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**Media of Learning  
Development using  
Kinemaster for 10<sup>th</sup> Grade  
Students of SMAN 1 Ubud**

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## **Abstrak**

Penelitian ini bertujuan untuk mengembangkan media audio-visual dalam bentuk video sebagai media pembelajaran menggunakan aplikasi video editor bernama Kinemaster untuk membantu siswa belajar serta meningkatkan kemampuan kosa kata Bahasa Inggris saat pembelajaran online. Penelitian ini menerapkan metode Desain dan Pengembangan (D&D) yang dikemukakan oleh Richey dan Klein (2007). Siswa SMA Negeri 1 Ubud yang berada di Kabupaten Gianyar adalah subjek dalam penelitian ini. Pengumpulan data dalam penelitian ini menggunakan empat instrumen yakni pedoman wawancara untuk guru, kuesioner untuk siswa, checklist dokumen untuk silabus Bahasa Inggris kelas sepuluh dan penilaian oleh ahli. Skor yang diberikan oleh ahli pertama adalah 72, ahli kedua 85 dan ahli ketiga 80. Hasil penilaian ahli dianalisis menggunakan rumus Nurkencana & Sunartana (1992). Media pembelajaran yang dikembangkan dikategorikan sebagai media pembelajaran yang baik. Dengan demikian, media pembelajaran yang dikembangkan menggunakan Kinemaster dapat membantu siswa dalam belajar dan meningkatkan kemampuan kosakata bahasa Inggris selama pembelajaran online.

**Kata Kunci:** *Media Pembelajaran, Kinemaster, Media audio-visual*

## **Abstract**

This research aims to develop audio-visual media in the form of videos as learning media using the Kinemaster video editor application to assist students in learning and improving English vocabulary skills during online learning. This study uses Design and Development (D&D) method proposed by Richey and Klein (2007). The students of SMA Negeri 1 Ubud in Gianyar Regency are the subjects of this research.

The data collected in this study used four instruments: an interview guide for a teacher, questionnaires for students, document checklist for tenth-grade senior high school syllabus and expert judgment. The score given by the first expert judges was 72, the second expert judges was 85, and the third expert judges was 80. The expert judgment results analyzed using Nurkancana & Sunartana (1992) formula. The developed learning media categorized as good learning media. Thus, the learning media developed using Kinemaster could assist students in learning and improving English vocabulary skills during learning online.

**Keywords:** *Learning Media, Kinemaster, Audio-visual media*

## **Introduction**

English has become an essential language around the world. English is the most widely used second language globally, and it is not simply for communicating with native English speakers (Ilyosovna 2020). Moreover, English is also considered the standard language in various fields such as international business, computer coding, and higher education (Potter 2020). The importance of English as a global language makes people's awareness to learn it so, English is included as a subject in school. Including English subject in schools help students to know English earlier and later can interact with foreign people. English teaching has now developed where learning English is now more innovative, especially during the Covid-19 pandemic.

Indonesia is one of the countries infected by the Covid-19 virus in 2021 and affects several fields, including education. The Indonesian government has decided to set regulations for learning activities at home to reduce the risk of the spread of Covid-19. The learning process could still be carried out with the use of technology. Technology has been increasingly used to support students in online learning environments (Wang 2019). Moreover, Media technology can increase students' interest in the learning process (Masruddin 2014). Technology in learning is called ICT. ICT integration in education generally refers to the technology-based teaching and learning process that closely relates to utilizing learning technologies in schools. ICT potentially helps the students to achieve the learning objectives by allowing them to learn directly and obtain information. Students can become active learners by combining technology into their studies, which makes them understand what information they require, why they need it, and

how to obtain it (Suryani 2010). ICT use to create learning media to support the learning process in school.

Learning media refers to a device or tool used by teachers to achieve effective learning activities for the students. Learning media is used to support the learning process to attain learning objectives (Puspitarini 2019). Learning media also refers to things that can convey the learning material, which can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning objectives (Daryanto 2013). Learning media become more effective and efficient as support learning tools when used appropriately in the learning process to achieve the learning objectives.

Based on the preliminary observation conducted by the researcher in SMA N 1 Ubud, the researcher found that English teachers in SMA N 1 Ubud primarily taught students by sending documents via WhatsApp and rarely used other learning media, which resulted in a monotone online learning process than less motivated students to learn. In face-to-face learning, the students usually watch their teacher explain in front of the class, making it easier for them to understand during the learning process. The researcher indicates that the students should watch the teacher explanation to get effective learning. The use of video may help the students to understand during the learning process. Video resources can be a valuable input for students (Arndt 2018). One of the learning media is audio-visual media which potentially helps students to improve their motivation in learning.

In order to give a solution to this problem, the researcher decided to develop audio-visual learning media, which the students can share or access through a link on internet. The students can access the video when they have a good quality signal which makes students able to

listen to their teacher's explanations that are included in the video and increase their motivation in learning. The learning media is in the form of a video made by a video editing application called Kinemaster. According to Adnyana, Citrawathi, and Dewi (2020), Kinemaster is video editing software that is both comprehensive and simple to use. Kinemaster is compatible with Android and iOS operating systems and is available in various languages.

The use of video as learning media considered effective in teaching vocabulary. According to Hariyono (2020), videos have visual and audio aspects that can assist young learners in understanding the meaning of the vocabulary and engage their interest in learning vocabulary. The use of a video made by Kinemaster could assist the students to identify the objects of specific vocabulary from the video. The use of the Kinemaster video editing application can support learning (Puryono 2020). As a consequence, the students would be easier to memorize and understand the vocabulary.

Based on the explanation above, SMA N 1 Ubud was chosen by the researcher because this school needed a new form of learning media that could assist students to learn English by providing a learning media which make the students able to listen to their teachers every time they want to access, and students would be highly motivated to learn. The researcher chose tenth grade students of the PBB class because the researcher found that several students had bad internet signals while conducting a virtual meeting, making the students unable to clearly hear and understand the teacher's explanation during the learning process. The researcher also found that most of the students were still struggling to understand some vocabularies about the learning topic. Thus, the researcher developed a learning media in the form of a video made by a video editing application named Kinemaster to assist the teachers in teaching English during online learning and increase students' vocabulary skills in SMA N 1 Ubud. Bagian pendahuluan harus berisi paparan masalah penelitian yang akan dibahas. Bagian ini juga harus terdiri dari teori-teori yang

mendukung pelaksanaan penelitian (Brandes, 2013).

Penulis harus secara jelas menggambarkan kejadian riil yang terjadi ditempat dilaksanakannya penelitian (Pinontoan et al., 2021).

### **Research Questions**

1. How is the development of learning media using Kinemaster application for tenth-grade students of PBB class in SMA N 1 Ubud?

### **Research Method**

This research uses Design and Development (D&D) model. According to Richey and Klein (2007), the Design and Development (D&D) model is the systematic study of design, development, and evaluation processes to develop goods and tools. This model is frequently used to investigate the design process, development, and evaluation to develop products and tools for learning and non-learning activities. The D&D research model is based on data collection techniques that combine quantitative and qualitative approaches in one study (mixed methods research).

#### **1) Design and Development Procedures**

##### **a. Design**

In this stage, there are two things to consider. The first was syllabus analysis, which is used in SMA N 1 UBUD to determine the topic, competence, and indicator of each topic for students in PBB class in tenth grade. The second step was to look at the different types of learning media that are used to conduct online learning in order to figure out which ones should be developed. Following that, the data collected will be used to design the media, which will be as good as possible.

##### **b. Development**

Based on the design from the previous stage, the researcher began developing the learning media using Kinemaster video editing

application. This stage consists of three activities namely, creating the learning media, developing the learning media using Kinemaster and editing the learning media using Kinemaster.

**c. Evaluation**

The evaluation was carried out to determine the media's quality. Following the development of the product, two experts would be asked to evaluate the media quality. One supervisor and one programming expert teacher from SMA N 1 UBUD are the experts. Later, the experts' score was used to determine the product's validity value. The validity value of the product will be determined by the experts' score.

**2) The Instrument of Data Collection**

**a. Interview Guide**

The researcher use interview guide to interview the teacher. The interview guide proposed to gain information about the problem faced in the school and students opinion to the use of learning media in the classroom.

**b. Document Checklist**

The tenth-grade senior high school syllabus becomes document checklist which is used in developing the learning media using Kinemaster.

**c. Questionnaire**

There are two types of question such as open-ended questions and closed-ended questions. In this study, the respondent was asked to choose between two alternatives which yes or no on a closed-ended question.

**d. Expert Judgement Rubric**

The use of expert judgment rubric is to investigate the use Kinemaster to develop learning media in the teaching of English. The expert judgment rubric is for the expert namely, the English Language Education lecturers and teachers from SMA N 1 UBUD. The outcome of expert judgment was then used to determine

whether the Kinemaster was successful without or with revision.

**3) Method and Data Analysis**

This study use both qualitative and quantitative researches (Mix Method). The interview, questionnaire, and document analysis results were qualitatively analyzed and the expert judgment rubric analyze quantitatively. The rubric has a maximum and minimum score which the maximum score is 5 points and the minimum score is 1 point. The score of 5 point considered as "Excellent" while the 1 point considered as "Poor". The greatest overall score was 100, while the lowest was 20.

**Findings and Discussions**

**Findings**

**1) Design**

Three data were collected, including the data from the interview guide, students' questionnaire, and tenth-grade senior high school syllabus. The data of the online learning were obtained through interviews with the teacher. The data of students learning styles were collected through a questionnaire sent to students. Furthermore, the data of the English subjects in the tenth grade were collected through document analysis in which the document was a tenth-grade senior high school English syllabus. Then, from that data, the researcher began drafting the materials for the next step.

**a. The Result of English Teacher's Interview**

In this research, the researcher interviewed one of the English teachers of SMA Negeri 1 Ubud to gain information about the online learning process. This interview aimed to figure out what media was used and what problems the English teacher faced during the online learning. The English teacher chosen as the interviewee was Mr. Ida Bagus Ketut Suardiana, S.Pd. There are six questions asked to the teacher.

The first and second questions were asked to gain information about the media used in teaching English in SMA Negeri 1 Ubud. The English teacher stated the media often used in that school, such as Nesa E-learning, Belajar. id, google form, google classroom, and YouTube. Based on the explanation from the English teacher, He considered using ICT in teaching English in SMA Negeri 1 Ubud.

The third and fourth questions were asked to gain information about the problem faced in teaching English using ICT. Mr. Suardiana explained that the students have face-to-face classes because the students could get direct explanations from the teacher. Moreover, the bad internet signal has become a common problem that students face. As the answer to the fourth number question, Mr. Suardiana stated that he gave the students more flexible time to do their work.

The researcher asked the fifth question regarding how students learn during online learning. Mr. Suardiana stated that students learning process is carried out through WAG, then he directed students to access Belajar.id. The last question is whether students enjoy using ICT learning media to learn English. Mr. Suardiana mentioned that the students enjoy learning English using ICT because, during the learning process, student participation is quite good and responsive.

**b. Result of Students Questioner**

The result of the questionnaire indicated that students prefer learning English by using video and learning English with the visualization of their teacher explaining the material. The charts show that students enjoy learning English using audio-visual media. Thus, Kinemaster audio-visual media could be an educational media based on the students' interest in learning English.

**c. Result of Syllabus Analysis**

The syllabus analysis becomes guidance and the material's limitation in designing the product's content. The product included three

topics based on the syllabus: descriptive text, announcement text, and recount text.

**2) Develop**

The development step focuses on developing the draft of material into a product. The learning media development using Kinemaster consists of three steps, namely making the introduction, making core material, and making closing. The development steps explain below.

**a. Making Introduction**

The material of the developed learning media was created in the form of PowerPoint slides. The researcher added pictures in the Introduction slide to give the students clues about the topic. The researcher inserts the picture of the Tanah Lot temple as an object for the descriptive text material.

**b. Making Core Material**

The researcher makes the core material after making the introduction to developing the learning media. The core materials consist of the definition, generic structure, language features, and vocabulary knowledge. The core materials are arranged systematically from the definition and then introduce the generic structure, the language features of the text, and vocabulary knowledge. The core materials included an example of the text and mini-quizzes.

**c. Making Closing**

The researcher made the closing slide as the last step in making the material of the learning media. The researcher added "Thank You" in slide as a closing of the learning media material.

**3) Evaluate**

In this research, there were two kinds of expert judgment used to judge the learning video, namely content validity judgment and quality judgment. The evaluation shows below.

**a. Content Validity Judgment**

The content validity judgment is used to judge the learning video made using Kinemaster. The content validity judgment is based on the criteria of good learning media by Tomlinson (1998) and Faiz (2019), as cited in Sukmadewi (2021). There were two expert judges filled out the content validity judgment. The expert judges were: Prof Dr. I Nyoman Adi Jaya Putra, M.A.

and Putu Adi Krisna Juniarta, S.Pd., M.Pd. Eighteen criteria of a good learning media were included in the content validity judgment, which the expert judges used to judge the relevancies of the learning video. The researcher used the Gregory formula to analyze the content validity judgment's result, which is shown in table 1. below.

Table 1. Gregory Formula for Content Validity Judgement

	Judge 1		
Judge 2		Irrelevant	Relevant
	Irrelevant	A-0	B-0
	Relevant	C-0	D-18

Gregory Formula

Content Validity =  $D/(A+B+C+D)$

Content Validity =  $18/18$

= 1

The result of content validity judgment indicated that the content included in the learning media is considered relevant to eighteen criteria of a good learning media in the form of video. There were four main things about the learning video that were revised based on the revisions given by the expert judges. The

revisions were about 1) the duration of the learning video, 2) the volume of the learning video, 3) font and punctuation mark 4) the grammar used in the learning video.

#### a. Quality Judgement

Three expert judges filled the quality judgment. The quality judgment results were measured using the Nurkancana & Sunartana (1992) formula.

Table 2. The Criteria in Rating the Quality of the Product

Score	Criteria
$X \geq Mi + 1.5Sdi$	Excellent
$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	Good
$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	Average
$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	Below average
$X < Mi - 1.5Sdi$	Poor

Description:

$Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$

$Sdi = \frac{1}{3} (Mi)$

$Mi$  = the Ideal Mean

$Sdi$  = the Standard of Deviation

$X$  = Mean

There were 18 criteria equipped with the score in the quality judgment rubric, which the experts used to rate the quality of the learning media in the video. The minimum score was 1,

and the maximum score was 5. Therefore, the minimum accumulated score was 18, and the maximum accumulated score was 90. After finding the minimum and maximum accumulated score, the next step was to find the  $Mi$  and  $Sdi$  to get the rating score of each criterion in the Nurkancana & Sunartana (1992) formula. It was obtained by calculating the formula below.

$Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$

$S_{di} = 1/3 (M_i)$

$M_i = 54$

$S_{di} = 18$

The results of  $M_i$  and  $S_{di}$  were inserted into the formula table to determine each criterion's rating

score: excellent, good, average, below average, and poor in the Nurkancana & Sunartana (1992) formula. The formula calculation is as follows.

Table 3. Rating the Quality of the Product

Score	Criteria
$X \geq 81$	Excellent
$63 \leq X < 81$	Good
$45 \leq X < 63$	Average
$27 \leq X < 45$	Below average
$X < 27$	Poor

The results of each quality judgment by the experts have measured the total score of the quality judgment given by the first expert judge, was 72, which was categorized as good, (2) was 85 which was categorized as excellent, (3) was 80 which was categorized as good. Thus, learning videos made by Kinemaster were categorized as good media.

## Discussions

Based on the results of teacher interviews and a questionnaire given to students, it was stated that audio-visual media is a media that needs to be developed for students during online learning. This learning video was designed using a video editor application called Kinemaster for tenth-grade students in Senior High school. This research used the D&D model proposed by Richey and Klein (2007) to develop audio-visual media using the Kinemaster application, which consists of three stages, namely, designing, develop, and evaluate.

The design step was conducted after a detailed analysis of the problem and the collected data. The data was collected from an interview guide for English teachers, a questionnaire for students, and syllabus analysis, which is used in SMA N 1 Ubud to determine the topic, competence, and indicator of each topic for students in PBB class in tenth grade. The blueprint of the media was created before designing the draft of the media. The researcher

constructs the blueprint of the media based on the problems faced from the result of the interview, the result of syllabus analysis, and the students learning styles. Following the required material of the blueprint, the researcher started collecting the required materials, which included three topics based on the syllabus. The topics related to the text genre subject consisted of descriptive text, announcement text, and recount text. The supervisor and an English teacher at SMA N 1 Ubud suggested that each topic should include the text's structure, language features, examples, and a vocabulary list. The researcher continued to create a complete blueprint which consisted of step-by-step instructions and material for the video.

The development step focused on developing the draft of material into a product. Based on the design from the previous stage, the researcher began developing the learning media using the Kinemaster video editor. The learning media development using Kinemaster consists of three steps: making the introduction, making core material, and closing. The material of the developed learning media was created in the form of PowerPoint slides. The researcher added pictures in the Introduction slide to give the students clues about the topic. The core materials consist of the definition, generic structure, language features, and vocabulary knowledge. The core materials are arranged systematically from the definition and then introduce the generic structure, the language

features of the text, and vocabulary knowledge. The core materials included an example of the text and mini-quizzes. The researcher made the closing slide the last step in making the material of the learning media. The researcher added "Thank You" on the slide as a closing of the learning media material.

The evaluation step focused on evaluating the learning video. Two kinds of expert judgment were used to judge the learning video: content validity judgment and quality judgment. The content validity judgment was used to check the relevance of the video using the eighteen criteria of a good learning video by Tomlinson (1998) and Faiz (2019), as cited in Sukmadewi (2021). The researcher used the Gregory formula to analyze the result of the content validity judgment. The result of the content validity judgment indicated that the content included in the learning media was considered relevant to eighteen criteria of a good learning media in the form of video with minor revisions given by the expert judges. The revisions were about 1) the duration of the learning video, 2) the volume of the learning video, 3) font and punctuation mark 4) the grammar used in the learning video.

The quality judgment was used to check the quality of the learning video using Nurkancana & Sunartana (1992) formula. Three expert judges filled the quality judgment. The score given by the first expert judge was 72, the second expert judge was 85, and the third expert judge was 80. Thus, the learning video was a good media in the form of a video made using Kinemaster for tenth-grade students to learn during the online learning.

The current research developed learning media for tenth-grade students using the Kinemaster video editing application, which was different from the previous research. The audio-visual media was created using the Kinemaster video editing application to assist tenth-grade students in learning English and increasing their vocabulary skills. Video resources can be a valuable input for vocabulary skills, and this form of learning may lead to higher increases than reading (Arndt 2018). The audio-visual media created using the Kinemaster video editing application included a vocabulary table for students to improve their vocabulary skills.

## **Conclusion**

From the data analysis, it can be concluded as follow:

- 1) The developed learning media provided for tenth grade senior high school students in form of video made using the Kinemaster Application. Besides using Kinemaster, the content of the learning video also supported with secondary application such as Microsoft PowerPoint and Picsart. The learning video presented creatively and includes the teacher's explanation to increase the student's motivation in learning English. This leaning media could be accessed anytime or flexible access and the students also could repeat the learning media to get clear understanding about the material.
- 2) The rating of learning media classified using the formula of Nurkancana & Sunartana (1992). The learning media made using Kinemaster considered as good learning media based on the result of expert judgment. Moreover, this learning media was suitable to use in online learning.
- 3) The product of in this study considered as a prototype product because the product was not judge and get feedback from the students which become the user of the product due to several reasons.

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