity.		v
5. The video uses a variety of grouping strategies to keep things interesting and provide opportunities for students to work.		v
6. The video sets clear guidelines for behavior during group or pair work.		v
7. The video provides students with clear roles and responsibilities within their groups or pairs.		v
C. Manipulate physical arrangements to promote speaking practice.	Yes	No
8. The video leads the learners to have physical arrangements.		v
9. The video creates speaking stations like discussion prompt around the classroom.		v
10. The video uses visual aids to prompt speaking.	v	
VIDEO ANALYSIS		
D. The relevance of the video to the substance of the material	Yes	No

11. The video content aligns with the learning objectives and curriculum of the course.	v	
12. The information presented in the video supports and enhances the understanding of the course materials.	v	
13. The video provides a practical application or real-world example of the concepts being taught in the class.	v	
14. The video helps to reinforce important concepts or skills covered in the course.	v	
E. Compatibility with the Curriculum and Basic Competency	Yes	No
15. The material in the video is compatible to the curriculum.	v	
16. The material in the video is compatible to the basic competency of speaking skill for the learners.	v	
F. Attractiveness of the Video	Yes	No
17. The language being used on video is understandable.	v	
18. The video has high-quality visuals, including good lighting and well-framed shots.	v	
19. The sound is clear and easy to understand.	v	
G. Duration of the Video	Yes	No
20. The video has an appropriate length for the intended audience and purpose.	v	
21. The video is long enough to cover the necessary material but short enough to hold viewers' attention.	v	
H. Material validity and content originality	Yes	No
22. The material accurately reflects the subject matter being taught.	v	
23. The material is current and up-to-date, reflecting the latest research and knowledge in the field.	v	
24. The material is original and not copied or plagiarized from another source.	v	
25. The material is unique and offers a fresh perspective or approach to the subject matter.	v	
Total	18	7
Total score	72	
Category	Fair	

There are two components which are analyzed by the researcher. Those are teaching principles and video analysis. The analyses are followed:

1) TEACHING PRINCIPLES

A. Provide Something for Learners to Talk About

In this part there are three principles which a content video has to fulfil. First, the video has to provide a topic to discuss in the video. Then, the video has to provide a drill to do in the

video. Last, it has to provide pictures to motivate learners in studying. In this video, there are only the topic to discuss and pictures to motivate learners in studying. However, there is no drill to do in the video.

Figure 1. The video provides a topic to discuss in the video.



This figure is the cover of the content video. It can be seen that the video presents a topic for discussion, at the second of 00:00:25, which encourages viewers to actively participate in the learning process by thinking critically and sharing their thoughts and ideas. Thus it can be concluded that this principle has been fulfilled.

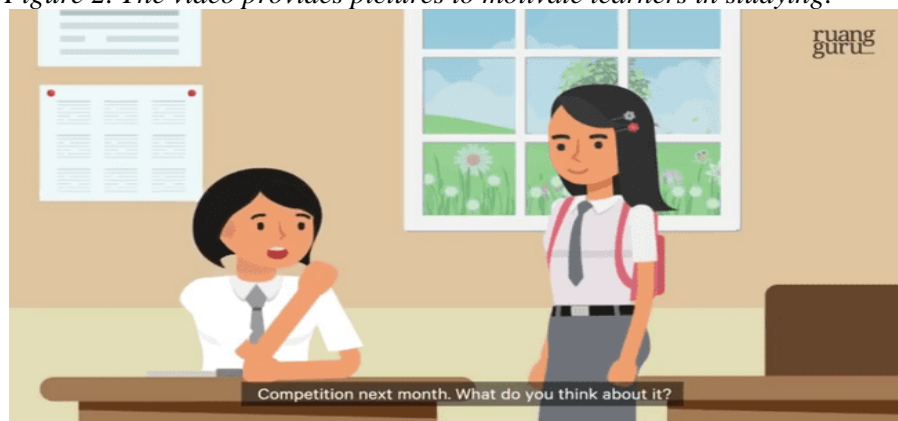
Transcript of the Video
INTRO.

Hello everyone, with me Yofrina in Ruang Belajar.

Nah, kamu pernah gak sih minta pendapat dari orang lain? Mungkin dari orang tua, dari guru, ataupun dari temen. Seperti di dialog sebelumnya, temen kita minta pendapat dari temennya. Nah, dengan menggunakan kata apa? “*What do you think about?*”

Meanwhile, after analyzing the video, it is found that the video does not provide a drill for viewers to practice and apply their newfound knowledge, fostering a deeper understanding of the subject matter.

Figure 2. The video provides pictures to motivate learners in studying.



For this principle, this video provides this picture. This picture contains two students talking about a competition and one of them is asking about her friend's opinion about it. The pictures in this video motivate learners to study due to the text used in the video. Each sentence of the text helps the learners to understand what the video is about.

Overall, the video employs a combination of discussion, practice, and visual aids to enhance the learning experience and inspire learners to engage with the material.

B. Manipulate Physical Arrangements to Promote Speaking Practice.

In this part, there are three principles. First, the video has to lead the learners to have physical arrangements. Then, it has to create speaking stations like discussion prompt around the classroom. Last, it also has to use visual aids to prompt speaking. However, the video only fulfil the last principle. It only has visual aids to promote speaking.

Transcript of the Video

Nah, coba nih kita praktekan seperti saat ini nih. Kakak mau pergi ke suatu sekolah, yang mana di sana lagi ada ngelarang fastfood di sekolah tuh. Can you imagine what if fastfood is banned in your school? Let's see what happens. So, let's check it out!

Speaker : "Halo, what do you think about banning fast food in school?"

Student A: "bla bla bla bla"

Speaker : "thank you!" (pindah ke student B)

Speaker : "Hey, what is your opinion about banning fast food in your school?"

Student B: "bla bla bla bla"

Speaker : "Well" pindah ke student C)

Speaker : "Hi! Any comment about the school's rule?"

Student C: "bla bla bla bla"

Nah, kali ini kakak akan mewawancarai salah seorang guru di sekolah ini.

Speaker : "Hello, Sir! Would you give me your opinion about banning fast food in school?"

Teacher : "bla bla bla bla"

Speaker : "Thank you, Sir!"

Figure 3. The video uses visual aids to prompt speaking.



Lastly, while the video does use visual aids to prompt speaking. In this video, the speaker tries to ask to the students and the teacher regarding their opinion of banning fast-food in the school. The visual facilitate the learners to get the atmosphere of how to ask for the opinion formally and informally. It would be beneficial to incorporate a variety of different aids to cater to different learning styles and increase engagement.

2) VIDEO ANALYSIS

A. *The Relevance of the Video to the Substance of the Material*

In this part, there are four principles which have to be fulfilled by the video. First, the video content has to align with the learning objectives and curriculum of the course. Then, the information presented in the video has to support and enhances the understanding of the course materials. next, the video has to provide a practical application or real-world example of the concepts being taught in the class. Lastly, the video has to help to reinforce important concepts or skills covered in the course.

Based on *Kep Ka BSKAP No.08_2022 Kemendikbud tentang CP of “Kurikulum Merdeka”* (MBKM curriculum), the objective of the course which is translated as:

English language education at the elementary and secondary levels (elementary schools/MI/Paket A Program; junior high schools/MTs/Paket B Program; and senior high schools/MA/Paket C Program) in the national curriculum provides opportunities for students to broaden their perspectives related to self, social relationships, culture, and global employment prospects. Learning English equips students with the ability to access the outside world and understand different ways of thinking. Their understanding of social-cultural and intercultural knowledge can enhance critical thinking skills. By comprehending other cultures and their interactions with Indonesian culture, students develop a profound understanding of Indonesian culture, strengthen their own identity, and learn to appreciate differences. English language learning focuses on strengthening proficiency in the six language skills: listening, speaking, reading, viewing, writing, and presenting, integrated across various text types.

This video appears to be a valuable addition to the course material as it aligns well with the learning objectives and curriculum. Secondly, the information presented in the video supports and enhances the understanding of the course materials. It is important that the video content supports and enhances the understanding of the course materials, which seems to be the case here.

Figure 4. *The video provides a practical application or real-world example of the concepts being taught in the class.*





Transcript of the Video

Now, let's take a look. Yang pertama adalah, expression of Asking for an opinion in an informal situation.

Coba nih kamu perhatikan, yang pertama;

"What do you think about?" (apa pendapat kamu tentang?).

Contohnya nih, *"What do you think about banning smartphones in school?"* (gimana pendapat kamu tentang melarang penggunaan HP di sekolah?). Nah contohnya seperti itu.

Now, the second, yang kedua. *"What's your opinion about?"*

Dan yang berikutnya *"Any Comment?"*

Contohnya nih, *"Any comment about my current photo?"*. Contohnya nih kakak baru update foto nih ya di sosial media, trus kakak nanya sama temen kakak, gitu.

Nah, ada lagi nih. Yang berikutnya, "How about".

Contohnya nih, kamu mau liburan sama temen kamu, trus diskusi sama temen temennya nih. *"Hmmm... How about going to Bali this year?"*. Nah, boleh ya menanyakan pendapat dengan menggunakan *"How about.."*

Now, let's talk about Asking for an opinion in a formal situation.

Nah, coba perhatikan ya!

Yang pertama, *"Would you give me your opinion on?"*

Contohnya nih, kamu ingin minta pendapat dari guru kamu.

"Sir, would you give me your opinion on my study?"

Contohnya kamu mau melanjutkan sekolah tuh, setelah SMA mau ke kampus mana yah. Nah, you can use, *"Would you give me your opinion on?"*

Yang kedua, *"Do you have any idea?"*. (Apakah bapak atau ibu ada ide tentang?)

Yang ketiga, *"What is your view on this matter?"*. Artinya kakak menanyakan pendapat tentang suatu masalah kepada orang yang lebih tua ya. Bisa menggunakan apa tadi? *"What is your view on this matter?"*

The video provides practical applications and real-world examples of the concepts being taught in the class, which can help students, better understand how to apply the concepts of asking for an opinion in their own lives or careers. Additionally, the video seems to reinforce important concepts or skills covered in the course, which can be especially helpful for students who may struggle to grasp the concepts of asking for an opinion or need extra practice to fully understand them. Overall, this video

appears to be a well-designed and useful resource for students looking to gain a deeper understanding of the course material.

B. Compatibility with the Curriculum and Basic Competency

In this part, there are two principles which the content video has to fulfil. First, the material in the video has to be compatible to the curriculum. Then it has also to be compatible to the basic competency of speaking skill for the learners.

Based on *Kep Ka BSKAP No.08_2022 Kemendikbud tentang CP* of “Kurikulum Merdeka” (MBKM curriculum), the objective of the element of the course which is translated as:

By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.

Transcript of the Video

Nah, kamu pernah gak sih minta pendapat dari orang lain? Mungkin dari orang tua, dari guru, ataupun dari temen. Seperti di dialog sebelumnya, temen kita minta pendapat dari temennya. Nah, dengan menggunakan kata apa? “*What do you think about?*”

Nah, coba nih kita praktekan seperti saat ini nih. Kakak mau pergi ke suatu sekolah, yang mana di sana lagi ada ngelarang fastfood di sekolah tuh. Can you imagine what if fastfood is banned in your school? Let’s see what happens. So, let’s check it out!

This video appears to be well-suited to the course curriculum, aligning with the learning objectives and providing relevant information to support students' understanding. Additionally, the material presented in the video is designed to develop the basic competency of speaking skills for the learners, which is a critical aspect of effective communication. By incorporating practical examples and exercises, the video allows students to practice and develop their speaking skills while also reinforcing important concepts covered in the course. The compatibility of the video material with both the curriculum and learners' basic competencies is essential for ensuring that it is a valuable resource for learning, providing practical and engaging opportunities for students to improve their communication skills. Overall, the video appears to be a well-designed and effective tool for supporting student learning and development.

C. Attractiveness of the Video

In this part, there are three principles to be analyzed. First, the language being used on video has to be understandable. The video has to have high-quality visuals, including good lighting and well-framed shots. Last, the sound has to be clear and easy to understand.

Transcript of the Video

Hello everyone, with me Yofrina in Ruang Belajar.

Nah, kamu pernah gak sih minta pendapat dari orang lain? Mungkin dari orang tua, dari guru, ataupun dari temen. Seperti di dialog sebelumnya, temen kita minta pendapat dari temennya. Nah, dengan menggunakan kata apa? “*What do you think about?*”

Nah, coba nih kita praktekan seperti saat ini nih. Kakak mau pergi ke suatu sekolah, yang mana di sana lagi ada ngelarang fastfood di sekolah tuh. Can you imagine what if fastfood is banned in your school? Let’s see what happens. So, let’s check it out!

From the transcript above, it can be seen that the language used in the video is understandable to the intended audience. The diction being use is simple and easy to catch by the audience.

Figure 5. The video has high-quality visuals, including good lighting and well-framed shots.



The video has high-quality visuals with good lighting and well-framed shots which are essential to capture viewers' attention and convey the message effectively. Additionally, the sound is clear and easy to understand to ensure that the audience can hear and comprehend the message being presented. By effectively executing these elements, an engaging and visually appealing video can be created that effectively communicates its intended message to the audience.

D. Duration of the Video

There are two principles in this part which has to be fulfilled by the content video. First, the video has to have an appropriate length for the intended audience and purpose. The video has to be long enough to cover the necessary material but short enough to hold viewers' attention.

Figure 6. Duration of the Video



The duration of the video is four minutes and thirty seconds (04:30) which strikes a balance between holding the audience's attention and delivering the essential information. A well-tailored video length ensures that the audience receives the intended message effectively. An appropriate video length is crucial to engage the intended audience and fulfil the purpose. It should be long enough to cover all the necessary material but not too lengthy that viewers lose their interest.

E. Material Validity and Content Originality

This is the last part of the principles. It has four principles. The first principle, the material accurately has to reflect the subject matter being taught. Then, it has to be current and up-to-date, reflecting the latest research and knowledge in the field. Next, the material has to be original and not copied or plagiarized from another source. Lastly, the material has to be unique and offers a fresh perspective or approach to the subject matter.

Figure 7. The material accurately reflects the subject matter being taught.



It can be determined that the material presented accurately reflects the subject matter being taught. The material is also current and up-to-date, incorporating the latest research and knowledge in the field. Furthermore, the material is original and not plagiarized from any other source. It presents a unique perspective or approach to the subject matter, offering fresh insights that can enhance viewers' understanding and engagement. Overall, the video provides high-quality, reliable, and informative content that aligns with its intended purpose.

B. Findings

According to the data description above, it can be concluded that there are two components which are analyzed by the researcher. Those are teaching principles and video analysis. In teaching principles, this video fulfils two out of three principles. The video provides something for learners to talk about and manipulates physical arrangements to promote speaking practice. Meanwhile, the video does not create opportunities for students to interact by using group work or pair work.

In addition, based on the video analysis, the video fulfils five out of five which means all of the principles. The video is relevant to the substance of the material. The video is compatible with the curriculum and basic competency. The video is attractive. The duration of the video is appropriate. Lastly, the video is valid and original to be used.

Discussion

The video offers a multifaceted approach to engage and motivate learners. Firstly, the video provides a topic for discussion. The topic is “Asking for Opinions” which encourages viewers to actively participate in the learning process by thinking critically and sharing their thoughts and ideas. Although it does not provide a drill for viewers to practice, it provides pictures to motivate learners in studying. According to Huang et al., (2020), the role of videos is essential to interest-driven video creation learning activities.

The video in question appears to have several shortcomings when it comes to effectively facilitating group or pair work activities in a classroom setting. Firstly, it lacks a clear communication of learning objectives and expectations, which are crucial for students to understand the purpose and goals of the activity. Secondly, the video lacks diversity in grouping strategies, which can prevent students from developing social skills and building relationships with different classmates. Thirdly, clear guidelines for behavior during group or pair work are not set, which can lead to disruptions and a lack of focus. Lastly, the video does not provide students with clear roles and responsibilities within their groups or pairs, which can lead to confusion and conflict. In summary, for a successful group or pair work activity, it is essential to establish clear objectives, use diverse grouping strategies, provide guidelines for behavior, and assign roles and responsibilities within the groups or pairs. In line to Davi’s (1996) statement in (Brown, 1995) that simulation gives many advantages as providing the opportunity for the students to carry out a task or solve a problem together.

The video in question has several areas for improvement in terms of creating an interactive and engaging classroom environment. Firstly, it does not lead the learners to have physical arrangements that are conducive to group work or pair work activities, which can impact their ability to collaborate effectively. Secondly, the video does not create speaking stations such as discussion prompts around the classroom, which can limit opportunities for learners to engage in meaningful conversations and share ideas with their peers. Lastly, while the video does use visual aids to prompt speaking, it would be beneficial to incorporate a variety of different aids to cater to different learning styles and increase engagement. In summary, creating a dynamic classroom environment requires intentional physical arrangements, creating speaking stations, and utilizing a range of visual aids to prompt speaking and enhance learning. Akinleye (2010) in (Olayinka, 2016) stated that effective teaching and learning requires a teacher to teach the students with instructional materials and use practical activities to make learning more vivid, logical, realistic and pragmatic.

This video appears to be a valuable addition to the course material as it aligns well with the learning objectives and curriculum. The video provides practical applications and real-world examples of the concepts being taught in the class, which can help students better understand how to apply these concepts in their own lives or careers. Additionally, the video seems to reinforce important concepts or skills covered in the course, which can be especially helpful for students who may struggle to grasp certain concepts or need extra practice to fully understand them. Overall, this video appears to be a well-designed and useful resource for students looking to gain a deeper understanding of the course material. Nabila & Pujosusanto (2013) analyzed that the

videos based on the Basic Competencies of Grade X 4.1 in the first semester of the 2013 curriculum with the theme "Begrüßungen und Kennenlernen" (Greetings and Introductions), the data reveals that there are three videos with the following titles: 1) Greetings (Begrüßungen). 2) Introducing oneself. 3) Getting to know someone. These three videos are considered suitable as they have the same language proficiency level, which is A1, and their topics align with the required indicators and the theme of the Basic Competencies for Grade X in the first semester.

This video appears to be well-suited to the course curriculum, aligning with the learning objectives and providing relevant information to support students' understanding. Additionally, the material presented in the video is designed to develop the basic competency of speaking skills for the learners, which is a critical aspect of effective communication. By incorporating practical examples and exercises, the video allows students to practice and develop their speaking skills while also reinforcing important concepts covered in the course. The compatibility of the video material with both the curriculum and learners' basic competencies is essential for ensuring that it is a valuable resource for learning, providing practical and engaging opportunities for students to improve their communication skills. Herawati Pudji & Julaikah (2013) also found that Based on the results of the content suitability analysis conducted, it can be concluded that the video "Neu in Berlin-Kaffee und Kuchen" aligns with the Competencies and Curriculum 2013. Therefore, the video can be used as an alternative resource in teaching and learning.

To create an attractive video that effectively communicates its intended message, attention must be given to several crucial elements. The language used in the video is understandable to the intended audience, avoiding technical jargon or complex terminology. The video provides high-quality visuals with good lighting and well-framed shots which are essential to capture viewers' attention and convey the message effectively. Additionally, the sound is clear and easy to understand to ensure that the audience can hear and comprehend the message being presented. By effectively executing these elements, an engaging and visually appealing video can be created that effectively communicates its intended message to the audience. Wardani & Purnama (2016) also found that in the language component, there are 10 items in the assessment instrument. The total score for the language component of the "Rangka Manusia" video is 25 (Satisfactory), while the "Daur Hidup Hewan" video received a score of 16 (Below average).

An appropriate video length is crucial to engage the intended audience and fulfill the purpose. It should be long enough to cover all the necessary material but not too lengthy that viewers lose their interest. Thus, the duration of a video should strike a balance between holding the audience's attention and delivering the essential information. A well-tailored video length ensures that the audience receives the intended message effectively. Pan et al., (2012) noted that a main problem with video instruction was that students tended to stop watching if the video was 40 min or longer. Learning from a long video might be difficult due to the limited capacity of students' working memory (Baddeley, 1980; Leedy & Ormrod, 2010)

It can be determined that the material presented accurately reflects the subject matter being taught. The material is also current and up-to-date, incorporating the latest research and knowledge in the field. Furthermore, the material is original and not

plagiarized from any other source. It presents a unique perspective or approach to the subject matter, offering fresh insights that can enhance viewers' understanding and engagement. Overall, the video provides high-quality, reliable, and informative content that aligns with its intended purpose.

CONCLUSION

In conclusion, the analyzed video employs a many-sided approach to engage and motivate learners through discussion, practice, and visual aids. However, it falls short in effectively facilitating group or pair work activities by not setting clear learning objectives, diverse grouping strategies, guidelines for behavior, and roles and responsibilities. Creating a dynamic classroom environment also requires intentional physical arrangements, creating speaking stations, and utilizing a range of visual aids to prompt speaking and enhance learning. Overall, the video is a valuable addition to the course material that aligns well with the learning objectives and curriculum, providing practical applications and real-world examples of the concepts taught in the class.

Additionally, the material presented in the video is designed to develop the basic competency of speaking skills for learners, which is a critical aspect of effective communication. The language used is understandable, avoiding technical jargon or complex terminology, and the visuals are of high quality, well-framed, and well-lit. The sound is clear, ensuring that the audience can hear and comprehend the message being presented. The duration of the video strikes a balance between holding the audience's attention and delivering essential information, making it appropriate for the intended audience and purpose.

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