

**Modal Auxiliary Video as Learning Media For 11<sup>th</sup> Grade of Senior High School****Nayla Zahroh Al-Husna<sup>1</sup>, Luluk Choirun Nisak Nur<sup>2\*</sup>, Rohmat Hidayat<sup>3</sup>**<sup>1,2</sup> Pendidikan Bahasa Inggris, Universitas KH A Wahab Hasbullah<sup>3</sup> Agribisnis, Universitas KH A Wahab Hasbullah

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**ABSTRACT**

*This research is aimed to design an English learning media, Modal Auxiliary Learning Video based on a video to facilitate the 11th Grade student of MA Al-I'dadiyyah Bahrul Ulum in learning Modal Auxiliary. In designing the Modal Auxiliary Learning Video for the 11th Grade of Senior High School, the researchers applied Research and Development (R&D) method which is including a specific research model ADDIE. The instruments which are used in collecting the data are interview and questionnaire. The result of material validation achieved 63% score percentages which means the media is worth to be tried out with revision. The media validation achieved 82% score percentages which means the media is strongly worth to be tried out with no revision after being revised and implemented on the students, the final result on the implementation stage was 95% and categorized as "Very Good" category. Based on the results above, the Modal Auxiliary Learning Video for the 11th Grade of Senior High School can be concluded as a feasible and appropriate media to be used for the 11th Grade of Senior High School in learning English, especially in the term of Modal Auxiliary.*

**Keywords:** Modal Auxiliary, Learning Video, Senior High School

**ABSTRAK**

*Penelitian ini bertujuan untuk merancang media pembelajaran Bahasa Inggris, Modal Auxiliary Learning Video berbasis video untuk memfasilitasi siswa kelas 11 MA Al-I'dadiyyah Bahrul Ulum dalam mempelajari Modal Auxiliary. Dalam merancang Modal Auxiliary Learning Video for 11th Grade of Senior High School, periset menerapkan metode riset R&D (Research and Development) yang termasuk riset model yang spesifik, ADDIE. Instrumen penelitian yang digunakan adalah wawancara dan kuisioner. Hasil dari validasi materi memperoleh skor 63% yang menunjukkan bahwa media layak untuk digunakan dengan revisi materi. Validasi media meraih skor 82% yang menunjukkan bahwa media layak digunakan tanpa revisi media. Setelah melalui proses revisi materi dan diterapkan pada siswa, hasil akhir dalam tahap penerapan adalah 95% dan dikategorikan dalam kategori "Sangat Baik". Berdasarkan hasil di atas, Video pembelajaran Modal Auxiliary dapat disimpulkan sebagai media yang layak dan sesuai untuk digunakan oleh siswa kelas 11 SMA dalam mempelajari Bahasa Inggris, khususnya dalam materi Modal Auxiliary.*

**Kata Kunci:** Modal Auxiliary, Video Pembelajaran, Sekolah Menengah Atas

**INTRODUCTION**

This world is created and fulfilled by diversity; races, ethnicities, tribes, nations, cultures and languages. To create unity as a bridge of diversity, languages are the answer. International Languages are recognized as a bridge to diversity. With more than 1, 13 billion speakers, English is claimed as the 1st International Language, followed by Mandarin and Hindi as the 2nd and the 3rd International Languages.

After recognizing that English is the 1st International Language, it is an important thing that everyone has to notice. The ability to learn, understand and speak English is the important basic skills that everyone has to have. Especially for people who does not use English as their Mother Language, as people identify with non-native speakers.

Nowadays, this world is in a *Technology era*, where almost all sector does not use English in the way it is run. Education as one of the main sectors is following the wave of the era and automatically applies English to it. So, mastering English for *non-Native speaker* mean holding half of the world. It is no more being a trend but it is a need. Many countries which do not use English as their National Language, including Indonesia, add English into the compulsory curriculum of education to create human resources with basic competence to both surf on the waves and dive in the current of civilization.

In English, there are four basic skills; Listening, speaking, reading, and writing. Each skill is related to the other. People listen and read to understand what other people say or feel. People speak and write to deliver what other people thought or feeling. There is a connector bridge among these skills called grammar. Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its grammar. People who speak the same language can communicate because they intuitively know the grammar system of that language that is, the rules of making meaning (Subasini & Kokilavani, 2013).

To build a base of these four skills, the teacher has to be detailed in every little thing teacher delivers to the students. Not only about the materials and practices, the students have to understand, but also the way the teachers' explanations are delivered well. It is including the teaching strategy, "How to make the material easy-understandable?", "How to create an interesting learning?" etc., especially in teaching writing skill. The ability to write (writing skill) is one of the important aspects and becomes the basis for students to master various subjects. Writing skill is not a given thing students brought from their birth. It is a thing that has to be trained from time to time. Writing is a complex work that has psychological, physical, and emotional aspects. Writing cannot be regarded as merely transferring certain letters, words, and sentences to a surface (Soyuçok & Musa, 2021).

Based on the observations that the researchers do on Need Analysis duty in 11<sup>th</sup> grade of MA Al-I'dadiyyah, the researchers found that the students have difficulty studying grammar, especially in learning about Modal Auxiliary. The students have confusion about the use of modals in their writing. Considering the description above, finding innovation is needed in facilitating the students' writing skills. From the various learning media that exist, the researchers are in to design a learning video entitled "Modal Auxiliary Learning Video for 11<sup>th</sup> Grade of Senior High School"

## **METHOD**

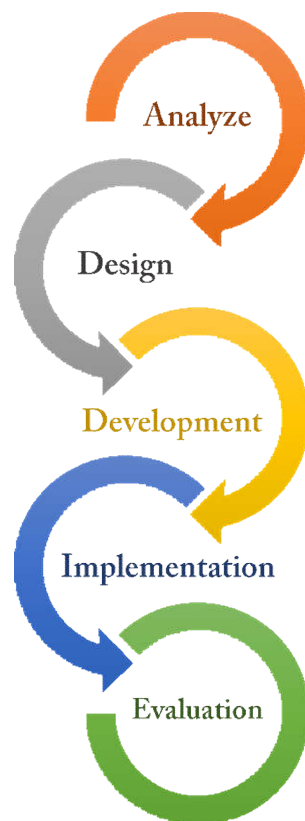
The following step contains two topics, research design and research procedure. The research design is a map to show a clear step in finding, analyzing, and serving the research data, meanwhile research procedure is a series of step that is used to collect and analyze research data to find the answer of questions in the research.

- **Research Design**

As stated in point Objective of the Study, this research is conducted to design a learning video. Thus, in this study, the researchers use research and development study. According to (Sugiyono, 2017) as cited by (Sumarni, 2019), research and Development (R&D) is a research method that is used to produce certain products and test the effectiveness of these products.

(Huda, 2022) stated there are various kinds of research models which can be used as a reference in this Research and Development research, the following are the various models used in research and development. By reviewing related literature about the mentioned research models above, the researchers decides to apply ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model in this study according to appropriation on designing Modal Auxiliary Learning Video.

The figure below shows the stages of ADDIE model;



**Figure 1.** Stages of ADDIE model

- **Research Procedure**

As mentioned in previous point and as shown in the Figure 1, there are five stages of ADDIE model that will be described below;

- **Analysis**

As the first stage, the researchers collect several data to analyze the study needs. In collecting several needs, the researchers apply two different instruments; interview and questionnaire. The interview is conducted with the teacher who taught English at MA Al-'dadiyyah Bahrul Ulum. There are 9 questions that will be asked to the respondent.

- **Design**

The next stage is to design a product based on the result of need analysis. In designing, the researchers deals with various steps. Begins with arranging the material in 22 slides of PowerPoint, recording the presentation by Samsung Screen Recorder, editing the recorded video in VN video editor application, uploading the edited video to Nayla Zao *YouTube* channel. Then ended by arranging questions as a quiz tool in the middle of video and matching card as a game with *NearPod*; a web-based interactive media creation application that can be applied in learning both online and offline, this application provides many very interesting facilities, so that learning material can be packaged in a more attractive and professional-looking way (Purba, 2019).

- **Development**

In the 3<sup>rd</sup> stage, the raw outputs from designing stage is being developed by passing various aspect of validation. There are two aspect of validation for the product; material aspect and media aspect. Each aspect will be validated by the expert. The purpose of validation is to test the product's feasibility before being tested in the field. Some revisions may be conducted according to the suggestion given by the experts. So, when the reseachers receives a validation of the product and revises the product, the reseachers is allowed to try out the product in the field.

- **Implementation**

Implementing is also mean as try out. The developed product is being tested in the field. The purpose of implementation stage is the students' responses of the product that is being

needed in learning Modal Auxiliary. In this stage, the product is applied to the 11th Grade students of MA Al-I'dadiyyah. The students do not only watch and learn about Modal Auxiliary, but also answer the questions given in the middle of video. Based on the purpose of implementation stage, to get the students' responses of the product, the students are being asked to fulfill the questionnaire of responses.

- **Evaluation**

After being revised in development stage and applied to the students in implementation stage, the product deserves to be used in learning activities. The product is not only accessible for small field, but also appropriate for huger field in learning Modal Auxiliary.

## RESULT AND DISCUSSION

- **Finding**

- **The Result of Analysis**

As the 1st stage of development, the researchers needed some instruments to support the analysis. There were two instruments chosen by the researchers; interview and questionnaire. Interview instrument was aimed to the teacher, and questionnaire instrument was shared to the students. The result of each instrument shown are:

- **Interview**

**Table 1.** Transcript of Interview

Question	Answer
What is the most difficult material to be understood by the students?	As I see, the students need more time to study about grammar, especially on Modals. Sometimes, what makes they hard to understand is boredom.
How the teacher solves this difficulty?	To refresh their boredom, sometimes I change my lecturing class into a cinema. I let them to choose what the movie they want to watch or listening music, then I ask them to submit new vocabularies or correcting the grammatical error they found on the movie or the music. Meanwhile, to help them easily understand, I will re-describe the material for them at least twice or three times.
Does the teacher always apply learning media in teaching English?	Due to the limitation in school facilities, usually I only use book as the main source in teaching English and sometimes use video or audio media.
Is learning media necessary to provide a variative learning in the future?	Of course, learning media is a necessary tool beside a book as the main source. I wish on the further, the facilities of the school will be more complete to provide and support the teacher in using learning media.
What kind of learning media which is appropriate to support learning process in MA Al-I'dadiyyah?	Since there are limited facilities, I think learning media which based on audio-visual is appropriate to be applied in MA Al-I'dadiyyah.

- **Questionnaire**

After interviewing the teacher, the reseachers shared the questionnaire to the students. This data-collecting instrument was aimed to collect a valid data of the students' interest in learning English by applying the learning video. From the questionnaire that has been shared, the reseachers calculated that there were 22 students who responded the questionnaire. To calculate and analyze data, the reseachers used Likert Scale calculation by serving rating scale 1 up to 4. There were some steps to calculate the data as follows due to (Taufiqurrachman, 2022):

- Determine Interval Score

$$I = \frac{100}{\text{Likert Scale Amount}}$$

$$I = \frac{100}{4} = 25$$

- Determine Maximal (Y)

$$Y = \text{Max Rating Scale} \times \text{Respondents' Quantity}$$

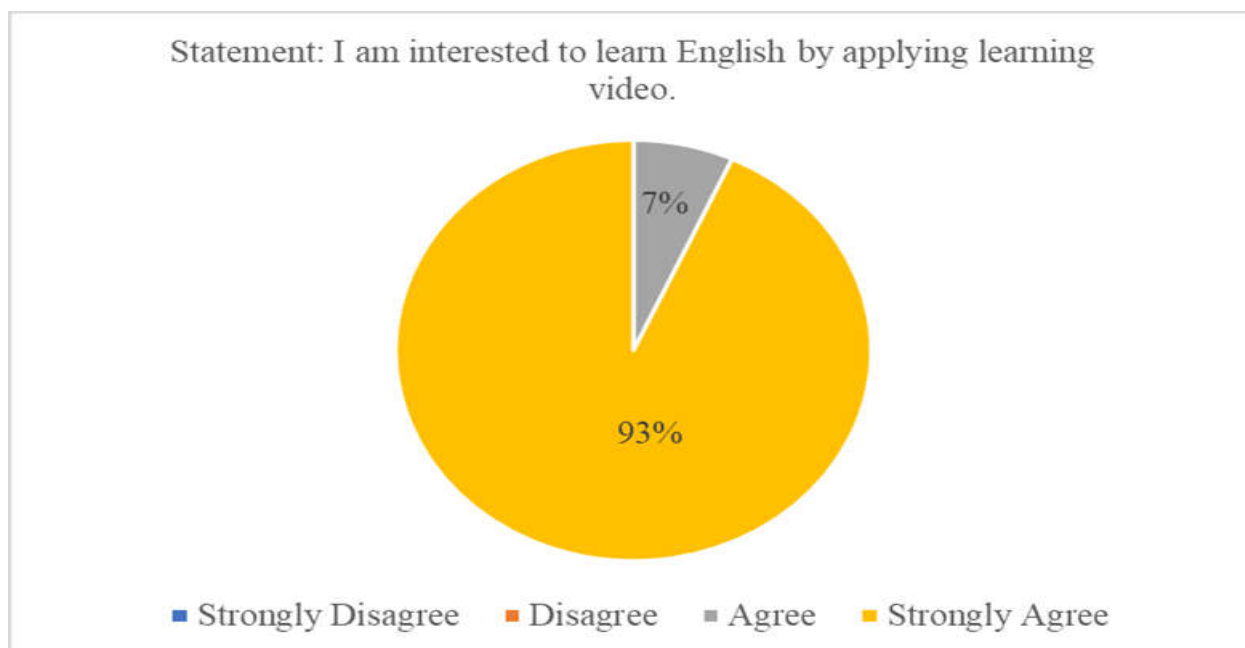
- Percentage

$$\text{Percentage} = \frac{\text{Total Score}}{Y} \times 100\%$$

- Interval of Index Criteria

**Table 2.** Index Criteria based on modified (Riduwan, 2013)

Percentage	Category
76% - 100%	Very Good
51% - 75%	Good
26% - 50%	Poor
0% - 25%	Very Poor



**Figure 2.** Result of Questionnaire

$$\text{Percentage} = \frac{82}{88} \times 100\%$$

$$\text{Percentage} = 93\%$$

As the calculated data above, the researchers received a result that 93% of the students are strongly agree that the students are interested in learning English by applying the learning video.

### ➤ The Result of Design

In designing process, the researchers made a flowchart and created the product. The process of product creating divided into some steps. The 1st step is Material Arrangement. The researchers arranged the material in Power Point, there were various features that provided the material arrangement process. The product output is formatted as .pptx file. Presentation Recording. After the material was well-arranged, the researchers adding narration as a description in each presentation panel and recorded it with *Samsung Screen Recorder*. Since the presentation has been recorded, the file format .pptx, changed into .mp4. The next step is Video Editing. The presentation video was edited in a video editor application

named VN to remove unnecessary and failed part in presenting the material also to add background music to give an enjoyable vibes. After editing the video, the researchers gave a video title and description, set the viewer then uploaded the video to YouTube, video belongs to Nayla Zao YouTube Chanel. And the last steps are adding Collaborate Board, Quiz Arrangement and Game. Collaborate Board was intended to display the Core Competence and Basic Competence of Modal Auxiliary. Quiz was needed to see the student's response and understanding about Modal Auxiliary. Meanwhile the game was arranged as a refreshment. So, the researchers chose multiple choice quiz in Nearpod website as the online Quiz provider.

➤ **The Result of Development**

In the 3rd stage of study, the designed product is being validated by the validators. There were two aspects that being validated; material validation and media validation.

▪ **Material Validation**

The material scoring focused on the material contained in the Modal Auxiliary Learning Video. The material expert was Mrs. Nadhifatul Faricha, S.S., the English teacher in MA Al-I'dadiyyah Bahrul Ulum. The validator responded the questionnaire according to Likert Scale. The data calculation below was based to the formula which has been mentioned in the need analysis stage:

**Table 3.** Result of Material Validation

No	Validation Aspect	Question Number	Score	Maximum Score
1.	The relevancy of materials with the BC and CC	1-6	16	24
2.	The suitability of the language used	7-8	5	8
3.	The suitability of the quiz with the material	9	2	4
<b>TOTAL</b>			23	36

$$Percentage = \frac{23}{36} \times 100\% = 63\%$$

Based on the data calculation, the validated product, Modal Auxiliary Learning Video was given a score 63% in material validation percentage. According to the index criteria (shown in Table 2) the product was categorized in Good category to be trying-out in the field with several revisions.

▪ **Media Validation**

The media scoring focused on the media Modal Auxiliary Learning Video itself. The material expert was Mrs. Rina Dian Rahmawati, M.Pd.I, as the lecturer of Learning Media lesson in Department of Arabic Education. The validator responded the questionnaire according to Likert Scale. The data calculation below was based to the formula which has been mentioned in the need analysis stage.

**Table 4.** Result of Media Validation

No	Validation Aspect	Question Number	Score	Maximum Score
1.	The relevancy of materials with the BC and CC	1	4	4
2.	The suitability of choosing visual compliments in the video	2-6	15	20
3.	The appearance of the whole video	7	4	4
<b>TOTAL</b>			23	28

$$\text{Percentage} = \frac{23}{28} \times 100\% = 82\%$$

Based on the data calculation, the validated product, Modal Auxiliary Learning Video was given a score 82% in media validation percentage. According to the index criteria (shown in Table 2), the product was categorized in Very Good category to be tried-out in the field with no revision.

• **Result**

Implementation stage, as known as Try Out stage, could be conducted after the product was being validated by the experts and being revised (only if the revision is needed). The well-validated product was tried out to the 11th graders of MA Al-I'dadiyyah Bahrul Ulum. Amount of the research subject are 22 students.

**Table 5.** Result of Implementation

Statement	Score	Maximum Score	Percentage
I am interested in learning video as learning media	81	88	92%
I can understand the learning material more easily through the learning video	86	88	98%
I can understand the use of and the benefits of learning video media	85	88	97%
The language used in delivering the material is easy to understand.	81	88	92%
The existence of learning video media can boost my interest in learning	85	88	97%
I enjoy answering on the questions	84	88	95%
I want to study the material more deeply by using learning video	82	88	93%
I like the innovation of learning video learning media in English lessons	84	88	95%
<b>TOTAL</b>	<b>668</b>	<b>704</b>	<b>94.88%</b>

$$\text{Percentage} = \frac{668}{704} \times 100\% = 94.8\%$$

From the amount of 22 students, a score was averagely reached in 95% (being rounded of 94.88%). The score shown that the research subjects' responses are positive and the Modal Auxiliary Learning Video is categorized in Very Good category. So, the Modal Auxiliary Learning Video is feasible to facilitate the students in learning about Modal Auxiliary.

**CONCLUSION**

Based on the results of study and the supporting references, the researchers concludes that Modal Auxiliary Learning Video for 11th Grade of Senior High School designed by the reseachers is worth to be applied and to facilitate the students in the learning process.

The feasibility is based on:

Based on validation process, the material validation approaches 63% score percentages which means the media is worth to be tried out with revision. And the media validation approaches 82% score percentages which means the media is very worth to be tried out with no revision.

Based on the students' response approaches 95% score percentages which means the Modal Auxiliary Learning Media is positively responded and categorized in Very Good category. So, the Modal Auxiliary Learning Video is feasible to be applied in English learning, specially about Modal Auxiliary.

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