

The Making of Instructional Videos for Students of Basic Grammar Classes in Vocational College UGM

Andri Handayani,
andri.handayani@ugm.ac.id,
Universitas Gadjah Mada

Wahyu Kartika Wienanda,
wahyu.wienanda@ugm.ac.id
Universitas Gadjah Mada

Alfelia Nugky Permatasari
alfelia.nugky.p@mail.ugm.ac.id
Universitas Gadjah Mada

ABSTRACT

Some concepts in English grammar usually confuse students such as the use of articles and tenses. More interesting learning methods such as flipped class and e-learning using video are needed to improve students' understanding about English grammar. The purpose of this paper is to convey the making process of instructional video for students of Basic Grammar Classes of the English Program, Vocational College, Universitas Gadjah Mada. There are two instructional videos made consisting of two topics; quantifiers and forms of others. The making process was from June to September 2018. The results show that the making process of instructional videos includes video content preparation, shooting process and editing. Video content making includes compiling materials, writing script and arranging storyboard. Meanwhile the shooting and editing processes were handled by a professional video maker. The constraints faced during the shooting process were the difficulty to act naturally and to remember the lines also problem of sound noise. The use of animation also becomes constraint in editing process since more time and energy were consumed to finish the video.

Keywords: English grammar, flipped class, e-learning, instructional video

INTRODUCTION

Understanding grammar is very important for every language learner. As the basic skill in learning English, grammar usually becomes 'horror' for EFL students since many students think it as a difficult subject. Good understanding in grammar could help the learners produce good expression and sentences in English. However different rules between Indonesian and English often create confusion for students especially the freshmen in the English Program of Vocational College, Universitas Gadjah Mada (SV UGM). Although detail explanation and extensive exercises are given by the teacher, still the students face difficulty in understanding the contents of grammar.

Basic Grammar in the English Program of SV UGM focuses on basic materials that must be mastered by the students. English grammar concepts like articles, numerators, word classes (nouns, pronouns, adjectives, adverb), and some basic tenses are taught in this course. Some of these concepts are different from the Indonesian grammar concept. For example in Indonesian, speakers simply use the word "*beberapa*" to represent the concept of the number of objects which is more than one. On the other hand, English uses quite a lot of words like 'some', 'a few', 'any', and 'a little' to represent plural numbers or amount. The use of these words is often quite confusing for Indonesian students who study English. Therefore, the teacher or lecturer must find a teaching method that can help students understand these concepts well.

An interesting learning process is expected to overcome this problem. Making instructional video is chosen as the method of learning because it has several benefits. Citing Williams and Lutes by using video materials, the EFL students could observe and participate in a more active learning experience, while maximizing the use of several cognitive skills (2007, p.2). The presentation of grammar material through videos will give a more real picture for students about the concept if it is difficult to explain in class meetings.

According to Alessi and Tolip, there are four steps to transferring and acquiring knowledge namely perception and attention, encoding, memory and comprehension (2001). Among four elements, memory according to William and Lutes is the learner's ability to recall the information that they have acquired and stored (2007, p. 3). Fleming & Levie conveyed that there are two main principles as the basis of memory augmentation process namely organization and repetition principles (1978). Citing William, the organization principle describes that information is retained better and longer if it is organized whereas the repetition principle states that information that is practiced or used is more easily committed to long-term memory (2007, p.3). According William, the combination of both organization and repetition principles in learning could produce effective learning.

Video applies dual-coding theory as stated by Paivio that cognition is formed by two subsystems, a verbal and non-verbal one (1991). Therefore, the use of video is one example to create effective and efficient learning method to the students. Paivio through Ramirez posit that the verbal subsystem is dealing with the language, and the second is specialized in dealing with non-linguistic objects and events and those systems are assumed to work together in the language acquisition (2012, p. 12). Therefore 'combining pictures, mental imagery, and verbal elaboration could be an effective method in promoting understanding and learning from text by students ranging from grade school to university level' (Paivio, 1991, p.163).

The instructional videos made are used in e-learning process for the students. Basically, the concept of e-learning emphasizes the learning process that gives freedom for learners to get conduct

learning activities without being bound by space and time. Chandrawati (2010) defines e-learning as a distance learning process by combining the principles in the learning process with technology. Ardiansyah (2013) describes e-learning as a learning system that is used as a means for teaching and learning process that is carried out without having face-to-face meeting between the teacher and the students. Furthermore, Rosenberg (2001) explains that networking characteristic of e-learning makes it able to repair quickly, save, reappear, and distribute or share information rapidly. From the description, it can be seen how e-learning allows learning activities to be free from the concepts of space and time.

Through e-Learning, the students will be easier to access the lecture materials particularly in the form of videos. According to Woolfitt, continuing technological developments enable video to be accessible more easily, faster, and across multiple platforms and devices. It can be viewed on multiple (student owned) devices, in multiple formats (before, during, and after class) (2015, p. 5). Not only in class will they be able to repeat the material as many times as they need whenever and wherever independently as part of flipped class learning. The objective of this paper is to explain more detail of the making process of instructional videos used in e-Learning model for students of Basic Grammar classes in SV UGM 2018. There are two instructional videos made consisting of two topics; quantifiers and forms of others. The topics were chosen based on the evaluation of previous year that many students faced difficulty in understanding the topics. The advantage of this paper is to share ideas and knowledge especially in video content making process and team work management.

Video Content Preparation

a. Making Timeline

The most important step before making content is setting timeline of the work. Timeline based on Cambridge Advanced Learner's Dictionary is a plan which shows how long something will take or when things will happen. Timeline is very useful to make sure that the work is done in timely manner. The timeline consists of several activities such as brainstorming and compiling myriad of materials for video contents, making scripts, making storyboards, shooting process, editing and conducting evaluation. Since there are three people in the team, each person is responsible for making contents for one topic. The project was expected to complete in the middle of September 2018, however because there was technical issue and constraint, until the end of October 2018 only two videos were completed. The timeline made by the team can be seen in the following table.

Table 1. The Timeline of Video Making Process

No	Agenda	Period of Implementation in week (2018)																							
		May				June				July				August				September				October			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Making timeline																								
2.	Brainstorming and compiling materials																								
3.	Making scripts																								
4.	Making storyboards																								
5.	Shooting																								
6.	Editing																								
7.	Evaluation																								

Source: Wienanda's Project Report, November 2018

From the timeline depicted in Table 1, it shows that making storyboards and editing process consume more time than other stages. Making storyboards is very specific stage which includes pictures, situation, instruction, setting and portrayal of the real shooting process. The storyboard writer must be able to imagine what kind of situation or scene that will be done. Meanwhile in the editing process, the video maker must be able to master editing software and equipment to produce video quality that is expected. This process takes a lot of time and energy, so that in the timeline longer period must be allocated for this stage.

b. Brainstorming and Compiling Materials

Brainstorming and compiling materials for the videos are not complicated stage because the writers use materials in syllabus of Basic Grammar class as the reference. The main materials for the videos are mainly about the definition of the topics, formula, functions, and the use of the topics in particular contexts. The references used for the materials are primarily from Basic English grammar books such as Fundamentals of English Grammar 3rd Edition by Betty S. Azar, English Grammar in Use by Raymond Murphy and New Round-Up 5 by Virginia Evans and Jenny Dooley.

The first topic is about quantifiers. The materials that should be prepared are the use of 'some', 'any', 'few' and 'little'. The focus of the material for the video is how to make students understand in using those words in several contexts. The easiest way is to make comparison among the concepts. The first comparison is between 'some' and 'any'. The material should cover the different use of 'some' and 'any' by using real examples in daily conversation especially in the contexts of positive, negative and interrogative sentences. Another important point is also about the use of 'any' which means 'it doesn't matter'.

Another discussion for quantifiers is about few and little. The main focus that should be covered by the materials is about the use of few and little for countable or uncountable nouns and also how the meaning or sense can be far different by adding 'a' in front of few and little. By covering these two discussions in the video, it is expected that the students can understand the use of

quantifiers in appropriate contexts. Certainly the video must be completed with exercise or practice questions though the students already get the module.

The second topic is about the forms of 'others'. There are several variations of others such as another, others, the other and the others. The main points in compiling materials are the content must explain the difference among those four forms, and when to use the forms especially in singular and plural nouns context. Another important notice is how the students understand that another, other and the other can be followed by nouns whereas the others and others can't. Sometimes in class there are some cases that the students cannot differentiate when to use other and others. Therefore, visual aids are important to show the differences among the four forms so that the students can imagine the situation to use the appropriate forms of others in appropriate contexts.

The last materials are about the differences between Simple Present and Present Continuous. The important highlight in compiling materials is the content can describe the situation where a speaker uses Simple Present and Present Continuous. The video must also provide detail information about the use of Simple Present and Present Continuous in appropriate context. However formula of the two tenses is also significant to appear in the video.

c. Making Scripts

The next step in making the instructional videos is making scripts. According to Merriam Webster dictionary the definition of script is the written text of a stage play, screenplay, or broadcast *specifically* : the one used in production or performance (www.merriam-webster.com). The script is useful so that the talents in shooting know what to say in front of camera. During the making process the scriptwriter should compose the scripts by considering the situation as if in the class. The language used in the script is also similar to the language used by the teacher in class such as the use of explanations, imperatives, compliments and question tags.

The script must provide detail explanation about the concept of the topics, formula, and the use of the topics in appropriate contexts. Some explanations start from the definition of the terms used in the topic to make students understand. After that the script can discuss about the formula of the topic used in the sentence and the rules how to use them. For instance, the script provides formula to make positive sentence in Simple Present and Present Continuous focusing on the use of verb 1 and progressive verbs (-ing form).

Imperatives are expressions to give command to students to do something such as 'read', 'fill the blanks', 'complete the sentences', 'pause the video', etc. The use of imperatives is very important so that the students know what to do while watching the video. It is expected that by using imperatives, the speaker or talent can direct the students to do the activities like they do in class. By

the end of watching the video, the students are also expected to have general knowledge about the topic before having further discussion in class.

The script also includes the compliment sentences to motivate the students such as ‘Do you get the answers right? Great!’ The talent also needs to use question tags in her speaking. The use of question tag also can motivate the students to do better. Some of the uses of question tags in the video are ‘What do you think about the questions? They are easy, aren’t they?’ and ‘pretty easy right?’

Other important matters that should be included in the scripts are greetings, and closing statements. Some greetings expressions used in the videos are “Hello everyone! Welcome to English Grammar I video. In this video we are going to learn about...”, “Hello everyone, my name is.... In this occasion we are going to learn about...”. Greeting is very important to open the video so that the students or viewer could understand what they will learn from the video. Meanwhile the closing statements used in the video are “I think that’s all for now. Thank you guys for watching, good luck with the exercises and see you in class!”, and “That’s all our lesson for today. Hope you understand and can apply both of the tenses in appropriate situations or contexts. See you again in our next video. Have a great day everybody! The expression of ‘see you in class’ is important to remind the students that they still need to discuss the materials and do exercise further in class. The use of video is only as learning material to prepare the students before class.

The process of making script for the instructional video does not consider the duration of the video. The scripts length also depends on the content of the video. The more detail the content, the longer script that should be made. The example of script for the video is as follows:

Introduction

- Hello, everyone!
- Welcome to English Grammar 1 Video.
- In this video we’re going to learn about **quantifiers**, like **MUCH, MANY, LITTLE**, and **FEW**
- Quantifiers are added before nouns to indicate the quantity of the nouns, whether they are in a big quantity, certain amount, or small quantity. It’s important to understand when and how to use those quantifiers appropriately.

Closing

- That’s all our lesson for today. See you again in our next video. Have a great day everybody!

d. Making Storyboards

Picture 1. The Storyboard Used in the Shooting Process

Storyboard Video Pembelajaran Tata Bahasa 1
 Sekolah Vokasi UGM
 Subyek : Simple Present & Present
 Cont. - Video 3

No	Ilustrasi	Keterangan	Durasi (detik)
17.		Dosen memberikan penjelasan penggunaan simple present tense untuk fakta-fakta kalimat berupa	30
18.		Dosen memberikan latihan.	20
19.		Dosen membahas dan memberikan jawaban.	30
20.		Dosen menyimpulkan materi diikuti pengisian melalui latihan ke elisa.	60

Total durasi (140)

Sources: Wienanda's Project Report, November 2018

Storyboards are used to give clear description about the shots that will be taken. Excellent storyboard in professional video production according to Wright includes ideas, visual directing, technique, execution, characterization and background (2013, pp.170-171). Citing Wright, ideas can be creativity or freshness that can set mood, tone, and pace for the project well. Meanwhile visual directing describes each sequence that can attract and hold audience attention and flow seamlessly into the next. Technique can be explained as practical blueprint for production of the project. Execution contains drawing skills and draftmanship, clearly seen. Characterization can portray the character in the project. Background depicts the background setting of the characters that still allows them to star (Wright, 2013, pp. 170-171). However, in this project, the storyboard made is still simple.

As can be seen from picture 1, the storyboard includes the information about the scene, the script and instruction to the cameramen. The difficulty in making storyboard is not all the members in the team can draw well so the process took longest period. The storyboard contains a lot of

information that are useful for the cameraman. If the storyboard is well-made, the process of shooting and editing will not consume much time.

Based on the project, the storyboard is made in 4 columns. Column 1 is for number. Column 2 is for the drawing or illustration. Column 3 is for notes and column 4 is for duration in seconds or minutes. The illustration depicts the scene that will be shot during the shooting process. It should portray what should be done by the talents during shooting. Therefore, the talents are not confused during the shooting process. The notes column is needed to inform the talents and the cameraman of what to say and what to do during the scene. The last part is duration to show how long the scene is taken. This column can be used to determine the overall duration needed by a video. The complete storyboard are distributed to the talents, director and the cameraman so that everybody involving in the project know the contents that are produced in the video.

e. Video Production

Shooting and Editing

Since shooting and editing processes are not the expertise of the team members especially in the use of equipment and software, the entire process of shooting and editing was done by professionals. The roles of the members were to become the models or talents in the shooting process. The difficulty in the shooting process is in remembering lines and how to produce the good shots. In form of other video, since the talent could not remember the lines well, the talent tried to read the script. However, this looked not good in the result video because the audience could see the gesture of the talent that she is reading the script so the result is not natural. No experience also becomes another problem. All team members were never involved in video production process before. The shooting process took long time because there was only one cameraman and the shooting must follow the schedule. Lighting and sound device were also influence the success of the shooting process. The cameraman wanted to use natural lighting but it was little bit difficult to find appropriate rooms in SV UGM for shooting process. Thus, the team waited until there was room or venue available for the shooting process.

The other constraint was about sound. Since the venue was not soundproof, the cameraman and the talents should be very careful to some noises. The noises that should be minimized included the voice of people while talking, the rain, the sound of door closing or opened, chairs that were moved, thunder, traffic and clock. All team members must prepare and ensure that everything ran well without noise disturbance before shooting. However, if there was unwanted sound during the shoot, the scene had to be cut and repeated until the good results achieved.

Picture 2. The Video with Text Animation



Source: English Grammar 1 with Alfe, Project Video, October 2018

After shooting process, the next stage was editing. Editing process also took long time because to produce high quality video must combine the video file, music and animation. The team members only gave some input to the editor about animation that should be added in the video. The examples of the animation effects are pictures, photos, text and special sound effect as can be seen in picture 2. The team members also gave correction if there are typos or incorrect information in the video.

f. Evaluation

The evaluation is done by watching all the instructional videos that have been made. The lack of information will be added by the cameraman after getting feedback from the team members. The common problem in the video is about the sound. Therefore after evaluation, the cameraman as well as the editor will fix the videos before launching them to the class.

CONCLUSION

The making of instructional videos for students of basic grammar classes in SV UGM includes several steps such as video content preparation and video production. In video content preparation consists of several stages namely brainstorming and compiling materials, making scripts and making storyboards. Meanwhile video production consists of three steps; shooting, editing and evaluation process. The key points of the success of making process are sticking to the timeline, good contents and good shooting and editing process.

REFERENCES

- Alessi, S. M., & Trollip, S. R. (2001). *Multimedia for learning: methods and development* (3rd ed) Needham Heights, MA: Allyn & Bacon.
- Ardiansyah, I. (2013). *Eksplorasi pola komunikasi dalam diskusi menggunakan moddle pada perkuliahan simulasi pembelajaran kimia*. UPI Bandung.
- Azar, B. S., Hartle, S., & Matthies, B. F. (2003). *Fundamentals of English Grammar, Teacher's Guide*. Longman.
- Chandrawati, S.R. (2010). Pemanfaatan e-Learning dalam pembelajaran. *Jurnal Universitas Pertaanan*. 8(2). <http://jurnal.untan.ac.id/>
- Evans, V and Dooley, J. (2011). *New Round-Up 5: English Grammar Practice*. Essex: Pearson Education Limited.
- Fleming, M., & Levie, W. H. (1978) . *Instructional message design: Principles from the behavioral and cognitive sciences*. Englewood Cliffs, NJ: Educational Technology.
- Murphy, R. (2012). *English grammar in use*. Ernst Klett Sprachen.
- Paivio, A. and Clark, J.M. (1991) 'Dual-Coding Theory and Education' *Educational Psychology Review*, Vol.3, no. 3.
- Permatasari A.N. (2018). *English Grammar 1 with Alfe*. Internally published instructional video.
- Ramírez, M. (2012). Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School (Majadahonda). *Unpublished Masters Dissertation*. *Matritensis University, Spain*.
- Rosenberg, M.J. (2001). *E-Learning strategies for delivering knowledge in the digital age*. Vol. 9. New York: McGraw-Hill.
- Script. (1951). In merriam-webster.com. Retrieved from <https://www.merriam-webster.com/dictionary/script>
- Timeline. (2008). In Cambridge Advanced Learner's Dictionary Third Edition software
- Wienanda, W.K, Handayani A., & Permatasari A.N. (2018). *Pengembangan Video Pembelajaran Mata Kuliah Tata Bahasa 1 Untuk Mahasiswa Program Studi Diploma Bahasa Inggris*. Unpublished Project Report.
- Williams, R. T., & Lutes, P. (2007). Using video in the ESL classroom. *Takamatsu University Journal*, 48, 1-13.
- Woolfitt, Z. (2015). The effective use of video in higher education. *Lectoraat Teaching, Learning and Technology*. *Inholland University of Applied Sciences*. Rotterdam.
- Wright, Jean Ann. (2013). *Animation writing and development: From script development to pitch*. Focal Press.