DEVELOPING VIDEO-BASED LEARNING FOR PROVIDING ADVICE ON ENGLISH JOB INTERVIEWS TO TWELFTH-GRADE STUDENTS AT SMK WIKRAMA BOGOR

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Abstract

As the second most spoken language, English dominates crucial sectors such as the economy, politics, and education, underscoring its importance. The widespread emphasis on English proficiency is essential for success in today's interconnected world. The National Labor Force Survey (Sakernas) in 2023 revealed that 56% of vocational high school graduates chose to work instead of pursuing higher education. Moreover, in 2024, the Ministry of Education, through the Directorate General of Vocational Education, launched 25 programs to enhance vocational high school graduates' skills, including English proficiency. For students entering the workforce, strong basic English skills are crucial for securing well-paying jobs in multinational companies. English learning extends beyond conventional education, with students also utilizing media such as the Internet. This study aimed to develop a video-based learning program on English job interviews for twelfth-grade students at SMK Wikrama Bogor, delivered via YouTube, to gather feedback and assess students' comprehension after viewing the video. This study was classified as Research and Development and was designed with the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate) proposed by Branch (2009). This research produced animated English teaching videos on YouTube. Evaluations were conducted by six experts and 76 twelfth-grade students at SMK Wikrama Bogor. The results of the experts' evaluation: display quality at 85.66%, media quality at 81.55%, and lesson quality at 87.27%. Students' evaluation: display quality was 85.42% and material presentation quality was 84.64%. These results validate the video's excellence. In conclusion, video-based learning programs effectively enhance student engagement through innovative material presentations.

Keywords: *Innovation, technology, Video learning, English teaching material, YouTube, English learning, Research and Development, ADDIE Model, Video production.*

INTRODUCTION

English has become the second most spoken language worldwide, playing a crucial role in various aspects such as the economy, politics, health, education, and work. Kachru (1992) highlights English's importance in international diplomacy, science, technology, and academia. Consequently, students entering the workforce need a strong command of English to secure well-paying jobs in multinational companies. English learning extends beyond formal education, with the internet and social media emerging as powerful tools for language acquisition.

The rapid development of technology has democratized information access, enabling self-directed learning and personalized skill development through online platforms. As Sanjaya (2007) notes, interest in learning significantly influences motivation, and incorporating animated video-based learning has proven more engaging and effective than traditional textbooks (Fadhli, 2015). YouTube, a popular platform among students, offers accessible and versatile educational content, making it an indispensable resource for contemporary education (Nguyen & Smith, 2022).

The 2023 National Labor Force Survey (Sakernas) by the Central Statistics Agency (BPS) shows that over 45% of vocational high school graduates are employed within a year of graduation, with an additional 11% working before graduation, highlighting a preference for entering the workforce directly. To address this, the Ministry of Education, Culture, and Research launched 25 programs on January 16, 2024, aimed at preparing qualified and work-ready vocational graduates. These initiatives focus on developing a robust vocational education ecosystem to produce graduates with superior, adaptive, and relevant skills. One key program emphasizes enhancing foreign language proficiency, particularly in English. Preparing twelfth-grade vocational school graduates with strong English skills is crucial, aligning with government priorities and improving their employability.

At SMK Wikrama Bogor, vocational students face challenges in preparing for English job interviews, essential for securing positions in multinational companies. The school's curriculum covers various fields requiring English proficiency, such as multimedia, hospitality, informatics, marketing, and culinary arts. To support these students and align with government initiatives, this research aims to develop video-based learning resources using the ADDIE model (Branch, 2009). The educational videos, hosted on YouTube, will provide guidance on English job interviews, thereby enhancing students' speaking skills and job prospects. This study focuses on creating engaging, effective, and easily accessible video-based learning tools to aid twelfth-grade students at SMK Wikrama Bogor in preparing for English job interviews, ultimately supporting their career opportunities and aligning with broader vocational education goals.

METHODOLOGY

This study was classified as Research and Development because the researcher aimed to create an innovative educational product in the form of video-based learning. As noted by Borg and Gall (2003), Educational Research and Development (R&D) is a process used to develop and validate educational products. The research was designed using the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate) proposed by Branch (2009) and incorporated the three stages of video production (Pre-Production, Production, and Post-Production). Branch (2009) asserts that using the ADDIE process is highly effective for creating products. As a guiding framework for complex situations, ADDIE is particularly suitable for developing educational products and other learning resources. The population was the twelfth-grade students at SMK Wikrama Bogor, totaling 315 students in the academic year 2021/2022. Using simple random sampling and Slovin's formula, the sample size was adjusted to 76 students (24.12% of the population). The primary data source was the video-based

learning program created by the researcher. Secondary data included feedback from students and experts, which was compiled and analyzed.

The research involved three major steps: Pre-Production, Production, and Post-Production. In Pre-Production (*Analyze* step), the researcher identified a lack of preparation for English job interviews among twelfth-grade students at SMK Wikrama Bogor, highlighting the need for job-ready skills. In the Production phase (*Design* and *Develop* steps), the researcher created a video script covering interview preparation, dress code, common questions, body language, crafting responses, questions to ask and avoid, fillers for unprepared questions, and role-playing exercises. The learning media was developed using animated videos with PowToon, voice dubbing, and background sounds using the CapCut app. In Post-Production, the product was first implemented and evaluated by six experts, revised, and then implemented and evaluated again by 76 twelfth-grade students at SMK Wikrama Bogor.

FINDINGS and discussion

Production Process

This section presents the entire development process of creating the video learning program. The product was made available in video format. The researcher went through several stages in making this video learning program: pre-production, production, and post-production. The description of each stage is as follows:

Pre-Production

The researcher selected this topic after identifying that twelfth-grade students at SMK Wikrama Bogor were inadequately prepared to enter the workforce upon graduation. This choice aligns with government priorities and aims to address the gap in specialized training. The goal is to ensure that the educational product effectively meets students' needs, enhances their employability, and prepares them for careers in multinational companies requiring English-speaking proficiency.

Production

After choosing the topic, the researcher designed a script for the video scenario in advance as a guide for producing the video learning program. The script was made with two main aspects: audio and visual. The next stage involved producing the video learning program based on the script that was made and approved in the previous stage. For creating the video, the researcher decided to use PowToon as a tool for designing animations that would later be presented in the instructional video. The researcher decides to pay for a month-limited premium account that is being sold and shared by the seller. Hence, the researcher is able to access all unlimited templates and create professional content without the watermark when the final video is exported. The researcher chose to use PowToon because it was considered simple and easy to use for beginners creating an animation video. The researcher then focused on incorporating audio aspects, such as background music and sound effects, into the video. For this process, the researcher chose to use CapCut software as the video editing tool. The entire learning video, "How to Face English Job Interviews?", comprises an opening, three segments containing the material, a practice session as the final part of the video, and a closing to complete the learning video. The total length of the video

is approximately 25 minutes and 53 seconds. The researcher exported the video and then uploaded it to YouTube for the experts and the students to watch and evaluate.

Post-Production

In this stage, the learning video program was implemented and evaluated by four kinds of experts: material experts, instructional design experts, instructional media and communication experts, and educators, to ensure the program was suitable for use. The experts assessed 3 qualities; display quality, media quality, and lesson quality. After being evaluated by the experts, the product was revised based on their feedback to address and improve any deficiencies identified in the initial video. Once the final product was completed, the researcher implemented it with the students to gather their feedback on the product. The students evaluated two qualities: display quality and material presentation quality and also took a comprehension test consisting of ten questions regarding the video learning product.

Data Analysis

The researcher distributed the survey to 6 experts. These experts include subject matter experts, instructional design experts, instructional media and communication specialists, and a lecturer as the user. The survey is also distributed to 76 twelfth-grade students at SMK Wikrama Bogor who are enrolled in the academic year 2021/2022. The survey contains display, media, and lesson quality aspects that need to be filled in by the experts to validate the product quality before it is implemented on the students. On the other hand, the survey for twelfth-grade students contained display and material presentation quality to find out the feedback of the product by the students to prepare themselves facing English job interviews using a video-based learning program. A comprehension evaluation which consists of 10 multiple-choice questions also added to the survey to test the students' comprehension of the video material. The survey score is given using a Likert Scale that ranges from Very Poor (VP) to Excellent (E) to measure opinions and perceptions about the aspects. The respondents will be required to choose 1, 2, 3, 4, or 5 in accordance objectively. The numbers represent the values as (1) Very Poor, (2) Poor, (3) Fair/Average, (4) Good, and (5) Excellent. The results of the survey will be accumulated into percentages using the formulation:

$$P = \frac{X}{Xi} \times 100\%$$

P = Percentage
X = Total answer score (Excellent + Good + Fair + Poor + Very Poor)
Xi = Total ideal score (Total questions x total participants x ideal score)

After accumulating the quality scores, the researcher categorized the results based on Arikunto's (2006) score criteria. These criteria determine whether the product's quality is sufficient to be implemented in the field for the students. The table of Arikunto's score criteria is as follows:

Table 1. Score Criteria by Arikunto (2006)

Percentage	Value
0% - 19,99%	Very Poor
20% - 39,99%	Poor

40% - 59,99%	Fair / Average
60% - 79,99%	Good
80% - 100%	Excellent

Experts Evaluation

The researcher has conducted the evaluation from 6 experts by distributing the survey to the experts to assess the display, media, and lesson quality to find out the eligibility of the product before it is implemented to the students. The results of the survey as can be seen as follows:

a. Display Quality

Table 2. Display Quality

No.	Aspects	E (5)	G (4)	F (3)	P (2)	VP (1)
1	Use of fonts type and size	1	4	1	0	0
2	Color composition	4	2	0	0	0
3	Graphic and Picture	3	1	2	0	0
4	Video	2	4	0	0	0
5	Animation	3	2	1	0	0
6	Voice / Narrative Clarity	3	1	2	0	0
7	Music and Sound Effect	3	2	1	0	0
8	Screen Design	3	2	1	0	0
9	Term Explanation	3	2	1	0	0
10	Language Utilization	2	3	1	0	0
Total		27	23	10	0	0

This part of the survey contains 10 questions related to the display of product quality aspects. If the ideal score is achieved when participants answer 5 for each question, then the ideal total score (Xi) is 10 times 6 times 5 which equals **300**.

Total answer of Excellent = 27 x 5 = 135
Total answer of Good = 23 x 4 = 92
Total answer of Fair = 10 x 3 = 30 +
Total (X) = 257
Percentage = $\frac{257}{300}$ x 100%

= 85,66**%**

Based on the data above, the highest total score for the display quality aspect is Excellent **(E),** with a total score of 27 data. The total percentage for all 10 aspects is **85,66%**. As referred to in Table 4.2, the total percentage of 85,66% is included as an excellent criterion. Therefore, from the explanation above, the experts assess the display quality of the product as **excellent** to be carried out.

b. Media Quality

Table 3. Media Quality

No.	Aspects	E (5)	G (4)	F (3)	P (2)	VP (1)
1	Compatibility of picture/video displayed with the material	2	3	1	0	0
2	Compatibility of picture size with media size	1	5	0	0	0

3	Visual clarity (layout design, typography, color)	2	3	1	0	0
4	Visual clarity helps with learning process	2	2	2	0	0
5	Audio clarity	2	2	2	0	0
6	Audio clarity makes the video more interesting	3	2	1	0	0
7	Efficiency of the text (can be read easily)	1	1	4	0	0
8	Clarity of font style	1	4	1	0	0
9	Clarity of font size	1	4	1	0	0
10	Accuracy of font utilization	1	4	1	0	0
11	Utilization of the text can be read easily	1	3	2	0	0
12	Accuracy of English writing	2	3	1	0	0
13	Presentation of sentence is simple and easy to understand	2	3	1	0	0
14	Compatibility of text layout	2	4	0	0	0
15	Compatibility of picture proportion	2	4	0	0	0
Total		27	25	47	18	0

This part of the survey contains 15 questions regarding the media quality aspects of the product. If the ideal score is achieved when participants answer 5 for each question, then the total ideal score (*Xi*) is 15 times 6 times 5 which equals **450**.

Total answer of Excellent = 25 x 5 = 125
Total answer of Good = 47 x 4 = 188
Total answer of Fair = 18 x 3 = 54 +
Total (X) = 367
Percentage = $\frac{367}{450}$ x 100%

= 81,55**%**

Based on the data above, the highest total score for the media quality aspect is Good (**G),** with a total score of 47 data. The total percentage for all 15 aspects is **81,55%**. As referred to in Table 4.2, the total percentage of 81,55% is included as an excellent criterion. Therefore, from the explanation above, the experts assess the media quality of the product as **excellent** to be carried out.

c. Lesson Quality

Table 4. Lesson Quality

No.	Aspects	E (5)	G (4)	F (3)	P (2)	VP (1)
1	Accuracy of topic selection	4	2	0	0	0
2	Clarity of learning purpose	4	1	1	0	0
3	Consistency of content with learning purpose	5	1	0	0	0
4	Clarity of material explanation	4	1	1	0	0
5	Clarity of example presentation	3	3	0	0	0
6	Presentation of material exercise	3	2	1	0	0
7	Distribution of the feedback	3	1	2	0	0
8	Lifting up motivation to the audience	2	3	1	0	0
9	Conformity of material with learning objectivity	2	4	0	0	0
10	Quality of learning interaction	2	2	2	0	0
11	Systematic, traceable, clear logic flow	1	4	1	0	0

Total	33	24	9	0	0

This part of the survey contains 11 questions regarding the lesson quality aspects of the product. If the ideal score is achieved when participants answer 5 for each question, then the total of ideal score (*Xi*) is 11 times 6 times 5 which equals **330**.

Total answer of Excellent = 33 x 5 = 165
Total answer of Good = 24 x 4 = 96
Total answer of Fair = 9 x 3 = 27 +
Total (X) = 288
Percentage = $\frac{288}{330}$ x 100%

= 87,27**%**

Based on the data above, the highest total score for the lesson quality aspect is Excellent (**E),** with a total score of 33 data. The total percentage for all 11 aspects is **87,27%**. As referred to in Table 4.2, the total percentage of 87,27% is included as an excellent criterion. Therefore, from the explanation above, the experts assess the lesson quality of the product as **Excellent** to be carried out.

Survey by Twelfth-Grade Students at SMK Wikrama Bogor

The researcher conducted a field test by distributing the survey to 76 twelfth-grade students at SMK Wikrama Bogor. The survey encompasses two assessment aspects: display quality and material presentation quality, along with a comprehension evaluation. The results of the survey as can be seen as follows:

a. Display Quality

Table 5. Students Display Quality

No.	Aspects	E (5)	G (4)	F (3)	P (2)	VP (1)	Percentage %
1	Animation Display	21	45	10	0	0	82,89%
2	Image Display Quality	26	43	7	0	0	85,00%
3	Presentation of the Text Can be Read and Easily Understood	35	29	12	0	0	86,05%
4	The Use of Font Types and Sizes	33	34	9	0	0	86,31%
5	Color Composition	29	40	7	0	0	85,78%
6	Music and Sound Effect	28	33	15	0	0	83,42%
7	Narration	32	35	9	0	0	86,05%
8	Video Visual Clarity	35	36	5	0	0	87,89%
Total		239	295	74	0	0	85,42%

This survey contains 8 questions regarding the display quality aspect of the product. The ideal score is achieved when the participants score 5 for each question. Therefore, the total ideal score (Xi) for this aspect is 8 times 76 times 5 which equals **3040**.

Total answer of Excellent = 239 x 5 = 1195
Total answer of Good = 295 x 4 = 1180
Total answer of Fair = 74 x 3 = 222 +
Total (X) = 2597
Percentage = $\frac{2597}{3040}$ x 100%

= 85,42%

According to the data above, the most voted value by the students is 'Good' (G) with a total score of 295. The assessment with the highest percentage is the *Video Visual Clarity*, achieving 87,89%, with 35 'Excellent' (E) votes, 36 'Good' (G) votes, and 5 'Fair' (F) votes. In contrast, the assessment with the lowest percentage is the *Animation Display*, achieving 82,89%, with 21 'Excellent' (E) votes, 45 'Good' (G) votes, and 10 'Fair' (F) votes. Therefore, it can be concluded that *Video Visual Clarity* is the most prominent aspect and has the highest percentage. On the other hand, the *Animation Display* aspect is the least liked by the students and has the lowest percentage. In addition to that, the total percentage of the display quality is 85,42%. As referred to in ***Table 4.2***, this score means the video learning program is considered *Excellent* since the total score reached the *Excellent* percentage criteria. The display quality aspect of this product is considered viable for preparing students to face English job interviews and positively affects the students' interest in watching and learning from the video learning program.

b. Material Presentation Quality

Table 6. Students Material Presentation Quality

No.	Aspects	E (5)	G (4)	F (3)	P (2)	VP (1)	Percentage %
1	Clarity of Lesson Objective	27	42	7	0	0	85,26%
2	Relevancy of Lesson Objective with English for Job Interviews	31	38	7	0	0	86,31%
3	Conformity of Material with Learning Objectives	34	33	9	0	0	86,57%
4	Depth of Material	23	38	15	0	0	82,10%
5	Helping in Understanding English for Job Interviews	28	43	5	0	0	86,05%
6	English for Job Interviews Clarity in Video	29	37	10	0	0	85,00%
7	Exercise Availability	25	39	12	0	0	83,42%
8	Exercise Legibility	29	37	10	0	0	85,00%
9	Accuracy of Presentation Order	24	42	10	0	0	83,68%
10	Comprehension of Lesson Contents	29	39	8	0	0	85,52%
11	Use of Video Helps Audience to Understand the Material	26	42	8	0	0	84,73%
12	Lifting up Motivation of the Audience in Learning English	23	38	15	0	0	82,10%
Total		328	468	116	0	0	84,64%

This survey contains 12 questions regarding the material presentation quality aspect of the product. The ideal score is achieved when the participants score 5 for each question. Therefore, the total ideal score (Xi) for this aspect is 12 times 76 times 5 which equals **4560**.

Total answer of Excellent = 328 x 5 = 1640
Total answer of Good = 468 x 4 = 1872
Total answer of Fair = 116 x 3 = 348 +

Total (X) = 3860

Percentage = $\frac{3860}{4560}$ x 100%

= 84,64%

According to the data above, the most voted value by the students is 'Good' (G) with a total score of 468. The assessment with the highest percentage is the *Conformity of Material with Learning Objectives*, achieving 86,57%, with 34 'Excellent' (E) votes, 33 'Good' (G) votes, and 9 'Fair' (F) votes. In contrast, the assessments with the lowest percentage are the *Depth of Material* and the *Lifting up Motivation of the Audience in Learning English*, both achieving 82,10%. The *Depth of Material* obtained 23 'Excellent' (E) votes, 38 'Good' (G) votes, and 15 'Fair' (F) votes, while the *Lifting Up Motivation of the Audience in Learning English* obtained 23 'Excellent' (E) votes, 38 'Good' (G) votes, and 15 'Fair' (F) votes. Therefore, it can be concluded that *Conformity of Material with Learning Objectives* is the most prominent aspect and has the highest percentage. On the other hand, the *Depth of Material* and the *Lifting up Motivation of the Audience in Learning English* aspects are the least favored by the students and have the lowest percentage. In addition to that, the total percentage of the material presentation quality is 84,64%. As indicated in ***Table 4.2***, this score categorizes the video learning program as *Excellent* since the total score reached the *Excellent* percentage criteria. The material presentation quality aspect of this product is considered viable for preparing students to face English job interviews and positively affects the students' interest in watching and learning from the video learning program.

c. Comprehension Evaluation

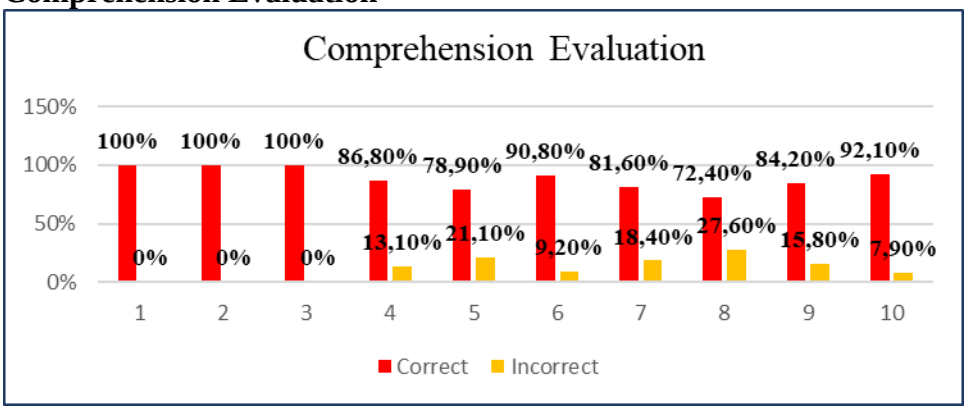

Figure 1. The Result Chart of Comprehension Evaluation

The comprehension evaluation consisted of 10 multiple-choice questions related to the topic in the video learning program entitled 'How to Face English Job Interviews?'. According to collected data, the highest percentages of correct responses by the students were for questions number 1, 2, and 3, each achieving 100% correct responses with no incorrect answers. Conversely, the lowest percentage of correct responses was for question number 8. It achieved 72,40% correct response rate, with 55 students answering it correctly, while 21 students answered it incorrectly. This data

indicates that questions number 1, 2, and 3 were the easiest for students to answer. This is because due to their basic knowledges, allowing the students to comprehend and respond correctly even with minimal focus on the provided video learning program. On the other hand, for question number 8 may be attributed to factors such as decreased student comprehension while reading the question or watching the video, or the higher difficulty level of the question itself.

Discussion

Learning English speaking skills using an animation video-based program on YouTube offers many benefits. It provides an interesting and attractive learning method that keeps learners focused and motivated. Various research studies support the use of video-based learning programs.

Mildayanti (2020) highlights the effectiveness of video-based learning in English classrooms. Her research shows that animated videos provide a contemporary approach that resonates with learners. Nurul Fitri (2021) also found that animated videos are highly attractive and boost student engagement and motivation, which is crucial for developing speaking skills. Anggraini (2021) demonstrated that YouTube videos significantly improve students' speaking abilities by providing opportunities to practice in a supportive environment.

Positive feedback from twelfth-grade students at SMK Wikrama Bogor supports these findings. The video-based learning program received high marks for display quality and material presentation, achieving an Excellent criterion and positive comments. Based on these findings, it is strongly recommended that English teachers use YouTube videos to enhance students' speaking skills and overall English proficiency. Video-based learning methods can modernize and enrich the educational experience, making it more appealing and relevant to students' interests and learning preferences.

CONCLUSION

In developing an animation video-based learning program for twelfth-grade students at SMK Wikrama Bogor, the researcher utilized the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate) as outlined by Branch (2009), incorporating three video production stages: pre-production, production, and post-production. During pre-production, the researcher analyzed the problem of insufficient workforce preparation among the students, aligning with government priorities and addressing gaps in training to ensure students graduate with basic English speaking proficiency and essential skills. In the production stage, the researcher created and designed the script for the video learning program. Using PowToon, they developed an animation video-based learning program, enhanced with sound effects, narration audio, and background music using the CapCut application. The post-production stage involved implementing and evaluating the product with six experts, making revisions based on their feedback before the final product was implemented and evaluated by the students for additional feedback.

The expert evaluations consisted of three aspects: display quality (85.66%), media quality (81.55%), and lesson quality (87.27%). According to Arikunto (2006), scores between 80%-100% are considered Excellent. Thus, the video learning program was deemed excellent and suitable as an English learning

medium. Student surveys on display quality (85.42%) and material presentation quality (84.64%) also fell into the Excellent category. The comprehension evaluation indicated that most students sufficiently understood the material provided, with lower percentages of correct answers mainly due to lack of focus. In conclusion, the video-based learning program is highly beneficial, increasing students' interest in learning through a unique and engaging presentation of material.

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