



# Exploring The Practice of Instructional Video Creation in Computer-Assisted Language Learning Course

Euis Kurniasih<sup>1</sup>

Universitas Indraprasta PGRI

**Abstract:** This study aims to describe the practice of creating instructional videos in the Computer-Assisted Language Learning course. The research design employs a descriptive qualitative approach. The participants in this study are fourth-semester English education students at a private university in Jakarta, with a total of 60 selected participants. Data collection was conducted through questionnaires and video analysis. The results of this study include aspects of the chosen material topics and language skills, as well as the tools and software used in the video creation process. The selected material topics are those found in the junior high school Merdeka curriculum textbooks. The chosen language skills are receptive skills, namely reading and listening. The tools used include laptops, smartphones, tripods, and lights, while the most commonly used software are Canva and CapCut. The practice of creating instructional videos can serve as an evaluation material for developing students' skills in integrating English language learning with technology.

**Key Words:** instructional video; english education students; senior high school level

**Abstrak:** Penelitian ini bertujuan untuk mendeskripsikan praktek pembuatan video instruksional dalam mata kuliah Computer-Assisted Language Learning. Desain penelitian ini menerapkan pendekatan deskriptif kualitatif. Partisipan dalam penelitian ini adalah mahasiswa pendidikan Bahasa Inggris semester empat di salah satu perguruan tinggi swasta di Jakarta yang dipilih sebanyak 60 orang. Pengumpulan data dilakukan dengan kuesioner dan analisis video. Hasil penelitian ini mencakup aspek topik materi dan keterampilan berbahasa yang dipilih serta peralatan dan software yang digunakan dalam proses pembuatan video. Topik materi yang dipilih adalah topik-topik yang ada di buku teks kurikulum merdeka jenjang SMP. Aspek keterampilan berbahasa yang dipilih adalah keterampilan reseptif yaitu *reading* dan *listening*. Lalu peralatan yang digunakan antara lain laptop, ponsel pintar, tripod dan lampu, sedangkan perangkat lunak yang digunakan paling banyak adalah canva dan capcut. Praktek pembuatan video instruksional ini dapat menjadi bahan evaluasi untuk pengembangan keterampilan mahasiswa dalam mengintegrasikan antara pembelajaran bahasa Inggris dan teknologi.

**Kata Kunci:** video instruksional; mahasiswa pendidikan bahasa inggris; sekolah menengah atas

---

\*Corresponding author: Euis Kurniasih, Universitas Indraprasta PGRI Jl. Nangka No. 58 C Tanjung Barat Jagakarsa Jakarta Selatan, Indonesia City, [euis99@gmail.com](mailto:euis99@gmail.com)

## INTRODUCTION

Instructional videos have been a valuable educational tool for decades, used in various models such as face-to-face and asynchronous courses. While they are just one part of successful learning environments, they play a crucial role in delivering content and creating meaningful learning experiences (Koster, 2018). Their ability to present information in a visually engaging and easily digestible format makes them particularly effective for explaining complex concepts and processes. Additionally, instructional videos can be paused, replayed, and reviewed at the learner's convenience, providing a flexible and personalized learning experience. This adaptability is especially beneficial in diverse educational settings, where students may have varying levels of prior knowledge and learning paces. By incorporating multimedia elements such as animations, graphics, and real-life demonstrations, instructional videos can enhance comprehension and retention, ultimately contributing to improved educational outcomes (Brame, 2015; Edutopia, 2020).

Videos play a pivotal role in enhancing language acquisition by providing learners with rich, contextualized input that combines visual and auditory elements. This multimodal approach aligns with Mayer's Cognitive Theory of Multimedia Learning, which posits that people learn more effectively when information is presented through both visual and verbal channels (Mayer, 2005). People learn more effectively from instructional videos when certain principles are applied: the instructor draws graphics while lecturing (dynamic drawing), shifts eye gaze between the audience and the board (gaze guidance), includes prompts for summarizing or explaining (generative activity), films demonstrations from a first-person perspective (perspective), and adds subtitles for second language learners (subtitle) (Mayer et al., 2020). Videos can depict real-life scenarios, cultural contexts, and authentic language use, which are crucial for developing listening and speaking skills. For instance, a study by (Kucher, 2020) highlights that using movies and TV shows in language instruction can target all major language aspects simultaneously, thereby increasing the effectiveness of language learning. By exposing learners to natural language use, videos help them understand idiomatic expressions, pronunciation, and intonation patterns, which are often challenging to grasp through text alone.

The benefits of using videos in language learning are manifold. Videos provide authentic examples of language in use, which can enhance learners' listening and reading comprehension skills. According to a study by the University of Chicago, videos offer auditory and visual input that facilitates language learning by making content more engaging and easier to understand (Kucher, 2020). This is particularly important for English language learners (ELLs), who can benefit from seeing and hearing language used in context. Secondly, videos can serve as powerful tools for reinforcing and expanding upon classroom instruction. They can introduce new topics, provide visual explanations of complex concepts, and offer opportunities for practice and review. Larry (2012) suggests that videos can be used to trigger discussions, illustrate best practices, and enrich blended learning environments. Additionally, videos can be paused, replayed, and reviewed at the learner's convenience, allowing for personalized and self-paced learning. This flexibility is especially beneficial for language learners who may need to revisit content multiple times to fully grasp new concepts.

Furthermore, videos can enhance student engagement and motivation. The dynamic and interactive nature of videos can capture learners' attention and make learning more enjoyable. A study found that using video content in the classroom can significantly increase student engagement and improve learning outcomes (Alber, 2019). By providing a diverse range of visual and auditory stimuli, videos can cater to different learning styles and preferences, making language learning more inclusive and effective. The use of videos in language learning offers numerous benefits that enhance the overall learning experience. By providing engaging,

context-rich content and catering to diverse learning styles, videos help learners develop their language skills more effectively and enjoyably.

Creating an instructional video is become the main project of Computer-Assisted Language Learning course for the students of English Education study program in Universitas Indraprasta PGRI. Based on the syllabus, Computer-Assisted Language Learning Course prepares students to become English teachers with digital literacy skills, using ICT for teaching which involves inquiry learning for presenting and simulating Android and computer-based applications, and project-based learning for creating multimedia teaching materials like games, quizzes, and videos for middle and high school students (Kurniasih, 2022). To create effective instructional videos for English lessons aimed at senior high school students, prospective teachers should possess TPACK a combination of technical, pedagogical, and content-specific knowledge and skills. According to (Koehler & Mishra, 2013) The TPACK framework is an educational model that integrates three primary forms of knowledge necessary for effective teaching with technology: Technological Knowledge (TK), Pedagogical Knowledge (PK) Content Knowledge (CK). TK refers to understanding how to use various technologies. PK refers to knowing how to teach effectively and CK refers to mastery of the subject matter being taught. The TPACK framework guides the students as prospective teachers to prioritize content and pedagogy before integrating technology. While new technology can be exciting, focusing on it first can lead to losing sight of learning goals. TPACK emphasizes that effective teaching involves a balanced combination of content, pedagogy, and technology for innovative education.

The instructional design of videos can be assessed through four categories design methodologies, attention and recall, production quality and interactivity (Koster, 2018). Design methodologies refers to incorporating physical, cognitive, and affective design to create effective instructional videos. Attention and recall are strategies to capture students' attention and enhance content recall amidst digital distractions. Production quality is evaluating whether high production quality improves learning and considering the economic implications for creating such videos. Interactivity is assessing and enhancing the interactivity of instructional videos through new design strategies and evolving technology to benefit student learners. Sweeder (2007) suggests six weeks unit of instructional video making practice which passes six steps such as basic videographic grammar, pre-production, production, post production, project submission, debriefing and awards ceremony. Winslett, (2014) categorized video types into some types: Fly on the wall, mashing up, presenting to the camera, dramatic works, interviews, testimonials and vox pops, producing video games, recording and/or transmitting a teaching event, multiple production types and technologies, simulating/modelling/representing/capturing and capturing hard to see processes and contexts, video diaries, video enabled communication and collaboration.

In relation of final project of instructional video creation which integrated with TPACK concept, students can consider the key concept and content organization in the element of CK, teaching strategies and engagement technique in the element of PK and choosing tools, software and multimedia in the element of TK. Then, in the implementation of instructional video creation by students, it needs evaluation to asses how far students can integrate TPACK concept in the instructional video they made. Therefore, this research will find out how is the practice of instructional video creation in the Computer-Assisted Language Learning Course.

## METHOD

This study applied a qualitative research design that explored students' practice in creating instructional video for the final project of computer-assisted language learning. Qualitative research involves attempts to describe phenomena, sometimes using scientific methods and other times through artistic means. It seeks to understand subjects, occasionally through inductive reasoning and at other times deductively. It consistently aims to challenge existing notions by closely examining specific details and learning from them (Trainor & Graue, 2013).

### Participants

The participants in this study were fourth-semester students from the English Education program at Universitas Indraprasta PGRI. Specifically, the study focused on students enrolled in the computer-assisted language learning course. Out of the 14 classes in the program, participants were selected from two classes, RH and RJ, totaling 60 students.

### Sampling Procedures

In this study, a purposive sampling technique was employed to select participants from the English Education program at a private university in Jakarta. The population consisted of 350 fourth-semester students enrolled in the Computer-Assisted Language Learning course, distributed across 14 classes. To obtain a manageable and representative sample, two classes (RH and RJ) were chosen, comprising a total of 60 students.

Purposive sampling was chosen because it allows for the intentional selection of specific classes that are likely to provide rich and relevant data for the research objectives. The selected classes were chosen based on their diversity in terms of student proficiency levels, engagement with the course material, and access to technological resources. This approach ensures that the sample reflects a broad range of experiences and challenges faced by students in creating instructional videos.

Purposive sampling, frequently utilized in qualitative research though not exclusively, involves researchers deliberately selecting cases to be included in the sample. This selection is based on the researchers' judgment regarding the typicality of the cases or the possession of specific characteristics that are of interest to the study. The researchers carefully assemble the sample to ensure it meets the specific requirements and objectives of their research, thereby enabling a focused and in-depth exploration of the phenomena under investigation (Cohen et al., 2018).

### Materials and Apparatus

The primary instrument for this research is a meticulously designed questionnaire aimed at capturing detailed insights into the students' experiences and practices in creating instructional videos for a computer-assisted language learning course. The questionnaire is structured to include several key sections, each focusing on different aspects of the video creation process.

Questionnaire Design consist of:

#### 1. Material Topic

This section requires students to specify the topic of their instructional video. It aims to understand the range of topics chosen and how they align with the course objectives. By identifying the material, the research can analyze the diversity and relevance of the content created by the students.

## 2. Learning Skill

Students are asked to describe the intended learning skill of their videos. This section helps in assessing whether the students have a clear understanding of the educational goals they aim to achieve through their videos. It also provides insights into how well the students can articulate and plan for skill activities.

## 3. Tools and Software Used

This part of the questionnaire focuses on the technical aspects of video creation. Students list the tools and software they utilized, such as video editing programs, recording devices, and any other technological resources. This information is crucial for understanding the technological proficiency of the students and the accessibility of various tools.

In addition to the questionnaire, the research utilizes various apparatus to facilitate data collection and analysis namely Google Drive for collecting the electronic questionnaire and Excel for organizing and analyzing the questionnaire data.

## Procedures

This information is likely to merge the actual procedures with the materials and apparatus because it is hard to say what the participants were doing without indicating what they were doing it with. There are some fairly standard elements in the procedure. The research procedures are designed to systematically explore the practices and challenges of instructional video creation in a computer-assisted language learning course. Here are the steps involved:

### 1. Literature Review

Conduct a comprehensive review of existing literature on instructional video creation, computer-assisted language learning (CALL), and relevant educational theories. This helps in framing the research questions and understanding the context.

### 2. Questionnaire Development

Design a detailed questionnaire with sections on material topics, learning skill, tools and software used, and descriptions of pre-production, production, and post-production processes, as well as challenges faced by students.

### 3. Data Collection

**Questionnaire Distribution:** Administer the questionnaire to the selected 60 students. Ensure that the students understand the questions and provide detailed responses.

### 4. Video Collection

Gather the instructional videos created by the students as part of their final project. These videos will be analyzed to understand the practical aspects of video creation.

### 5. Data Analysis

Code and categorize the responses from the questionnaires, interviews, and focus groups to identify recurring themes and patterns.

### 6. Interpretation

Synthesize the findings to draw meaningful conclusions about the practices and challenges of instructional video creation in a CALL course. Relate the findings to existing theories and literature..

## Data Analysis

In this study, I employed thematic analysis to examine the data from the questionnaire and video analysis. The thematic analysis model by Barkhuizen et al. (2014) includes both single and multiple case studies. For this research, I utilized a single case study to analyze data. Barkhuizen's model outlines three main activities: repeatedly reading the data, coding and

categorizing data extracts, and identifying thematic headings. Then the data were interpreted and concluded.

## RESULT

This study aimed to explore the practices and challenges faced by students in creating instructional videos for a computer-assisted language learning course. The following is the result of study gathered from questionnaire and video analysis:

### *Learning Topics*

The instructional video topics created by students were derived from textbooks for Senior High School, published by the Book Center of the Indonesian Government, and based on the Merdeka curriculum. The textbooks include “Work in Progress” for Grade X, “English for Change” and “Bahasa Inggris Tingkat Lanjut” for Grade XI, and “Train of Thoughts” and “Life Today” for Grade XII. The distribution of the instructional video topics is presented in the following table:

**Table 1.** The Material Topic of Instructional Video by Students

No	Material Topic	Class	Students
1	Great Athlete	X	3
2	Sports Events	X	3
3	Sports and Health	X	2
4	Healthy Food	X	2
5	Graffiti	X	2
6	Fractured Stories	X	2
7	Digital Literacies and My Identity	XI	3
8	Love Your Environment	XI	4
9	Healthy Life for a Healthy Future	XI	2
10	Indonesian Environmental Figure	XI	2
11	Personal Money Management	XI	2
12	Legend	XI	3
13	Fairy Tale	XI	3
14	Fantasy	XI	2
15	Analytical Exposition Text	XI	1
16	Hortatory Exposition Text	XI	1
17	Digging the Hidden Gem of Borneo	XII	3
18	Connected to Social Media	XII	3
19	Get in Touch with Nature	XII	3
20	Future Method of Payment	XII	2
21	Today's Life	XII	3
22	The Story of a Friendly Future	XII	3
23	E-Money	XII	2
24	Netiquette	XII	2
25	Carbon Footprints	XII	2
	Total		60

The instructional video topics for Grade X include: “Great Athletes” created by three students, “Sports Events” by three students, “Sports and Health” by two students, “Healthy Food” by two students, “Graffiti” by two students, and “Fractured Stories” by two students.

The instructional video topics for Grade XI are as follows: “Digital Literacies and My Identity” created by three students, “Love Your Environment” by four students, “Healthy Life for a Healthy Future” by two students, “Indonesian Environmental Figure” by two students, “Personal Money Management” by two students, “Legend” by three students, “Fairy Tale” by three students, “Fantasy” by two students, “Analytical Exposition Text” by one student, and “Hortatory Exposition Text” by one student.

The instructional video topics for Grade XII include: “Digging the Hidden Gem of Borneo” created by three students, “Connected to Social Media” by three students, “Get in Touch with Nature” by two students, “Future Method of Payment” by two students, “Today’s Life” by three students, “The Story of a Friendly Future” by three students, “E-Money” by two students, “Netiquette” by two students, and “Carbon Footprints” by two students.

### *Learning Skill*

Learning skill of the instructional video made by students are formulated into activities displayed in the following table:

**Table 2.** The Learning Outcomes of Instructional Video

No	Material Topic	Class	Skill	Activities	Students
1	Great Athlete	X	Listening	Listening to description of athletes in a monologue and in conversations	1
			Reading	Reading a text and finding general and specific information in the text about great athletes	2
2	Sports Events	X	Listening	Listening to someone’s experience of a sports event	1
			Reading	Reading a text and finding general and specific information in the text about experience of watching a sports event	2
3	Sports and Health	X	Listening	Listening to a procedure on how different activities can help us stay healthy	1
			Reading	Reading a text and finding general and specific information in the procedure text how to stay healthy	1
4	Healthy Food	X	Listening	Listening to a procedure of healthy eating	1
			Reading	Reading a text and finding general and specific information in the procedure text about healthy eating	1
5	Graffiti	X	Listening	Listening to an exposition about graffiti	1
			Reading	Reading a text and finding general and specific information in the expository text about graffiti	1
6	Fractured Stories	X	Listening	Listening to a fractured story	1
			Reading	Reading a text and finding general and specific information in the fractured narrative text	1
7	Digital Literacies and My Identity	XI	Listening	Listening to expressions for stating opinions, agreeing and disagreeing used in a spoken transactional conversation	1

			Reading	Reading author's/ content creator's purpose in their multimodal text (i.e. social media post)	2
8	Love Your Environment	XI	Listening	Listening to types of expressions that relate to issue of domestic waste	2
			Reading	Reading main ideas and the writer's purpose in a descriptive text	2
9	Healthy Life for a Healthy Future	XI	Listening	Listening to expressions of giving and defending opinion used in a spoken transactional conversation	1
			Reading	Reading main ideas and author's purpose in an analytical exposition text	1
10	Indonesian Environmental Figure	XI	Listening	Listening to expressions for starting, continuing and ending a transactional conversation	1
			Reading	Reading main ideas and author's purpose in a narrative text	1
11	Personal Money Management	XI	Listening	Listening to types of expressions used in a procedure text about personal money management	1
			Reading	Reading main ideas and writer's purpose in a procedure text about personal money management	1
12	Legend	XI	Listening	Listening to legends in the topics of sacrifice, trust, and honesty	1
			Reading	Reading legends which include issue around environmental awareness	1
13	Fairy Tale	XI	Listening	Listening to fairy tales in the topics of ingenuity and right-wrong action	2
			Reading	Reading fairy tales which include issues around self-concept and wellbeing	2
14	Fantasy	XI	Listening	Listening to fairy tales in the topics of ingenuity and right-wrong action	1
			Reading	Reading Fantasy story which include issues around financial literacy	1
15	Analytical Exposition Text	XI	Reading	Reading analytical exposition texts in the topics of library and deforestation	1
16	Hortatory Exposition Text	XI	Reading	Reading hortatory exposition in the topic of technology in classroom	1
17	Digging the Hidden Gem of Borneo	XII	Listening	Understand short conversation and text about the beauty of Kalimantan and some problems about underwater conservation	1
			Reading	Comprehend narrative text about Bujang Beji.	2
18	Connected to Social Media	XII	Listening	Understand short conversations about the negative effects of social media	1
			Reading	Understand analytical exposition text about consumerism and negative impacts of social media.	2
19	Get in Touch with Nature	XII	Listening	Understand the strength and the weaknesses of some places mentioned in the audio	1
			Reading	Comprehend Discussion text about advantages and disadvantages of Nihiwatu and Snorkeling.	2
20		XII	Listening	Understand a talk about Financial Literacy.	1

	Future Method of Payment		Reading	Comprehend texts about future methods of payment: the cashless and financial literacy.	1
21	Today's Life	XII	Listening	Understand a talk about minimalism	1
			Reading	Comprehend Pros and cons texts about becoming minimalist and digital minimalism.	2
22	The Story of a Friendly Future	XII	Listening	Listening to a conversation about energy saving	1
			Reading	Reading a narrative text about the Breakers of Limitations from Gurung Mali	2
23	E-Money	XII	Listening	Listening to a podcast about E-Money	1
			Reading	Reading an argumentative text about cashless society	1
24	Netiquette	XII	Listening	Listening to a dialogue about social media	1
			Reading	Reading a hortatory exposition text about Are Social Media Platform safe?	1
25	Carbon Footprints	XII	Listening	Listening a dialogue about reducing carbon footprints	1
			Reading	Reading discussion text about Do we need to stop eating meat?	1
			Total		60

The data indicates that the instructional videos primarily emphasize reading skills (55%) over listening skills (45%). This preference for receptive skills over productive skills is evident among all students. They adhere to the textbook material, which includes various forms of conversation, transactional expressions, descriptive texts, recount texts, procedural texts, exposition texts, narrative texts, multimodal texts, discussion texts, argumentative texts, and hortatory texts. Subsequently, they transform this material into scripts and videos with a duration of 5-7 minutes.

### *Tools and Software*

In the process of instructional video creation, students utilize tools and software in the pre-production, production and post production shown in the following table:

**Table 3.** The Instructional Video Tools

No	Tools	Function	F	%
1	Laptop	Writing Script, Screen-casting	60	100
2	Smartphone	Shooting, Editing, Uploading, Distributing	60	100
3	Tripod	Shooting	20	30
4	Light	Shooting	26	43,3
5	Earphone	Shooting	1	1,6

Based on the data presented in the table, four primary tools were utilized by students to create instructional videos: laptops, smartphones, tripods, lights, and earphones. Laptops were universally employed by all students for scriptwriting, screen-casting, and video production. Smartphones were also used by all students for filming, editing, uploading to Google Drive or YouTube, and distributing video links via WhatsApp. Tripods were used for filming by only

30% of the students. Lighting equipment was employed by 43.3% of the students during filming. Earphones were used by a mere 1.6% of the students for filming purposes.

In addition to tools, software is also required to create instructional videos, as illustrated in the following table:

**Table 3.** The Instructional Video Software

No	Software	Function	F	%
1	Canva	Making Slides, Screen-casting	59	98.3
2	Power Point	Making Slides, Screen-casting	1	1.7
3	Capcut	Editing	47	78.3
4	Kinemaster	Editing	1	1.7
5	Inshot	Editing	1	1.7
6	Filmora	Editing	1	1.7
7	Zoom	Live Teaching	1	1.7
8	Gmeet	Live Teaching	1	1.7
9	YouTube	Posting	55	91.7
10	Google Drive	Posting	5	8.3

Based on the findings, ten software applications were utilized by students in the creation of instructional videos. Canva was employed by 98.3% of students for creating slides and screen-casting. Power Point was used by only 1.7% of students for similar purposes. For video editing, Capcut was utilized by 78.3% of students, while Kinemaster and InShot were each used by 1.7% of students. Zoom and Google Meet were used for recording live teaching sessions, particularly when students did not use the talking head or screen-casting video formats, with a usage rate of 1.7%. In the post-production phase, YouTube was the preferred platform for uploading videos, used by 91.7% of students, whereas Google Drive was used by 8.3% of students.

## DISCUSSION

### *Learning Topics*

This study aimed to explore the practices and challenges faced by students in creating instructional videos for a computer-assisted language learning course. The findings from the instructional video topics created by students, based on the Merdeka curriculum and derived from textbooks published by the Book Center of the Indonesian Government, reveal several key insights into the educational focus and interests of Senior High School students.

The topics chosen by Grade X students, such as “Great Athletes,” “Sports Events,” “Sports and Health,” “Healthy Food,” “Graffiti,” and “Fractured Stories,” indicate a strong inclination towards physical education, health, and creative expression. This selection suggests that students are not only interested in learning about physical well-being and nutrition but also in exploring artistic and narrative forms. The diversity in topics reflects a balanced approach to education, emphasizing both physical and mental development.

For Grade XI, the topics include “Digital Literacies and My Identity,” “Love Your Environment,” “Healthy Life for a Healthy Future,” “Indonesian Environmental Figure,” “Personal Money Management,” “Legend,” “Fairy Tale,” “Fantasy,” “Analytical Exposition Text,” and “Hortatory Exposition Text.” This range of topics highlights a shift towards more

complex and abstract themes. The inclusion of digital literacy and personal identity suggests an awareness of the importance of technology and self-awareness in modern education. Environmental topics and personal finance indicate a growing concern for sustainability and practical life skills. The focus on various forms of exposition and narrative texts demonstrates an emphasis on critical thinking and creative writing skills.

The topics for Grade XII, such as “Digging the Hidden Gem of Borneo,” “Connected to Social Media,” “Get in Touch with Nature,” “Future Method of Payment,” “Today’s Life,” “The Story of a Friendly Future,” “E-Money,” “Netiquette,” and “Carbon Footprints,” reflect a mature understanding of contemporary issues. The emphasis on social media, digital payments, and netiquette indicates a recognition of the digital world’s impact on daily life. Environmental topics like “Carbon Footprints” and “Get in Touch with Nature” show a continued commitment to sustainability. The inclusion of futuristic themes and narratives suggests that students are encouraged to think forward and envision potential developments in society.

The instructional video topics chosen by students across different grades demonstrate a well-rounded and forward-thinking educational approach. The integration of physical health, digital literacy, environmental awareness, and creative expression aligns with the goals of the Merdeka curriculum to foster holistic development. These findings underscore the importance of providing diverse and relevant educational materials that cater to the evolving interests and needs of students.

### *Language Skill*

The data indicates that the instructional videos primarily emphasize reading skills (55%) over listening skills (45%). This preference for receptive skills over productive skills is evident among all students. They adhere to the textbook material, which includes various forms of conversation, transactional expressions, descriptive texts, recount texts, procedural texts, exposition texts, narrative texts, multimodal texts, discussion texts, argumentative texts, and hortatory texts. Subsequently, they transform this material into scripts and videos with a duration of 5-7 minutes.

The preference for receptive skills, such as reading and listening, over productive skills, such as speaking and writing, aligns with established educational practices in language learning. Receptive skills are often prioritized in the initial stages of language acquisition because they form the foundation for understanding and processing language. According to the British Council, receptive skills are crucial as they allow learners to receive and comprehend language input, which is essential for effective communication<sup>1</sup>. This approach is supported by (Richard & Schmidt, 2010), who emphasize that receptive skills involve extracting meaning from spoken or written discourse, which is a fundamental aspect of language learning.

The adherence to textbook material, which includes a variety of text types and genres, ensures that students are exposed to a broad spectrum of language use. This exposure is critical for developing comprehensive language skills. The use of diverse text types, such as descriptive, recount, procedural, and argumentative texts, provides students with opportunities to engage with different linguistic structures and vocabulary. This variety is essential for building a robust language foundation, as highlighted by the literature on language teaching methodologies. The process of transforming textbook material into scripts and videos involves several stages of cognitive and creative engagement. This transformation requires students to not only understand the content but also to reinterpret and present it in a new format. This process aligns with the principles of active learning, where students are actively involved in creating and producing content, thereby enhancing their understanding and retention of the material. The use of instructional videos as a teaching tool has been shown to be effective in promoting active learning and engagement, as noted by (Brame, 2015).

### *Tools and Software*

The findings from the data reveal significant insights into the tools and technologies utilized by students in the creation of instructional videos. The universal use of laptops and smartphones underscores their centrality in modern educational practices, particularly in the context of digital content creation.

Laptops were employed by all students for essential tasks such as scriptwriting, screen-casting, and video production. This widespread use highlights the versatility and indispensability of laptops in educational settings. Laptops provide a comprehensive platform for various stages of video production, from initial planning and scripting to final editing and publishing. Their multifunctionality makes them a cornerstone of digital literacy and content creation in education.

Similarly, smartphones were used by all students for filming, editing, uploading, and distributing videos. The ubiquity of smartphones in this context reflects their accessibility and user-friendly nature. Smartphones offer a convenient and portable solution for capturing and editing video content, making them an ideal tool for students. The ability to upload videos directly to platforms like Google Drive and YouTube, and to share links via WhatsApp, demonstrates the integration of mobile technology with cloud services and social media, facilitating seamless collaboration and dissemination of educational content.

The use of tripods and lighting equipment, however, was less prevalent. Only 30% of students used tripods, and 43.3% used lighting equipment. This disparity suggests that while some students recognize the importance of stable and well-lit video footage, others may lack access to or awareness of these tools. The limited use of tripods and lighting could impact the overall quality of the instructional videos, indicating a potential area for improvement in student training and resource provision.

The minimal use of earphones, with only 1.6% of students employing them for filming, is noteworthy. Earphones can be crucial for monitoring audio quality during recording, suggesting that audio considerations may be underemphasized in the students' video production process. This finding points to a need for greater emphasis on audio quality and the provision of appropriate audio equipment in educational video production.

The data highlights the central role of laptops and smartphones in student-led instructional video production, reflecting their versatility and accessibility. However, the underutilization of tripods, lighting equipment, and earphones suggests areas for potential enhancement in training and resource allocation. By addressing these gaps, educational institutions can further support students in producing high-quality instructional videos, thereby enhancing their digital literacy and content creation skills.

In the other side, there are ten different software applications in the creation of instructional videos, highlighting the diverse range of tools available for educational content production. Canva emerged as the most popular software, used by 98.3% of students for creating slides and screen-casting. This widespread adoption of Canva underscores its user-friendly interface and versatility in designing visually appealing educational materials. In contrast, PowerPoint was used by only 1.7% of students for similar tasks, suggesting a preference for more modern and dynamic design tools among the majority of students.

For video editing, CapCut was the predominant choice, utilized by 78.3% of students. This preference may be attributed to CapCut's comprehensive editing features and ease of use, making it accessible for students with varying levels of technical expertise. Kinemaster and InShot were each used by 1.7% of students, indicating that while these tools are available, they are less favored compared to CapCut.

Zoom and Google Meet were employed for recording live teaching sessions by 1.7% of students, particularly when the talking head or screen-casting video formats were not used. This

limited usage suggests that live teaching recordings are less common, possibly due to the preference for pre-recorded and edited content that allows for greater control over the final product.

In the post-production phase, YouTube was the preferred platform for uploading videos, used by 91.7% of students. This preference highlights YouTube's widespread accessibility and its role as a primary platform for sharing educational content. Google Drive was used by 8.3% of students, indicating its role as an alternative storage and sharing solution.

Comparing these findings with previous research, such as the study by Ou et al., (2019), which explored the design and development of video lessons for online learning, reveals several parallels and distinctions. Similar to the current findings, Ou et al. emphasized the importance of selecting appropriate technologies and resources to create effective instructional videos. Their study highlighted the significance of integrating instructional design principles with video production to enhance learning outcomes.

Moreover, the research by (Fyfield et al., 2019) identified various types of instructional videos and production styles, underscoring the need for deliberate decision-making in video creation. The current findings align with this perspective, as students' choices of software reflect a strategic approach to leveraging available tools for specific tasks, such as design, editing, and distribution.

The study by Kevin, (2024) on the best software for creating educational videos also supports the current findings. Kevin identified tools like Canva and CapCut as leading options for educational content creation, corroborating the students' preferences observed in this study. The emphasis on user-friendly interfaces and comprehensive features in these tools aligns with the students' choices, highlighting the importance of accessibility and functionality in educational software.

## CONCLUSION

The instructional video topics chosen by students across different grades demonstrate a well-rounded and forward-thinking educational approach. The creation of instructional videos as the final project for the Computer Assisted Language Learning Course encompasses material topics, learning skills, tools, and software. The topics selected by students across various grades demonstrate a comprehensive and progressive educational approach, aligning with the Merdeka curriculum's objectives of promoting holistic development through the integration of physical health, digital literacy, environmental awareness, and creative expression. The focus on receptive skills, such as reading and listening, underscores their significance in language learning, while converting diverse textbook materials into scripts and videos fosters active learning and engagement. The predominant use of laptops and smartphones in video production highlights their versatility and accessibility, although the limited use of tripods, lighting equipment, and earphones indicates potential areas for enhancement in training and resource allocation. By recognizing these preferences and trends, lecturers can better support students in creating high-quality instructional videos, thereby enhancing digital literacy and effective learning experiences.

## References

- Alber, R. (2019). *Using Video Content to Amplify Learning*. Edutopia. <https://www.edutopia.org/article/using-video-content-amplify-learning/>
- Brame, C. J. (2015). *Effective educational videos*. Vanderbilt University. Effective educational

videos%0A

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge.
- Edutopia. (2020). *How to Make Effective Videos for Learning*. George Lucas Educational Foundation. <https://www.youtube.com/watch?v=8Swzhq9Pnr0>
- Fyfield, M., Henderson, M., & Phillips, M. (2019). 25 Principles for effective instructional video design. In Y. W. Chew, K. . Chan, & A. Aplhonsi (Eds.), *ASCILITE 2019 - Conference Proceedings - 36th International Conference of Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education: Personalised Learning. Diverse Goals. One Heart*. (pp. 418–423). Singapore University of Social Sciences. <https://doi.org/10.14742/apubs.2019.299>
- Kevin, A. (2024). *10 Best Software to Create Educational Videos in 2024*. Synthesia. <https://www.synthesia.io/learn/training-videos/educational-video-making-software>
- Koehler, M. J., & Mishra, P. (2013). What is Technological Pedagogical Content Knowledge (TPACK). *Journal of Education*, 193(3), 13–19. <https://doi.org/10.1177/002205741319300303>
- Koster, J. (2018). *Video in the Age of Digital Learning*. Springer International Publishing.
- Kucher, T. (2020). Language Learning Behind the Screen: Movies for Second Language Acquisition. *The IAFOR International Conference on Education – Hawaii 2020 Official Conference Proceedings*, 403–412. <https://doi.org/10.22492/issn.2189-1036.2020.32>
- Kurniasih, E. (2022). *Rencana Pembelajaran Semester Computer-Assisted Language Learning*.
- Larry, F. (2012). *Eight Ways to Use Video With English-Language Learners*. Edutopia. <https://www.edutopia.org/blog/ell-engagement-using-video-larry-ferlazzo-katie-hull-sypnieski>
- Mayer, R. E. (2005). *The Cambridge Handbook of Multimedia Learning*. Cambridge University Press.
- Mayer, R. E., Fiorella, L., & Stull, A. (2020). Five ways to increase the effectiveness of instructional video. *Educational Technology Research and Development*, 68(3), 837–852. <https://doi.org/10.1007/s11423-020-09749-6>
- Ou, C., Joyner, D. A., & Goel, A. K. (2019). Designing and Developing Video Lessons for Online Learning: A Seven-Principle Model. *Online Learning*, 23(2), 82–104. <https://doi.org/10.24059/olj.v23i2.1449>
- Richard, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson Education.
- Sweeder, J. (2007). Digital Video in the Classroom: Integrating Theory and Practice. *Contemporary Issues in Technology and Teacher Education*, 7(2), 107–128.
- Trainor, A., & Graue, E. (2013). *Reviewing Qualitative Research in the Social Sciences*. Routledge.
- Winslett, G. (2014). What counts as educational video?: Working toward best practice alignment between video production approaches and outcomes. *Australasian Journal of Educational Technology*, 30(5), 487–502. <https://doi.org/10.14742/ajet.458>