The Power of Screens: Innovations in Teaching English to Young Learners through Educational Videos

Luh Gd Rahayu Budiarta, Universitas Pendidikan Ganesha, Singaraja, Indonesia

Author Corresponding: *rahayu.budiarta@undiksha.ac.id*

Abstract

Educational videos have transformed language learning by enchanting young learners and changing traditional teaching methods. This study aimed to develop innovative educational videos aligned with the English syllabus for young learners while assessing their impact on language acquisition. Using the ADDIE (Analysis, Development, Design, Implementation, and Evaluation) model, instructional designers created and continually improved English language teaching videos to provide engaging and effective language learning experiences. Data collection instruments included interview guides, document analysis, blueprints, rubrics, and questionnaires. The study produced prototype videos using a discovery-based learning approach, covering topic self-introduction, daily routines, and telling the time. Feedback was gathered from participants using rubrics and questionnaires to evaluate the videos. Analysis revealed that the videos were exceptional teaching and learning resources for fifth-grade elementary school students (30 students). They fostered active engagement, authentic language use, and comprehension development, aligning with the objectives of English language education. This study highlights the transformative potential of educational videos in English language teaching for young learners. By employing the ADDIE model and integrating innovative approaches, educators can create captivating and effective instructional videos that meet the needs of young language learners. The findings underscore the value of incorporating such videos in English language classrooms, enhancing language proficiency and facilitating meaningful language acquisition.

Keywords: Educational video; Language acquisition; Teaching English for young learners.

1. Introduction

The fast spread of digital media has revolutionized numerous elements of education, particularly the subject of language learning. This study investigates into the use of educational videos as a potent tool in teaching English to young learners. The focus is on understanding how these videos can be effectively integrated into early language instruction to enhance engagement, comprehension, and overall language acquisition.

The world has become increasingly interconnected, and English has emerged as the global lingua franca, facilitating communication among diverse cultures and nations (Pirdayanti, N. P. A. et al., 2022). As a result, the demand for English language proficiency has grown exponentially, leading to a significant emphasis on effective language teaching methodologies, especially for

young learners. However, traditional teaching methods often struggle to captivate and sustain the interest of young minds in the digital age. Educational videos present an opportunity to address this challenge by capitalizing on the innate attraction of screens and multimedia, making language learning more engaging, interactive, and enjoyable (Febiyanti, N. W. et al., 2021; Nitiasih, P. K. 2021).

In today's rapidly advancing digital era, educational technology has taken center stage, transforming the setting of teaching and learning across various disciplines (Ardianti, N. P. E. et al., 2021) . English language education, in particular, has perceived a paradigm shift with the integration of educational videos as a powerful tool to engage and enhance the language learning experiences of young learners (Juhana, 2014) One of the central theories is the cognitive theory of multimedia learning by Mayer (2019) which posits that learners can process information more effectively when presented through a combination of visual and auditory stimuli. This aligns with the notion of dual coding theory, which suggests that learners can better retain information when it is presented in both verbal and visual formats (Chen, 2012) Additionally, the concept of discovery-based learning, as advocated by (Juhaeni et al., 2020) and (Jonassen (2011), serves as the guiding principle for fostering learners' active engagement and critical thinking during the language acquisition process.

Based on the preliminary observation conducted, there were some problems had shown that, (1) the use of textbooks as the main media to learn English made students bored and uninterested to learn (2) teachers were struggling to find the appropriate English learning media which made based on the syllabus and the characteristics of the students in each grade, (3) teachers who mainly were graduated from primary education studies could not develop English learning media by themselves due to their lack abilities. Moreover, it meant that these teachers could not fulfill the expectation to prepare or create learning media through utilizing technology by themselves. The researcher used the Discovery-based Learning model as the basis of the videos, as it is one of the learning models suggested in the 2013 curriculum. Discovery-based Learning was chosen due to the characteristics of children as active seekers of stimulation to the new knowledge through undergoing problem-solving, cooperation, and inquiry (Treadwell & Walters, 2012). Discovery-based Learning gives opportunities for the students to respond to the stimulation as it is the first stage in Discovery-based Learning.

Numerous studies have investigated the impact of educational videos on language learning across different age groups and languages. For instance, in a study conducted by Alqahtani (2019), it was found that incorporating educational videos in EFL (English as a Foreign Language) classrooms improved students' listening comprehension and motivation. Similarly, Arroba (2021) explored the use of video-based storytelling in early English education and revealed that it significantly enhanced young learners' vocabulary acquisition and communication skills.

Despite the growing body of research, several gaps and controversies remain. One critical gap is the lack of empirical evidence on the long-term effects of educational videos on language acquisition. While short-term benefits have been documented, it is unclear how sustained exposure to educational videos impacts language development over time. Additionally, there is debate over the optimal design of these videos—whether they should be purely educational or incorporate elements of entertainment to maintain engagement.

This study seeks to address these gaps by conducting a longitudinal analysis of the impact of educational videos on young learners' English language development. It also explores the balance between educational content and entertainment value, aiming to provide guidelines for creating videos that are both effective and engaging. The main contribution of this study is its focus on the long-term effectiveness of educational videos, providing much-needed data in this area.
The primary purpose of this research is to explore the potential of educational videos in teaching English to young learners by employing the ADDIE model by Richey& Klein (2007). The study

will concentrate on designing and developing, considering the iterative nature of instructional design and how feedback and data from various instruments impact the ongoing improvement process. By using interview guides, document analysis, blueprints, rubrics, and questionnaires as data collection instruments, the research aims to gain in-depth insights into the instructional designers' decision-making, challenges faced, and strategies employed during the creation of language teaching videos. Furthermore, the study will produce prototype videos to implement a discovery-based learning approach, encouraging active engagement and critical thinking among young learners.

In conclusion, this research aims to highlight the transformative potential of educational videos in teaching English to young learners. By attaching the power of screens and integrating the ADDIE model, instructional designers aim to create engaging and effective language learning experiences. Through a comprehensive exploration of the burning issues, theoretical framework, related previous research, research gap, and research purpose, this study seeks to contribute valuable knowledge to the field of language education and pave the way for further advancements in digital pedagogy.

2. Method

The research was conducted by using design and development (D&D) research design. According to Richey& Klein (2007), D&D research design can be defined as a systematic study that aims to be a basic part in developing an instructional and non-instructional products, tools, or models. Richey& Klein (2007) also stated that the purpose and the results of D&D research design could be categorized into two types such as product and tool development and model development. They stated that the research about the product and tools development usually needs to employ the design and development in a particular situation in which then the design and development is described, analyzed, and a final product is evaluated. The learning videos were developed by following the four steps procedure of the D&D research design. The model of this research used ADDIE model. Those procedures were analysis, design, development, implementation and evaluation. The reason why we used the ADDIE model to conduct the product is that it provides a systematic and structured approach to instructional design. This model allows us to analyze, design, develop, implement, and evaluate the educational videos in a step-by-step manner. By following the ADDIE model, we ensure that the product is well-planned, effectively designed, and continuously improved to meet the needs of young learners and enhance their language learning experiences.

1. Analysis phase

Analyze is the first phase done by the researcher. This phase aims to analyze all types of information related to the development of the educational videos. At this phase, there were two things analyzed by researcher such as interview result and the syllabus. Firstly, the researcher conducted two kind of interviews guide such as for students and English teachers in Buleleng regency. Interviews were conducted to find out detailed information about the types and criteria of good videos to be developed as online learning media during a pandemic based on the teachers and students perspective. Secondly, researcher analyzed the fifth grade syllabus which being a guideline for the teacher in teaching. Those interviews and syllabus were analyzed to get a basic guideline for the researcher in developing the blueprint of the video

2. Design Phase

In this second phase, the researcher designed the videos based on the review literature, the characteristics of the 5th-grade students, and the syllabus. The design of the video was interpreted

into the blueprints which consist of the script of the videos. The activities designed were the reflection of the basic competence and the indicator in the syllabus. Besides, it was also designed based on Discovery based method syntaxes. The videos designed as attractive as possible so that young learners can learn English in a fun way during a pandemic even only through video lessons.

3. Development Phase

After designing the blueprint, the researcher developed the product of the educational video. Here, videos were developed based on the blueprint which was made in the design phase. Since the outcome of this research is a prototype, the products that have been developed still can be developed by other researchers in the future. After the videos were developed, there were three expert judgments that are ready to judge the material and media of the product. It aims to validate the video that has been developed.

4. Implementation Phase

After revising the prototype product, the researcher implements this video to the student and check whether student understand or not with the use of this video. The researcher recorded the presentation when delivering the materials to the students, as the main files to be edited in the video editing application. The related pictures, graphics, other videos, songs, and texts are combined with the main video files in the video editing application. After finishing the videos, the researcher sent the videos to the expert judges from the English education field to assess the quality of the videos. Based on the judgments, the video would be revised and adjusted.

5. Evaluation Phase

Evaluation was the last phase conducted by researcher. At this phase, the researcher finds out the quality of the videos that has been developed by conducting a formative user test. The user test was in the form of a questionnaire for students and teacher judgment for the teacher. The evaluation data will be processed in order to find out the appropriateness of the video that has been developed.

To gather students' perceptions towards the use of the video, the researcher used a self-administered questionnaire which was distributed through Google Form. The questionnaire was made based on the theory of choosing and creating learning videos from Ratnayake et al. (2019) and Berk (2009). There are 30 items in the questionnaire which are categorized into four categories which are students' characteristics, the offensiveness of the video, visualization, and video design, and the quality of learning material presentation.

The students needed to respond to the questionnaire by giving their rating based on a five rating Likert scale. The rating of the Likert scale is ranging from 5 to 1 in which they are interpreted into strongly agree, agree, abstinence, disagree and strongly disagree. The questionnaire had been judged by two English education experts. The 30 students of 5th-grade students had participated in the study from SDN 3 Banjar Jawa and SDN 5 Banyuasri, Buleleng, Bali.

In gathering data for "The Power of Screens: Innovations in Teaching English to Young Learners through Educational Videos," the researcher sent the video link to the teacher, who then integrated it as the primary learning material during an English lesson. After the class, the teacher distributed a Google Form link, asking students to respond to a questionnaire. The data collected from these questionnaires were then qualitatively analyzed to assess the students' perceptions and experiences with the educational video, shedding light on its effectiveness in enhancing language learning.

3. Findings

The process of developing educational videos

This research explores the development of educational videos designed specifically for young learners, emphasizing how these videos revolutionize language learning. By integrating

engaging visual content with the English syllabus, the study highlights the innovative creation process and the transformative impact these videos have on students' language acquisition, making them an essential tool in modern education.

1. **Analysis Phase**
   a. **Results of Interview Guide**

   To gain data related to media used in elementary schools during the pandemic, the researcher conducted an online interview with some teachers and students at elementary schools in Buleleng. The researcher conducted an online interview with some English teachers at elementary schools in Buleleng. This interview was conducted to find out the media used by the teachers while teaching the students during the pandemic. Besides, this interview investigated the teachers' challenges while teaching the students during the pandemic. There were some points highlighted during the interview which were related to media used by the teachers at the online classroom, the teachers' experiences when using video as the media for teaching, the characteristics of good videos for teaching, the use of ice breaker in the classroom, and how the teachers use homework as the learning tool for the students.

   Based on the findings it found that most of the students said that they were not given an interesting opening activity such as singing or playing a simple game. The students revealed that the teachers directly giving them the learning materials. Meanwhile, for the main activity, the teachers did a good effort by giving the students the chance to ask and answer some questions. And the closing activity, the students revealed that the teachers had explained first, before giving the homework. Besides, the teachers summarized the lesson and delivered the conclusion. In terms of media used, the students said that most of their teachers used pictures and text. This is in accordance with the previous data which said that the teachers mostly used pictures and text. When they were asked about the favorite media to be used to learn, the students favored the video the most. Their choice understandable, since the video offered an interesting learning experience for them. They could watch the moving objects, various colors, and also listen to interesting music in the video.

   b. **Syllabus Analysis**

   Since elementary schools in Buleleng used the English syllabus from the KTSP curriculum which meant the government did not provide the simplification of the basic competencies, the researchers decided to simplify the basic competencies of this syllabus according to the needs of the learners and considering the teachers' suggestions too. The researchers proceed with this simplification by firstly analyzing ten topics of the syllabus from the 1st and 2nd semesters. Based on this first analysis, the researchers decided to choose six topics that would be developed as videos. These topics were chosen due to the need of the learners. The topics such as self-introduction, daily routine & telling the time, family, house, animals (pet), and parts of the body were considered as the closest topics that the learners interacting with every day. Therefore, developing these topics would allow them to explore and respect themselves better which help them to be independent.

2. **Design Phase**

   In the design phase, the writer continued to create the design of the videos. The design of the videos was visualized through blueprints. The data that had been gathered through the interview from the teacher and analyzing the syllabus was used as the base to develop the blueprints. In addition to the data from the interview and syllabus, the researcher considered that this video would be recorded by using the camera of an android smartphone. In the process of creating the blueprint, the writer did some consideration due to the editing skills of the writer herself. The writer decided would edit the video in the KineMaster Pro application. The video that would be produced through this app would be in the form MP4 format. This video could be played in any devices which has a

video player application both in smartphones and personal computer. The final blueprints of video 1 (self-introduction) and video 2 (daily routine & telling the time) were ready to be recorded and developed into videos based on Discovery-based Learning. These final blueprints consisted of (1) video topic, (2) basic competencies, (3) indicators, (4) learning objectives, (5) stages of Discovery-based Learning, (6) activity in each stage, and (7) the script of the video.

Table 1. The example of Revision of the 1st Video Script

Revision Made in the 1st Video Script (Self Introduction)	
Before Revision	After Revision
Before the revision, the writer intended to play the song twice.	Then, after the revision, it is suggested to play the song once only by considering the video would not be too long for the students.
Minor revision of the word "lets we" and "in".	The word "lets we" was revised to "let's" meanwhile, the word "in" was revised to "on".
Minor revision of redundancy	The phrase, "your new friend" was omitted since it has been mentioned previously

3. Development Phase

When developing the videos, the writer used the blueprints as the guideline. The blueprints would be developed into MP4 video format which could be played in all devices which have media player application. Both smartphones and computers could be used to play videos. In developing the videos, there two main processes that should be followed through, which were the recording and the editing process.

Table 2. The process of recording the video

Pictures During the Recording Process	
The First Video	The Second Video
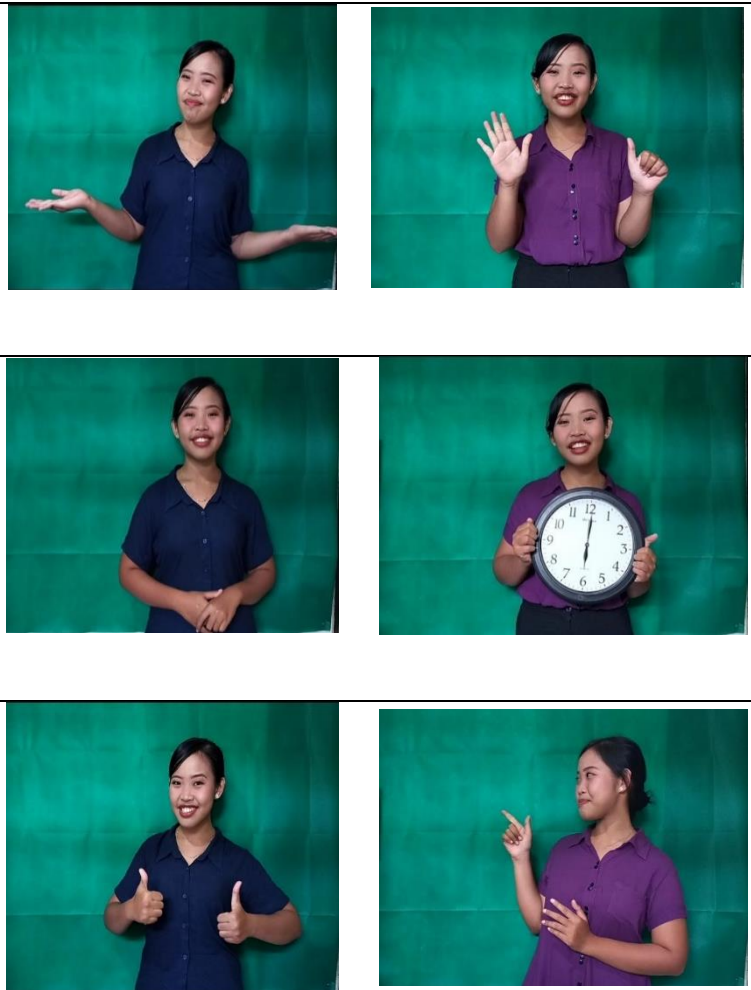
After recording the video, the next step is editing the video. There are some applications used to edit the video. Kinemaster pro, it is for editing the videos (main application), Pinterest for finding the suitable pictures and background for the videos, PixelLab for editing and combining the picture, Typomate for making opening and closing of the video, Supermii for creating animation on the video. The result of the video before and after revision can be seen in Table 3.

Table 3. Revision of 1st Video

Revision Made in the 1st Video (Self Introduction)	
Before Revision	**After Revision**

In the first revision, the supervisor suggested changing the placement of arrows. The arrows which show the correct answers to the matching game should be placed neatly.

The writer edited the placement of the arrows as suggested by the supervisor.
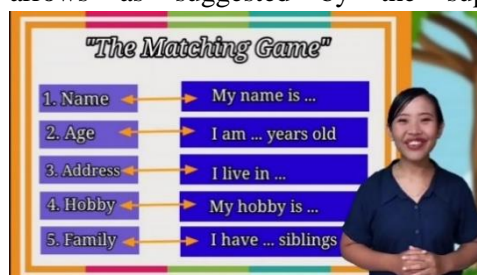
The second revision was to insert text whenever Mira is speaking. This would help the

students to listen to how to pronounce the words.

The writer inserted the text whenever Mira is speaking through bubbles which consist of the spoken words by Mira.

The third revision was to change the homework for the students. Since the video was intended for the pandemic situation, it is needed to suit the homework with the pandemic situation. By changing the homework it would help the students to learn to adapt themselves to the current pandemic situation.
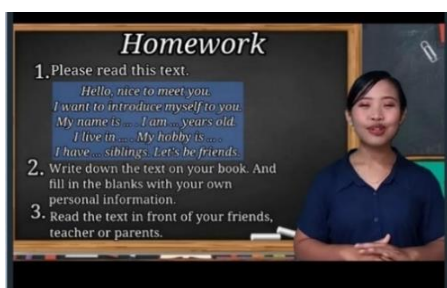

The writer followed the suggestion for changing the homework. Previously the homework required the students to introduce themselves in front of their parents or friends directly through face-to-face interaction. Then, after the revision, the homework required the students to record themselves when they are introducing themselves to other people.
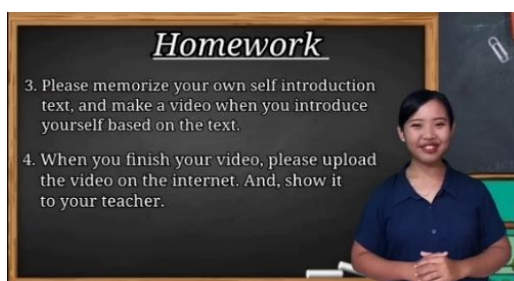
In the fourth revision, the supervisor suggested shortening the pause in the homework section.

The writer cut the long pause in the homework section.
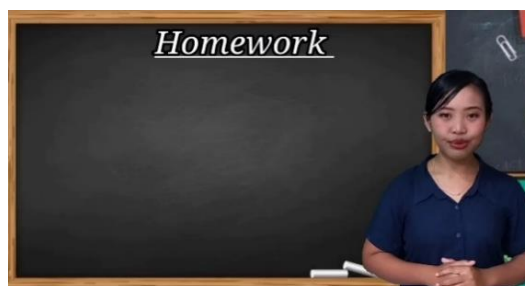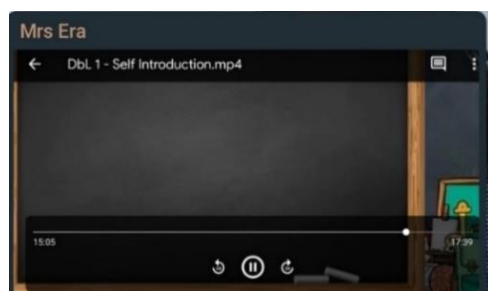
In the fifth revision, the supervisor suggested omitting the gesture of waiting for the students' answers as shown in the picture below. The teacher firstly put her hand on the left and right sides of the ears, then followed by the word what. It was considered a bit weird and needed to be revised.

The writer followed the suggestion from the supervisor and decided to omit the gesture in the video by cutting the video files in the editing process.

4. Implementation Phase

After finishing the video, the next step is implementing this video. The video given to 30 students in fifth grade, then the students asked to fill out the questionnaire. The questions asked to the students are in the form of statements that should be responded through giving a rating based on 5 scales of the Likert scale. Based on the questionnaire, the results of this study are divided into four sections based on the underlying theories used in the questionnaire.

The first category of the statements aims to ask students' perception towards the appropriateness of the video according to the students' characteristics such as age (grade), gender, ethnicity, and language. Nine statements had been responded to by the students. The results obtained could be seen in Table 4.

Table 4. Students' characteristic responses

Questions	Rating				
	5	4	3	2	1
Q1	73,3%	26,7%	-	-	-
Q2	70%	30%	-	-	-
Q3	66,7%	33,3%	-	-	-

Q4	36,7%	63,3%	-	-	-
Q5	60%	30%	10%	-	-
Q6	46,7%	43,3%	10%	-	-
Q7	83,3%	16,7%	-	-	-
Q8	83,3%	13,3%	3,3%	-	-
Q9	80%	20%	-	-	-

The first statement explored whether the students enjoy using video when they are learning English or not. The results showed that 73,3% of students strongly agreed to the statement and 26,7% agreed to the statement. This showed that the students have a positive perception of the video.

Then, the second statement investigated whether the students felt the lesson could help them learn English or not according to their grade level. 70% of the students responded that they strongly agree with the statement, and 30% agreed with the statement.

The third statement tried to find out whether the students could learn how to express their daily activity as it is taught in the video or not. The result showed that 66,7% of students strongly agreed with the statement meanwhile 33,3% others agreed with the statement. This result could show that the students could learn how to express their daily activity based on the video.

The fourth statement investigated whether the students felt the video was suitable according to their level in the 5th grade or not. The result showed that 63,3% of students responded strongly agree meanwhile the other 36,7% said that they agreed to the statements. This showed that the video had been accomplished its goal to create an appropriate video based on the students' grades.

The fifth statement asked the students whether the video could help them to respect all of their peers (boys or girls) or not. The result showed that 60% of students said that they strongly agree, 30% said that they agreed and the other 10% said that they don't know. This result gives hint that the video successfully helps the students understand that they have to respect their peers equally.

The sixth statement explored whether the students favored video which has the equal number of boys and girls' character or not. The result showed that 46,7% of students said they strongly agree, 43,3% said they agree, and the other 10% said that they don't know. This result tells that the students responded well to the presence of the characters in the video, and the students could tell which character is a boy and which one is a girl.

The seventh statement asked the students whether they like a video that showed Balinese culture or not. The result showed that 83,3% of students strongly agree and 16,7% of students said that they agree with the statement. This result tells us that the students enjoy the presence of Balinese culture in the video.

The eighth statement tried to find out whether the students enjoy the video which has an Indonesian name character in it or not. The result showed that 83,3% of students said they strongly agree, 13,3% said they agree, and the other 3,3% said that they don't know. This result showed that the presence of Indonesian names in the video could help the students respect their own culture.

The ninth statement seeks whether the video could help the students to learn new vocabulary or not. The result showed that 80% of students said that they strongly agree and 20% of students said that they agree with the statement. The video had successfully made the students learn new vocabulary, which is good for their English learning journey.

5. Evaluation Phase

The last phase of this research was the evaluation phase. To evaluate the video, the researcher did it by showing the videos to an English teacher and some 5th-grade elementary schools students in Buleleng. The researcher did formative evaluation by analyzing the responses from the respondents. The teacher and the students were asked to watch both of the videos. After watching both of the videos, the researcher gathered the responses from the teacher and the students through the instruments. The researcher gave the teacher judgment rubric to the teacher and for the students, the researcher gave them the questionnaire. The results of this analysis would become the basis to determine the quality of the products. Based on the rubric, the quality of each video based on its score could be seen in Table 5

Table 5. The Quality of the Videos by the Teacher

Video	Total Scores	Quality
Video 1 (Self Introduction)	= (5 x 46) = 230	Excellent
Video 2 Daily Routine & Telling the Time)	= (5 x 38) + (4 x 8) = 190 + 32 = 222	Excellent

Based on Table 5, it could be concluded that the teacher rated the video as excellent to be used. Even though that the videos had been considered excellence media to be used, she said there were some improvement could be made for the future videos. First, to create videos for young learners, it is needed to use simple language and simple grammatical rules the learners. And second, please give Indonesian subtitles for the videos, therefore the complete beginner learners who do not understand English words could use the video too.

After judging the videos based on the rubric, the teacher told the researcher that she was pleased with the results of the videos. The videos were a very great product to be used in her classroom. She said that she would be excited if the researcher continued to produce similar videos in the future.

4. Discussions

The use of Discovery-based Learning for learning English during the pandemic has created students' perceptions after using it. Based on the questionnaire, generally, it could be said that the students deliver positive perceptions towards the use of Discovery-based Learning video for learning English during the pandemic. From the four categories in the questionnaire, the discussion could be drawn as follows.

The first category of the questionnaire which is about students' characteristics had received a highly positive response from the video. General responses from the students strongly agree that the video contains content that is suitable for 5th-grade students. This result is in line with Berk (2009) who argued that selecting appropriate videos for the students should take their characteristics. The main characteristics which should be paid attention to are students' age (grade level), ethnicity, and students' language dominance. Matching the content of the video with students' characteristics would increase students' interest to watch the video and enjoy the content, which helps students to learn better, especially during the pandemic.

Then, the next category is the offensiveness of the video. Students gave positive responses for the statements in this category. The average responses said that students strongly agree with the eight statements. It is important to pay attention to the possibility of offensiveness content in the video, which could turn off students' interest to watch it. Based on this result, it could be said the

video has been made by avoiding the presence of offensives maximumly. The result of these statements had fulfilled the caution from Berk (2009) which suggested the learning instructor should make a high effort to avoid any material which potentially causes offensiveness to the students.

The third category of the statements is visualization and video design. There are five statements in this category, which had been responded positively by the students. The average responses said that the students strongly agree with the statements about the video. They strongly agree that the video has used a lot of colors, cartoons, appropriate music, and the appropriate duration to them. This tells that the students have positive perception of the video which had been developed. Visualization and video design are really important to be paid attention to while creating learning media for young EFL learners. Ratnayake et al. (2019) proposed that video learning should be made by paying attention closely to the visualization and design elements such as appropriate visualization (supporting the content), appropriate use of forms presentation, highlighting for content support (including the use of colors), correct spelling, speed of image change, and the duration of the video. Satisfying research finding from Khalidiyah (2015) and Khotori (2020) also said that the video which uses animation (interesting visualization and design) could help to improve students' reading comprehension and increase their learning outcomes at reading.

And finally, the last category of the questionnaire is about the quality of learning material presentation. From eight statements in this category, on average students said that they strongly agree with them. This shows that the students have a good perception of the video in terms of the way the learning materials are presented. This result is in accordance with the statement from Khotori (2020) who said that students enjoy video presentation which is interesting and challenging for them. Foong et al. (2021) also explained that students can understand better if the flow of the lesson is presented in the sequence by using an appropriate tone of explanation. The statement from the research of Foong et al. supports this research finding, in which students said that they strongly agree that the way of materials delivery by the teacher in video is easy to be understood and make them to learn English better.

5. Conclusion and Suggestion

The study underscores the transformative impact of educational videos on English language learning for young learners. By employing the ADDIE model, the study successfully developed and refined instructional videos that align with the English syllabus, fostering active engagement and authentic language use among fifth-grade students. The discovery-based learning approach integrated into these videos proved effective in enhancing comprehension and language proficiency, demonstrating the potential of educational videos as powerful teaching tools. The implications of this study resonate far beyond its immediate scope. The transformative potential of educational videos in English language teaching for young learners is evident from the positive outcomes observed in this research. Integrating these videos in English language classrooms presents a promising opportunity to enhance language acquisition and foster a love for learning among young learners. By embracing technology and interactive learning tools, educators can create an enriched and dynamic language learning environment that caters to the diverse needs and preferences of their students.

The significance of this study lies not only in its contribution to the field of language education but also in its practical implications for educators, instructional designers, and policymakers. It underscores the need to embrace innovative approaches in language teaching, leveraging the power of technology to create impactful and memorable learning experiences. As the digital landscape continues to evolve, the role of educational videos in language education will only grow in prominence, promising a bright future for young learners in their language learning journey.

In conclusion, this study serves as a testament to the transformative potential of educational videos in English language teaching for young learners. The exceptional outcomes achieved through the application of the ADDIE model, combined with the discovery-based learning approach, reinforce the value of integrating such videos in language classrooms. The findings reinforce the significance of leveraging technology to enhance language proficiency, facilitate meaningful language acquisition, and provide young learners with an engaging and effective language learning experience that will positively impact their lives for years to come. As the educational landscape continues to evolve, the power of educational videos in language learning remains a beacon of hope, promising a bright and promising future for young learners and language educators alike.

References

Alqahtani. M. (2019). The Use of Technology in English Language Teaching. Frontiers in Education Technology, 2(3), p168. https://doi.org/10.22158/fet.v2n3p168

Ardianti, N. P. E., Nitiasih, P. K., Budiarta, L. G. R., & Adnyayanti, N. L. P. E. (2021). Enhancing Students' Writing Skill With Problem-Based Learning Video In Pandemic Situation. Jurnal Ilmiah Pendidikan Profesi Guru, 4(2), 165–172. https://doi.org/10.23887/jippg.v4i2.34815

Arroba, J., & Acosta, H. (2021). Authentic digital storytelling as alternative teaching strategy to develop speaking skills in EFL classes

Berk, Ronald. 2009. "Multimedia Teaching with Video Clips: TV, Movies, YouTube, and MtvU in the College Classroom." *International Journal of Technology in Teaching & Learning* 5(1):1–21.

Chen, C. H., & Chen, S. Y. (2012). Applying the dual coding theory in multimedia language learning environments: Implications from research findings. Language Learning & Technology, 16(2), 21-42.

Febiyanti, N. W., Nitiasih, P. K., Budiarta, L. G. R., & Adnyayanti, N. L. P. E. (2021). Significant Effect of Project Based Learning Video on Students' Listening Skill in Pandemic Situation. International Journal of Elementary Education, 5(3), 425–433. https://doi.org/10.23887/ijee.v5i3.34901

Juhaeni, Nikmatul Jazilah, Layni Zuhrotin Isnaini, and Hidayatu R. Khoiru Fadilah. 2020. "Grammar Translation Method and Discovery Learning to Learn Tenses: Which Is Better for Indonesian Students?" 434(Iconelt 2019):299–303. doi: 10.2991/assehr.k.200427.060.

Juhana. (2014). Teaching English to Young Learners: Some Points to be Considered. Asian Journal of Education and E-Learning, 02(01), 43–46. www.ajouronline.com

Jonassen, D. H. (2011). Learning to solve problems: A handbook for designing problem-solving learning environments. Routledge.

Khothori, Resi, and Nina Suzanne. 2020. "Students' Perception on the Video Used by English Teachers as Instructional Media." *ELITE JOURNAL : Journal of English Linguistics, Literature, and Education ELITE* 2(e-ISSN: 2580-9946 p-ISSN: 2580-9938):127–42.

Mayer, R. E. (2009). Multimedia learning (2nd ed). New York: Cambridge University Press.

Nitiasih, P. K., Budiarta, L. G. R., & Adnyayanti, N. L. P. E. (2021). PELATIHAN DAN PENDAMPINGAN PENGEMBANGAN EDUCATIONAL VIDEO BAHASA INGGRIS BAGI GURU SD DI KECAMATAN BULELENG. Proceeding Senadimas Undiksha, 125.

Pirdayanti, N. P. A., Nitiasih, P. K., Budiarta, L. G. R ., & Adnyayanti, N. L. P. E. . (2022). The Impact of Videos Based Discovery Learning Towards Young Learners' Speaking Skill

During Pandemic Covid-19. Jurnal Pedagogi Dan Pembelajaran, 5(2), 285–292. https://doi.org/10.23887/jp2.v5i2.45556Ratminingsih, Ni Made. 2011. "Boosting Elementary School Students' Listening Skill through Specially Created Songs." *Lingua Scientia* 18(1):1–21.

Richey, R. C., & Klein, J. D. (2007). *Design and Development Research Methods, Strategies, and Issues* (L. Akers & A. Messina (eds.)). Lawrence Erlbaum Associates, Inc. http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf

Treadwell, J., & Walters, K. (2012). The impact of discovery learning in writing instruction on fifth-grade student achievement.