

## ***Developing A Local Culture Based Video Learning Prototype For English Speaking Skill (A Study for 7<sup>th</sup> Graders at SMPN 15 Bengkulu City Academic Year 2024-2025)***

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### **ABSTRACT**

*The purpose of this study was to develop a product for developing English speaking learning media based on video on Bengkulu local culture material for 7th grade junior high school students in the 2023/2024 academic year. The product is based on video learning media, which is the development of learning media in the form of videos. This study aims to identify local culture into the form of video learning media which is expected to improve the quality of student learning. After being validated by an expert validator, the product was revised and tested on 7D grade students of SMP Negeri 15 Kota Bengkulu to determine student responses to the developed learning media. The results of the validation test were 91.6%, these results fall into the assessment criteria of 81.00% - 100.00% with the categories very valid, very effective, very complete, can be used without improvement. The results of the trial were 77.41%. The results of the trial showed that the product developed in this study was effective in improving students' English speaking skills.*

**Keywords :** *developing local culture, video learning media, speaking skill*

### **1. Introduction**

Education is an activity that is carried out deliberately and aims to create an environment and learning process, where students can actively develop their potential, including religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are beneficial for themselves and society. (Rahman et al., 2022). Education serves as a means or bridge to actualize one's potential through learning. Education is one of the most important elements in human life. Educators play a role in helping students to develop their potential and abilities, so that they are ready to interact in society (Aryanti et al., 2022). In addition, education is also an effort to prepare the next generation of the nation, which is very important in improving the quality of human resources and realizing Indonesian national values..

Education in Indonesia is a source of worry, both in terms of quality and infrastructure; there has lately been much debate regarding how the Indonesian education system operates. This education system is viewed as strict and unproductive, with a dearth of teaching that explores Indonesian culture, resulting in many kids' ignorance of the culture that exists in their surrounds (Harsiwi & Arini, 2020). Stated that it is vital for education in Indonesia to be improved because the world is changing swiftly as time passes, following the times. As a result, in a more evolved era with more learning chances, education must be tailored to current demands and needs. Teachers and parents are encouraged to be aware of this culture and try to enrich it in ways that are always interesting and fun for students.

Learning media is one of the important elements in the learning process that has a crucial role in improving the effectiveness of learning. Everything that is used to convey messages from the sender to the receiver, with the aim of developing students' thoughts, feelings, and considerations in order to achieve learning goals, is considered as media in the

context of learning (Tambunan et al., 2019). Three categories can be utilized to classify learning media: visual (which can as it were be seen), sound (which can as it were be listened), and audio-visual (which can be both seen and listened). The learning destinations, the substance being instructed, and the characteristics of the understudies all play a role in choosing the proper learning media.

Using audiovisual or studying video media is one of the appropriate and entertaining learning activities for pupils. Learning video media is characterized as any shape of media that contains sound components (sound), development, and a obvious shape. It is the most complete framework of data delivered through the use of moving images to convey a message. It takes the form of an ever-expanding archive that can be displayed on a screen, or if enlarged using a projector, can be viewed with the addition of motion and sound (such as video). Indeed when learning is done separately at home, the utilize of video learning materials within the classroom has the advantage of raising students' interest within the subject matter. Students can study more thoroughly and repeat the portions of the course, such as current conversation or pronunciation, that they feel they don't comprehend in class, especially in English lessons.

Knowing how to communicate in English is becoming increasingly vital in today's world, especially in light of the effects of globalization, sustainability, and increased connectedness. Worldwide, English is the language that is spoken by the greatest number of people. English is used by people all over the world as a second or foreign language to exchange important information in various fields such as politics, science and culture (Suastika, 2019) thus facilitating intercultural communication. As a result, language development is critical for pupils' ability to convey ideas, feelings, social interaction, and analyze their imaginations (Hasanah, 2022). However, the typical student's learning outcomes in English subjects are highly troubling.

One of the main problems in English education in schools is the low ability of students to absorb information. Based on the analysis of learning data, it is empirically found that when the learning process is dominated by traditional methods, students' unsatisfactory learning outcomes tend to get worse. In a teacher-centered educational environment, teachers are often passive during the learning process and have low ability to motivate students (Yolanda & Hadi, 2019).

On 20 February 2024, the researcher conducted a pre-observation at SMPN 15 Bengkulu City. The researcher found that there was still no appropriate learning media in learning English. Teaching and learning activities are still performed or presented by teachers in a monologue and one-sided manner. This makes students more passive and makes learning less interesting. Printed books are still used to teach the subject matter, so students quickly get bored, lose motivation, and eventually lose focus. Many students are still engaged in conversations with their friends or playing by themselves during the learning process, and have difficulty in understanding the story read by the teacher, even when asked to repeat it. The researcher interviewed several English teachers and students. The interviewees stated that learning English is very difficult due to reasons such as lack of motivation, uninteresting curriculum, lack of speaking practice, limited resources (e.g., access to textbooks, teaching materials, technology), and inappropriate traditional teaching methods. Overcoming English learning difficulties requires attention to various aspects of learning, including motivation, teaching methods, and active practice in daily life or in relation to the surrounding environment.

The aspect pursued by the researcher is to take into account things related to the students' environment and place of residence, such as the local culture. Because as times become more and more advanced, many students are beginning to forget their own culture. Students' interest in culture is also declining, and the existence of culture is becoming more and more insecure, and today's students and the younger generation are becoming less familiar with their culture. An example of a culture that is not well known to students is the

Bengkulu Tabot culture. Most of them just follow the culture without knowing the meaning or purpose of the Tabot Cultural Festival.

With the above problems, the researcher took the research title, namely "Development Local Culture Based Video Learning Media for English Speaking Skill" with the hope of providing solutions in increasing student interest and motivation, especially in learning to speak English and introducing local culture so that it is not extinct or lost among today's younger generation.

## **2. Research Method**

### **A. Type of Research**

The research approach employed in this study was research and development (R&D), which includes the processes of researching, developing, and testing to evaluate the effectiveness of a product or service. R&D is an initial and exploratory phase of research. According to (Zakariah et al.2020), R&D is typically viewed as a process aimed at creating new products or enhancing existing ones. These products may include hardware, such as books, modules, or learning tools for classroom or laboratory use, or software, such as videos or applications.

The term "Research and Development methods" is derived from the words "research" and "development." "Research" refers to a systematic activity or process that follows internationally accepted research standards, while "development" focuses on improving, enhancing, or increasing the quantity or quality of an object. Interpreting the Research and Development (R&D) method solely by its name could lead to a misunderstanding of its true significance. It is often believed that R&D involves two separate processes: research and development. However, R&D is considered a cohesive concept, and its structure and meaning are closely tied to other research methods due to its specific purpose.

According to Sugiyono (2017) Research and Development (R&D) is a research method aimed at producing specific products and testing their effectiveness. Similarly, (Pesisir et al., 2020) describe R&D as a research approach used to create new products or enhance existing ones. These products can be either software or hardware, such as books, modules, packages, tutorials, learning materials, and more. Unlike traditional research, which focuses on suggesting improvements, R&D leads to the creation of practical, ready-to-use products. The outcome of educational R&D is intended to improve educational productivity by producing a large number of qualified graduates who meet the needs of society.

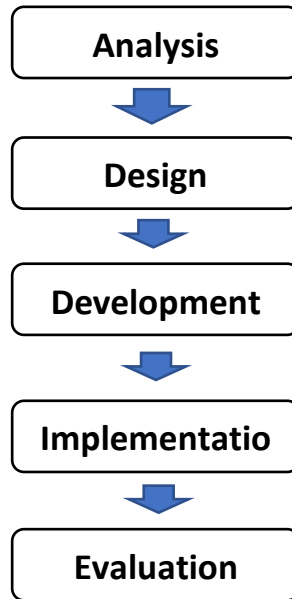
This study is a research and development that aims to produce a product in the form of a prototype of a local culture-based learning video and test its effectiveness in improving English speaking skills in grade VII students. The development model used in this research is the ADDIE development model. (Wedyawati et al., 2024)

Reasons for Method Selection:

- 1) Research and Development (R&D): This method is used to produce a specific product and test the effectiveness of the product. In the context of your research, the product in question is a prototype of a local culture-based learning video. (Edo et al., 2023)
- 2) ADDIE Model: This model consists of five stages:
  - Analysis: Identifying the needs and problems faced in learning English speaking skills.
  - Design: Designing the content and structure of the learning video that integrates local cultural elements.
  - Development: Creating and developing video prototypes based on the design.
  - Implementation: Testing the video prototype with seventh grade students at SMPN 15 Bengkulu City.

- Evaluation: Assessing the effectiveness of the video prototype and making revisions based on the feedback received.

By using the R&D method and ADDIE model, the researcher can develop an effective learning video prototype that suits the students' needs and ensure the integration of local culture in the learning materials to improve their English speaking skills.



a) Analysis

The first stage in the ADDIE model is analysis, where the main objective is to identify learning needs and structure the context accordingly. This step includes the following activities:

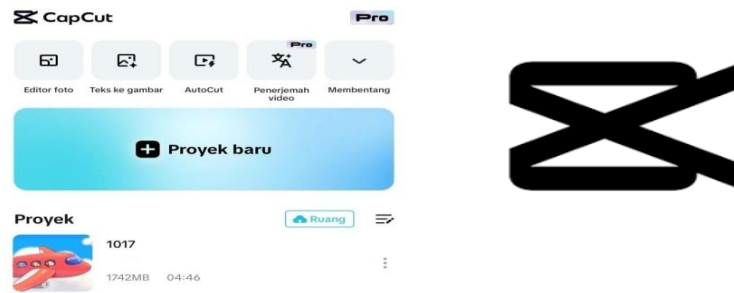
- 1) Identification of the problem and need: Assessing existing problems in the learning process and identifying what needs to be improved.
- 2) Analysis of learning objectives: Setting clear and measurable learning objectives based on the analyzed needs.
- 3) Learner characteristics: Understanding learner profiles such as their abilities, backgrounds, learning styles and specific needs.
- 4) Context and resources: Identifying existing resources (e.g., time, funds, tools) and possible constraints.

b) Design

This stage includes planning and making learning videos. Learning videos are made in the form of animation videos. The next stage is to design learning videos based on the data collected at the analysis stage. Development of learning materials based on thematic videos. This stage includes planning and making learning videos. Learning videos are made in the form of cartoon animation videos. The next stage is to design learning videos based on the data collected at the analysis stage. The creation of learning media based on thematic videos uses the help of application programs, namely CapCut and Pinterest.

1) CapCut

CapCut is a video editing application designed to make it easier for users to create engaging and professional video content directly from mobile devices. CapCut can be used to make high-quality video footage without requiring advanced technological expertise. Researchers chose this program because it is more practical and does not require any specific abilities, as well as the fact that it can be utilized on mobile phones.



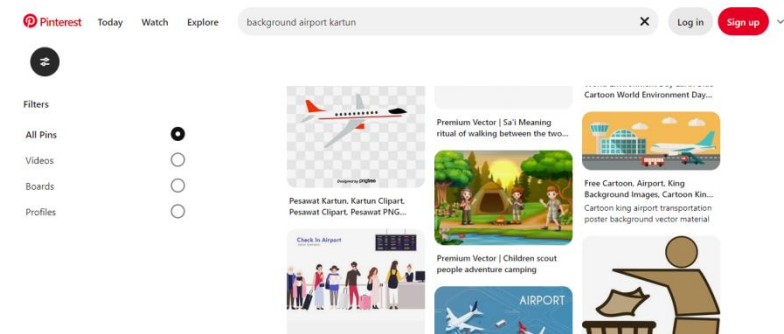
In addition to being practical, the CapCut application has complete features that are sufficient for the video media creation process. Here are the features in the CapCut application that are used in making videos:

- Video Cutting and Merging  
Users can cut and merge video clips easily.
- Visual Effects and Filters  
Provides various effects and filters to enhance the appearance of videos.
- Text and Stickers  
Allows adding customizable text and stickers.
- Sound Settings or Voice Changer  
Users can add music, voices, and sound effects from the available library.
- Transition  
Various transitions to smooth the transition between clips.
- Chroma Key  
Feature to remove video background.
- Template  
Offers ready-to-use templates to simplify the editing process.

With all these features, CapCut becomes an effective tool to help researchers convey their research results in an engaging and informative way.

## 2) Pinterest

Pinterest is a social media platform that focuses on sharing and discovering ideas through images. Researchers can easily search and save images that are inspiring and useful for research. With this feature, Pinterest becomes an effective tool for finding and collecting visual sources for research such as video background images and others.



To create animated video media, there are stages in the development process, including:

1. Develop test standards

The preparation of test standards occurs between the definition and design stages and is the first step in assessing students' initial abilities. These benchmark exam standards are developed based on the learning objectives and student analysis, followed by the creation of a learning outcome test framework. The exams are designed to match the students' cognitive level. The test results are scored using an evaluation guide, which includes the answer key and criteria for scoring each question. This guide serves as an assessment tool to evaluate the students' performance after completing the test items, functioning as a tool for assessing their activities.

2. Media selection

Overall, the purpose of media selection is to choose instructional materials that match the characteristics of the content. The media selection process is guided by the findings from concept analysis, task analysis, the traits of the student audience, and strategies for distributing the media across different platforms. The primary goal of media selection is to maximize the effectiveness of teaching resources in supporting the learning process.

3. Format selection

The purpose of selecting formats in the development of learning tools is to define the design of the learning media and to choose suitable strategies, approaches, methods, and resources that align with the teaching materials.

4. Initial design

The initial design refers to the comprehensive plan for the learning device that must be completed before conducting product trials. This design includes a range of organized learning activities and varied practice exercises to accommodate different learning abilities through teaching methods.

c) Development

Development stage has two steps: (1)Expert appraisal followed by revision, (2)Developmental testing. The purpose of this improvement degree is to provide the very last shape of the gaining knowledge of tool after going via a revision degree primarily based totally on enter from professionals or practitioners and information from product trials.

1. Expert appraisal

Expert appraisal is a technique to obtain material improvement suggestions from experts. By conducting an assessment by experts and obtaining suggestions for improving the developed learning devices, the next step is to revise the product according to expert suggestions. Expert assessment is expected to make learning devices more precise, effective, tested, and have high techniques.

2. Developmental testing

Developmental testing is conducted to gather direct feedback, including responses, reactions, and comments from students and observers regarding the prepared learning device. Testing and revisions are done iteratively to refine the device until it becomes effective and consistent.

d) Disseminate

The dissemination phase marks the conclusion of the 4D model learning device development process. Although often overlooked, this final stage of packaging, distribution, and adoption is considered crucial. The goal of the dissemination phase is to introduce the developed product to ensure its acceptance by individuals, organizations, or systems. This phase includes three main steps: validation testing, packaging, and distribution/adoption.

During validation testing, the product, which was modified in the development phase, is tested with the actual target audience. The effectiveness of the product is then measured to assess whether the objectives have been achieved.

In the packaging, dissemination, and adoption phase, the product is finalized by preparing an implementation manual, which is distributed to individual users, groups, or systems. This enables them to understand and apply the product for its intended use. However, the development of the new video learning media product is still in its initial stages.

e) Implementation

In the implementation stage, the learning materials that have been developed are applied in a real learning environment. The main activities in this stage include:

1. Dissemination of learning materials: Delivering materials to learners, either in the form of face-to-face classes, e-learning, or blended learning.
2. Training for teachers: If necessary, provide training to teachers to utilize the new learning materials and media.
3. Data collection: Collect information on learner acceptance of the materials and the effectiveness of their use.

f) Evaluation

The evaluation stage is conducted to assess the effectiveness and quality of the learning that has been implemented, as well as determine areas for further improvement. Evaluation consists of two types:

1. Formative evaluation: Conducted during the learning process to find out how effective the learning is. It usually involves direct feedback from learners.
2. Summative evaluation: Conducted after the learning has finished, it aims to assess whether the learning objectives have been achieved.

**B. Trial Design**

The resulting product will then be validated by expert validators consisting of 3 people (2 lecturers of UINFAS Bengkulu and 1 teacher of SMP Negeri 15 Bengkulu City) to determine the level of validity of the product. After being validated by expert validators, the product was revised and tested on students in class 7D SMP Negeri 15 Bengkulu City to find out the students' response to the learning media developed.

1. Trial Subject

The test subjects in this study were lecturers. The criteria for the test subjects are described as follows:

a) Lecturer

The lecturers who became the test subjects in this study consisted of 2 lecturers of UINFAS Bengkulu. The criteria for these lecturers are 2 English lecturers who are also the supervisors in the preparation of this thesis.

b) Teacher

The teacher who became the subject of this research consisted of 1 English teacher at SMP Negeri 15 Bengkulu City named Mr. Ricky Oktavianus Depari. The English teacher assessed the learning materials developed from the aspects of material, presentation, appearance and integration developed in the teaching materials.

c) Students

The test subjects in this study were class 7D students of SMP Negeri 15 Bengkulu City with a total of 25 students.

## 2. Data Types

The types of data obtained consist of two types, namely qualitative data and quantitative data. Qualitative data is data other than numbers obtained from notes, comments, criticisms or suggestions given by the validator which are used to improve or revise teaching materials both in writing and not in writing. Quantitative data is data in the form of numbers obtained from assessment questionnaires given to trial subjects. Quantitative data results are used to determine the feasibility of video-based teaching materials.

### 1. Quantitative Data (From Pretest and Posttest)

- Pretest and Posttest Results : Measuring the improvement of students' speaking skills after using learning videos.
- Speaking Skill Assessment Score : Using English speaking assessment rubrics (e.g. pronunciation, fluency, grammar, vocabulary, and comprehension).
- Statistical Analysis : Can use statistical tests (e.g. t-test) to see significant differences between pretest and posttest.

### 2. Qualitative Data

- Observation : Observing how students interact with learning videos.
- Interview or Open Questionnaire : Exploring students' perceptions of the effectiveness of videos in improving speaking skills.

## C. Data Collection Instruments

The instruments used for data collection in development research are as follows:

### a) Observation

Observing the learning process before and after the implementation of the learning video to see the changes in students' speaking skills.

### b) Questionnaire

The data collection instrument is in the form of an expert validation questionnaire. The questionnaire aims to collect data on the accuracy of the material, appearance, and integration. The questionnaire that will be used in this study is in the form of a checklist with a score assessment on each aspect using a Likert scale of 1-4. This questionnaire will be analyzed to determine the feasibility as well as a consideration for revising the learning media so that it is suitable for use. The criteria for each assessment scale, namely the validation instrument and student responses, are as follows:

Criteria	Score
Very good	4
Good	3
Poor	2
Very poor	1

The data collection instruments in this study are explained as follows:

### 1) Expert Validation Instrument

The validation instrument is given to the validator along with the learning media product to be assessed against the developed media. The validator provides a checklist in each column available on the validation instrument sheet. Criticism and suggestions for improving the learning media are submitted by the validator in the criticism and suggestions section. Furthermore, the researcher processes the data using the expert validation formula.

### 2) Junior High School Teacher Validation Instrument



The validation instrument was given to English teachers of SMP Negeri 15 Kota Bengkulu. This type of questionnaire was used to revise the learning media before the trial use of learning media by students.

3) Student Response Instrument

The student response instrument used is a student response questionnaire. The questionnaire is used to determine student responses and their opinions on video learning media.

c) Interview

An interview is a process where the interviewer engages in direct conversation with the information source or interviewee. In this study, the researcher conducted semi-structured interviews.

The point of semi-structured interviews is to investigate issues transparently, permitting interviewees to share their suppositions and concepts. Amid the meet handle, analysts must tune in mindfully and take notes on what the witnesses say (Sugiyono, 2017). The interviews are used by researchers to gather qualitative data regarding English learning in 7th grade from both teachers and students who are relevant to the study (Jonathan Saswono, 2006).

#### D. Data Analysis Techniques

Data analysis techniques consist of data analysis from validation results and data analysis of the effectiveness of video learning media. Data analysis techniques used to analyze data include notes on suggestions, criticisms and responses from expert validation questionnaires (Musyarofah dan Anindya Fajarini, 2018).

1) Validation Result Data Analysis

Analysis of the validity of video learning media, material validation questionnaire data, and English teachers and student response questionnaires in the form of score data, then analyzed using the formula.

$$V\text{-ah} = \frac{T\text{se}}{T\text{sh}} \times 100\%$$

Information:

V : Validation (combined)

V-ah : Expert validation

V-au : Audience validation.

Tse : Total empirical score (expert validation result value)

Tsh : Total maximum score (maximum expected value)

Value Achievement Criteria	Level of effectiveness/validity
75,00% - 100,00%	Very valid, very effective, can be used without correction.
51,00% - 75,00%	Quite valid, quite effective, can be used but needs improvement.
26,00% - 50,00%	Less valid, less effective, less complete, needs major improvements, recommended not to be used.
00,00% - 25,00%	Ineffective, can't be used

If the results obtained are valid enough then a minor revision of the learning media being developed is necessary, whereas if the results obtained are valid then the product can be used without revision.

## 2) Analysis of Trial Effectiveness Data

The results of the average pretest and posttest scores of students during the first and second trials using the developed English video will be used to measure the level of learning effectiveness using the relative effectiveness formula. The formula used to calculate relative effectiveness is:

$$ER = \frac{MX2 - MX1}{\left(\frac{MX2 + MX1}{2}\right)} \times 100\%$$

Information :

ER: Relative Effectiveness

MX 1 : Mean / average value of pretest

MX 2 : Mean / average value of posttest

Persentase	Kriteria
75,00% - 100,00%	Very Effective
51,00% - 75,00%	Effective
26,00% - 50,00%	Less Effective
00,00% - 25,00%	Ineffective

## 3. Results and Discussion

### a) Learning Video Prototype Development Results

In this chapter, the author will present the results of the development of a local culture-based learning video prototype that aims to improve the English speaking skills of grade VII students of SMPN 15 Bengkulu. This video focuses on introducing Bengkulu's local culture, especially the Tabut Festival, which is packaged in a duration of 4 minutes 44 seconds. Based on the needs analysis conducted previously, this video is expected to help students speak English about their own culture.

Learning Video Description: This video is designed to introduce the Tabut Festival in English, with the aim of developing students' English speaking skills through topics they are familiar with. The duration of the video made focuses on material that is relevant and interesting to students, and is not too long so that it can still attract their attention. The following are details of the video content:

- Opening (00:00-00:30): In this section, the video introduces the Tabut Festival, a cultural festival that is part of Bengkulu's local heritage. This explanation is delivered in English with Indonesian subtitles to ensure student understanding.
- Middle Section (00:30-03:30): Shows the main activities in the Tabut Festival, such as the procession of making and parading the Tabut, as well as Bengkulu's traditional music and dance. This section explains the festival activities in English, followed by visuals that directly illustrate the processes.
- Closing (03:30-04:44): Students are given the opportunity to talk about what they saw in the video using English. Several open-ended questions such as "What activities did you see during the Tabut Festival?" and "What do you like most about this festival?" are provided to stimulate students to speak in English.

The following is a prototype video produced in this study :



b) Video Learning Prototype Validation Test

The product development in the form of learning videos has been validated and tested on participants and is able to meet the needs of teaching materials for educators and students. The learning media developed has met the eligibility requirements because it has been validated by experts.

The results of the recapitulation came from material experts and media experts. The presentation results obtained from material expert I were 88.8% which were described as having very valid criteria and the presentation results obtained from material expert II were 88.8% which were described as having very valid criteria as well, the presentation results from media expert I were 87.5% which were described as having very valid criteria and the presentation results from media expert II were 91.6% which were described as having very valid criteria.

After the developed product has gone through various revisions, the product is tested on students. The use of this learning video can make learning activities more effective. This is based on trials conducted on students which show the level of effectiveness of the use of video media. The results of the recapitulation of the field trial on 25 students, and the results of the recapitulation of the field trial on the test of 52.07% which is described as having effective criteria. Thus, the conclusion from the results above is that the use of the Bengkulu Tabut Festival video learning media can support learning activities to be effective.

The final stage of product assessment comes from the student response questionnaire. The level of product attractiveness is assessed by students according to their experience while learning using learning videos. The results of the recapitulation of the student response questionnaire were 77.41% which was described as having very effective criteria.

c) Discussion

The development of this local culture-based video prototype has shown positive results in improving students' speaking skills. This study is in line with research by (Lee & Liang, 2012) which shows that the use of local culture-based videos in foreign language learning can improve students' motivation and speaking skills. In this context, videos that integrate local culture, such as the Tabut Festival, have succeeded in creating a stronger connection between students and the learning materials.

It is important to note that although the video prototype has succeeded in improving students' speaking skills, the duration of the video needs to be adjusted to students' concentration abilities. The use of interesting visual elements and student involvement in talking about topics they are familiar with are the main keys to the success of this video.

#### 4. Conclusion

This research successfully developed a prototype of video-based learning media that integrates Bengkulu local culture, particularly in the context of English speaking learning for grade 7 students at SMPN 15 Bengkulu. Based on the research results, some of the main conclusions obtained are as follows:

- 1) High Product Validity  
The results of expert validation show that the developed learning video has a validity level of 91.6%, which is categorized as very valid, very effective, and very complete, so it can be used without significant improvements.
- 2) Effectiveness in Improving English Speaking Skills  
The results of the pilot test on students of class 7D of SMPN 15 Bengkulu showed that the developed learning product obtained a score of 77.41%, which indicates that this learning media is effective in improving students' English speaking skills.
- 3) Positive Response from Students  
Students gave positive responses to this video-based learning media because the material presented is relevant to their local culture, making it easier to understand and interesting to learn.
- 4) Further Development Recommendations  
Based on the results of this study, it is recommended that video-based learning media that promote local culture continue to be developed and applied in English language learning at a wider level. Further research can also be conducted to explore various aspects that can increase the effectiveness of videos as learning media.

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Finally, the author is very grateful for the support of family and friends, who always provide encouragement and inspiration in completing this research. Hopefully, the results of this research can make a positive contribution to the world of education, especially in the development of local culture-based learning media to improve students' English speaking skills.

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