

DEVELOPING LISTENING TEACHING MEDIA FOR SEVENTH-GRADE STUDENTS USING AVS VIDEO EDITOR

Ahmad Thoyyib Shofi¹, Lailatul Masruroh²,

¹thoyyibshofi@uqgresik.ac.id, ²lailatulmasruroh@uqgresik.ac.id

^{1,2}Universitas Qomaruddin, Gresik

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ABSTRACT The use of instructional media has become essential in addressing challenges faced by teachers in delivering effective lessons. This research, therefore, focuses on the development of video as an instructional media for teaching English listening skills to seventh-grade students. The research identifies a gap in traditional teaching methods, where English teachers primarily rely on textbooks, resulting in passive student engagement and limited focus on listening skills. The lack of appropriate instructional media makes the problem more complicated, despite available resources like language laboratories, LCD screens, and sound systems. To bridge this gap, the researcher developed video created with AVS Video Editor to stimulate students' interest and improve listening skills. Hence, the research follows the research and development (R&D) approach proposed by Sugiyono (2010). The development procedure from Sugiyono, then is adapted to: 1) analysis, 2) data collection, 3) product creation, 4) validation of the product, and 5) product revision. The findings highlight the effectiveness of the developed video media in capturing students' attention and aligning with curriculum objectives. The validation process leads to constructive feedback, prompting revisions such as adding illustrations, adjusting audio volume, and improving pronunciation. The final product is in the form of videos containing some listening materials under the topic of Introduction, describing people, and giving direction. It also considers feedback from the experts and the teacher in order to give solutions to the teaching problems and provide valuable media for enhancing English listening skills in seventh-grade students in MTs Al Karimi.

Keywords: learning media, video, listening skills, AVS video editor

INTRODUCTION

The world of education is rapidly evolving, with various innovations being implemented to enhance the quality of education. Along with this development, the ability to improve human resources is increasing, especially in the era of modernization and within the realm of education. One clear evidence of the advancement of science and technology in this era is the emergence of new discoveries and innovations. The emergence of various media forms is an innovation in the field of education. To achieve educational goals, specialized skills in the field of "Media" technology are essential. The use of various benefits offered by instructional media facilitates teachers in addressing challenges during the teaching process (Amal et al., 2021).

Realizing an effective educational environment requires individuals who can serve as the focal point for the educational process. One crucial element supporting better education is the use of school instructional media. For teachers, it is insufficient to rely solely on oral communication for teaching. They also need tools or instruments as conduits for conveying information, commonly known as media. To enhance the learning process, teachers are challenged to create more innovative and creative lessons that encourage optimal student learning in both independent and classroom settings (Al Arif, 2020).

Instructional media are tools, instruments, intermediaries, and connectors used to disseminate, convey, or deliver a message in a way that stimulates students' thoughts, feelings, actions, interests, and attention, thereby facilitating the teaching and learning process. According to Iqbal et al. (2022), "Media is a tool or instrument used to convey a message from the communicator to the audience." In the education realm, all such intermediaries are referred to as instructional media.

Dewi et al. (2019) defines media as "all forms of intermediaries used by humans to convey ideas, thoughts, or opinions presented to the intended recipients." The use of instructional media in the classroom greatly aids teachers in kindling students' interest in

learning. With the use of instructional videos, students' minds are easily stimulated, and these videos also provide clearer images of what is being learned.

In teaching English, of course, the teachers need some media to effectively convey language concepts and engage students in the learning process. Various teaching aids and media can enhance the language acquisition experience. For example, such as educational videos, offer visual and auditory stimuli that enhance language learning. They provide exposure to diverse accents, cultural contexts, and real-life communication scenarios (Irawan, 2021).

Based on the interview with the English teachers of MTs Al Karimi indicate that the teaching pattern used is still conventional. Teachers primarily rely on textbooks without utilizing other instructional media. Classroom instruction still involves lecture methods and note-taking on the whiteboard. This leads to students adopting a passive attitude in the learning process, resulting in decreased motivation and interest. The limited knowledge of teachers in developing more innovative instructional videos, coupled with the time constraints they face in creating media to deliver lesson content, contributes to these challenges.

In addition, based on the observations conducted in seventh grade class, the teaching of English-Listening skills in class seventh has been insufficient. The teacher only focuses on teaching verb and reading skills, neglecting specific learning materials. As a result, the students get only a small portion in Listening. The lack of Listening instructional media in MTs Al Karimi leads to the neglect of Listening skill. Despite the presence of language laboratories, LCD screens, and sound systems in this school which could assist teachers during listening lessons, they are not fully utilized. This is due to teachers' lack of knowledge or skills in finding websites that provide listening materials for seventh-grade students.

One of the instructional media, besides audio, that can be used for listening comprehension is video media. Video instructional media is a teaching medium that contains audio-visual learning messages. Videos have motion elements that can capture students' attention and stimulate their learning motivation. Videos with motion and animation elements can hold students' attention longer compared to other instructional media. This media also includes audio elements that align with the listening skills. So, in addition to listening, students can directly see the speaker and visualize the information being discussed, enabling them to understand the taught material (Puspita Sari & Dini Sintia, 2021).

In responding some problems which are occurred at this school, especially the lack of media in teaching listening, the researcher is interested in developing AVS video editor for teaching listening and as media that can assist teachers. The previous studies have provided a strong foundation for the current research, as both focus on using AVS Video Editor to develop educational media for students (Nur Fitrianiingsih et al., 2022; Rubiyah et al., 2020). The previous research demonstrated the effectiveness of this approach in teaching physics to junior high school students, particularly in the topic of straight motion with constant velocity and acceleration. This study used the Research and Development (R&D) method with the ADDIE model, involving stages such as analysis, design, and development. The positive outcomes of the physics research, including increased student interest, motivation, and concentration, support the use of similar methods and media for teaching English listening skills.

Similarly, the current research identifies a need for more engaging instructional media in English lessons, especially for teaching listening skills. Like the previous studies, it employs AVS Video Editor and other methods to create videos that can effectively support student learning and interest. By adapting the successful approaches from earlier research and adapting them to the specific needs of English language teaching, the current research aims to bridge gaps in traditional teaching methods and provide high-quality, validated video materials for seventh-grade students. This continuity and adaptation across studies highlight the potential for enhancing students' learning experiences and outcomes across different subjects.

LITERATURE REVIEW

Listening Skills

In our daily lives, listening is something we do every day, and it's crucial for getting information. Listening is a complicated process that helps us understand spoken language. It's not just important for good communication but also for understanding the world around us (Yeoh, 2021; Zunaidah et al., 2021). Understanding what someone says is not only about their word but also depends on listeners using their knowledge to figure out what the speaker means. However, some things can make listening harder, like background noise that we can't control and might make it difficult to understand. We can't change how fast a speaker talks, and sometimes we can't ask them to repeat things. Plus, having a limited vocabulary can make it harder to understand. Lastly, some signals or words a speaker uses may be unfamiliar to listeners (Sudaryanto et al., 2020).

In Indonesia, the English curriculum for junior high school students aims to teach them how to understand simple spoken conversations and messages in different situations like everyday conversations, announcements, news, entertainment, songs, lessons, lectures, and instructions. They use materials like dialogues and monologues to help students practice their listening skills (Standar et al., 2022).

In teaching listening, there's a challenge with the materials we use. This problem is about how good the listening materials are and if they match what's in the curriculum. The quality of listening materials means how fast people talk and if we can hear them clearly. Found that many students struggle with understanding fast speech. (Ahudulu, 2018) studied how listening to slow and normal speech affects understanding. The study showed that both help students, but natural speech (normal speed) is better than slow speech for improving comprehension. Sah & Shah (2020) also mentioned that sometimes, the equipment used can make the sound unclear, making it hard for students to understand.

Teachers also need to make sure the listening materials fit with what's in the curriculum. The curriculum is like a plan that's made based on what students need to learn. It has goals, things to learn, skills, and values. If the materials match the curriculum, it helps teachers reach the learning goals and the teaching works best when what's taught matches the goals of what students should learn (Irawan, 2021)

Learning Media

Learning media refers to the means or tools utilized by sources to convey ideas, concepts, messages, opinions, and information in the form of printed, audio, visual, or audiovisual communication. According to Rahmatsyah & Dwiningsih (2021), the general characteristics of learning media are as follows: (1) Learning media has a physical aspect, known as hardware, which can be seen, heard, or touched through the senses. (2) Learning media has a non-physical aspect, known as software, which refers to the content that is intended to be conveyed to students. (3) Emphasis in media for teaching is placed on visual and audio elements. (4) Learning media serves as a tool to facilitate the learning process, both inside and outside the classroom. (5) Learning media is used for communication and interaction between teachers and students during the learning process. (6) Learning media can be used on a mass scale (e.g., radio, television), for large groups and small groups (e.g., films, slides, videos, overhead projectors), or for individuals (e.g., modules, computers, cassette tapes, video recorders). (7) Attitudes, actions, organizations, strategies, and management related to the application of a particular field of study are also considered as part of learning media.

Learning media can be categorized into four groups: (1) print-based media, (2) audiovisual media, (3) computer-based media, and (4) a combination of print and computer-based media (Saputra et al., 2022; Saripudin et al., 2021). Meanwhile, according to Kemp and Dayton (as cited in Arsyad, 2013), learning media is divided into eight types: (1) print media,

(2) display media, (3) overhead transparencies, (4) audiotape recordings, (5) slide series and filmstrips, (6) multi-image presentations, (7) video and live film recordings, and (8) computers.

The use of learning media in the teaching and learning process can evoke new desires and interests, stimulate motivation and learning activities, and even have psychological effects on students (Verawati et al., 2022; Yusuf & Agung, 2021). The use of learning media during the orientation phase of learning greatly enhances the effectiveness of the learning process and the delivery of messages and lesson content at that time. In addition to stimulating student motivation and interest, learning media can also help students improve their understanding, present data in an interesting and reliable manner, facilitate data interpretation, and acquire information.

Video

Video is a non-print teaching material rich in comprehensive information, delivering content directly to students. Additionally, it introduces a new dimension to learning due to the characteristics of video technology, presenting moving images to students accompanied by sound. Additionally, it is a form of audio-visual media that depicts a moving object along with natural or appropriate accompanying sound. It can convey information, illustrate processes, explain complex concepts, teach skills, shorten or lengthen time, and influence attitudes (Anggraeni & Surya, 2021; Jett et al., 2016; Mikos, 2016).

Educational videos are considered Audio Visual Aids (AVA), allowing both audio and visual elements. They fall under Audio Motion Visual Media, which includes sound, motion, and visible form. This comprehensive media type uses moving images to convey messages and can be viewed on a monitor or projected onto a widescreen through a projector, providing both sound and movement experience (Puspitarini & Akhyar, 2019)

In addition to its diverse functions, video for learning also offers numerous benefits when employed in the learning process. Utilizing instructional media brings forth several advantages in the learning process. Firstly, it captures students' attention, fostering a heightened motivation to learn. Secondly, learning materials become more comprehensible, enhancing students' understanding and enabling them to master and achieve the learning objectives. Thirdly, teaching methods become more varied, extending beyond mere verbal communication through the teacher's spoken words. This diversity prevents student boredom and alleviates the strain on teachers, particularly when delivering multiple lessons. Finally, students engage in more active learning, moving beyond listening to the teacher's explanations. They participate in various activities such as observation, practice, demonstration, role-playing, and more. In essence, the incorporation of instructional media not only enhances the learning experience but also creates a dynamic and engaging educational environment for both students and teachers (Puspitarini et al., 2018; Silalahi, 2018; Sulihin et al., 2020).

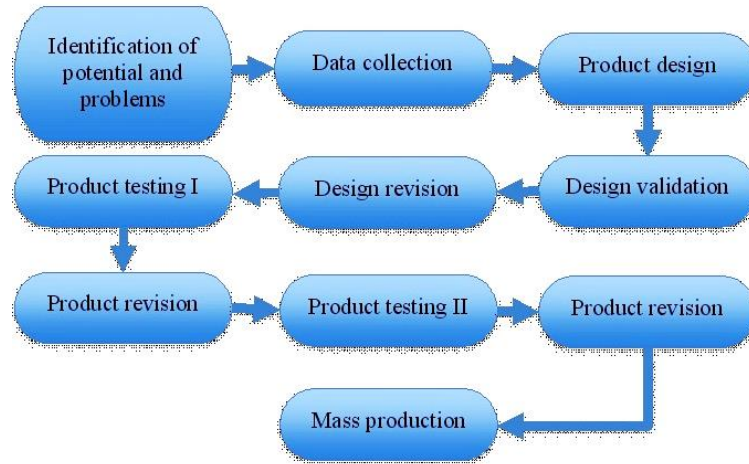
Software AVS Video Editor

The selected software for creating or editing videos is AVS Video Editor. Developed by Online Media Technologies, Ltd., AVS Video Editor is a comprehensive video creation and editing tool with functionality similar to Adobe Premiere Pro. Despite its sophisticated features, it boasts a user-friendly and intuitively designed interface, making it easy to use for instructional media creation. AVS Video Editor includes video curves and video filters, providing various animation effects. Other available software options include MS PowerPoint, Autoplay Media Studio, and more. AVS Video Editor serves as an exemplary application for educators creating instructional videos, offering both simplicity and practicality. Notably, it excels with features like screen recording, support for multiple formats, and the ability to save videos in various formats (Mawarta & Kartadie, 2022; Nur Fitrianiingsih et al., 2022; Rubiyah et al., 2020).

RESEARCH METHODS

This study utilizes the research and development (R&D) approach as proposed by Sugiyono (2010) which includes the following steps: (1) identification of potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing I, (7) product revision, (8) product testing II, (9) product revision, and (10) mass production (Abdalqadir, 2017; Agustini et al., 2018; Cahyadi, 2019; Hidayat et al., 2021). The complete stage of the development is presented by the chart below:

Figure1: The stage of the research and development based on Sugiyono (2010)



Due to the limitation of the time in doing this research, finally the researcher has adjusted the development in five steps. Those are: 1) analysis, 2) data collection, 3) product creation, 4) validation of the product, and 5) product revision. The complete stages of all written steps are presented in the table below:

Table1: The current stage of the research and development adapted from Sugiyono (2010)

Procedure of the Development	Stage
1. Analyzing of the seventh-grade curriculum	Analysis
2. Interviewing the teacher	
3. Analyzing of the students' characteristics	
4. Distributing the questionnaire to the teacher and students	Data collection
5. Pre-production	
6. Production	
7. Post-production	Product design
8. Expert validation I	
9. Revision I	
10. Expert validation II	Product validation
11. Revision II	
12. Final Product	

FINDINGS AND DISCUSSION

Problems analysis

The analysis is the beginning stage conducted in this research. This stage encompasses curriculum analysis and analysis of student characteristics derived from observations and assessments. In the curriculum analysis, the researcher has analyzed the learning outcomes and the learning objective in the element of "listening-Listening" of phase D. In addition, the seventh-grade students in this junior high school implements *Kurikulum Merdeka*. This curriculum is the newest, which was released by the minister of education in 2019, and it has

been being implemented only for seventh-grade students in academic year 2023-2024 in this school (Kemdikbud, 2022). This analysis of the curriculum resulted that:

“By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.”

The next analysis is the analysis of the learning objective. This analysis is conducted by identifying the operational verbs present in the learning outcomes. The English subject for seventh-grade students aims to ensure that students develop communicative English language competence in the context of self, school, and environment. Specifically, the objectives of English learning are to develop students' abilities in:

- a. Identifying the context, main ideas, and detailed information from descriptive and procedural texts, both orally, in writing, and multimodally.
- b. Expressing ideas from descriptive texts, procedures, and brief messages, both orally, in writing, and multimodally.
- c. Analyzing the text structure and language elements of descriptive, procedural, and brief message texts, both orally, in writing, and multimodally.

The further analysis is conducted by interviewing with the seventh-grade English teacher in this junior high school which resulted that the listening skills is rarely taught. The teacher has assessed this skill, but it has been assessed through reading aloud. The teacher notes the lack of media specifically designed for Listening skills. This is because the media needs to align with the new curriculum, namely the *Kurikulum Merdeka*. However, based on observations in school, this institution has potential available learning facilities, such as projectors, screens, and speakers. These resources can support the use of media in the classroom. Following the analysis of potential and problem, the researcher proposes the use of short films in two to five minutes long, as a media tool for English Listening skill in seventh-grade during the first semester.

According to the interviews, the teachers welcome the use of video media enthusiastically because there is a lack of media for listening skill. The teacher suggested limiting the duration, using simple vocabulary for high school students. These suggestions are incorporated into the media production. The researcher also applies the VISUALS principle, which stands for Visible, Interesting, Simple, Useful, Accurate, Legitimate, and Structured (Setiawan et al., 2022).

The analysis of the students' characteristics was identified through a questionnaire given to 31 seventh-grade students at MTs Al Karimi. The identification focused on their needs in the learning listening, specifically in the topic of (1) greetings and introduction, (2) describing people, and (3) asking and giving direction. This involved understanding their requirements for interactive learning media and the learning materials. Here is a summary of the data collected from the responses of the 31 students on the questionnaire distributed by the researcher.

Table 2: The responses of the questionnaire from the students regarding the learning needs.

No	Questions	Total Answer	
		Yes	No
1	Does the teacher use enjoyable learning media?	5	15
2	Does the teacher utilize sources or other media besides books?	25	5
3	Is the learning media used by the teacher in line with the learning objectives?	5	15
4	Does the teacher use sources or other media besides books?	25	5

5	Is the instructional media used by the teacher suitable for the learning goals?	30	0
6	Is the video media used by the teacher in accordance with the learning objectives?	15	15
7	In your opinion, is the video media used by the teacher already engaging and enjoyable?	13	17
8	Do you need media other than images/videos?	30	0
9	Has the teacher ever used video media in this subject?	25	5
10	In your opinion, is video media more engaging and enjoyable?	24	2
11	Is video media necessary to be used in the English listening subject?	25	5
12	Do you agree if video media is developed to include text, images, sound, and animations?	24	6
13	Do you agree if the English subject is taught using developed video media that aligns with the learning objectives?	29	1
14	In your opinion, can video media containing tests, images, audio, animations, and various features help in understanding English subject?	29	1
Total		337	83

The questionnaire employed the Gutman scale to obtain clear and straightforward data from the respondents. In this scale, "yes" is assigned a value of 2, and "no" is assigned a value of 0. The identification of students' needs was based on the responses to 14 questions filled out by 31 seventh-grade students. The results showed a total of 337 "yes" responses and 83 "no" responses across questions 1-14. The total score was finally calculated by the formula to find the percentage and the result is 78% of the students said "yes". The average percentage obtained from the accumulation of all questions aimed to assess the conditions of the learning process in the English subject.

Product design

There are three stages in the production of the video media: pre-production, production, and post-production. Pre-production involves several steps, including composing the content, creating scenarios based on the content, casting actors for the film, borrowing costumes, and preparing props. A scenario is created to facilitate visualizing the main scenes for better organization. The creation of the storyboard is done in detail, extending to the planning phase of developing educational video media. In the seventh-grade curriculum for the first semester, there are three main topics: (1) greetings and introduction, (2) describing people, and (3) asking and giving direction. Therefore, three scenarios are developed based on these topics. There were numerous obstacles during the video preparation, such as difficulties in agreeing on schedules and challenges in borrowing the right camera.

The beginning stage of the video development process involves transforming objects into a digital output file using AVS Video Editor. The developed objects include text, sound, graphics, images, and animations. The text objects utilize formats available in AVS Video Editor, and the sound consists of an exported background sound. Graphics include static images sourced from Google based on the original handbook, with proper image attribution. To enhance the video presentation, animations such as moving hand animations and transitions between slides are incorporated.

The video production took place from August 27 to 29, 2023. On August 27, we captured footage for the second video in the class. On September 28, we filmed the first movie at MTs Al Karimi Gresik. The main issue during these productions was lighting. Despite the scenes being set in the morning according to the script, we only filmed in the afternoon. On August 29, we captured footage for the third film, shooting scenes at home, on the street, and at the library. The challenge faced was the noise from passing cars.

Subsequently, in the post-production phase, which involves the editing process and saving the media, the researcher also uses AVS Video Editor due to its user-friendly interface. This choice is made to enhance the editing experience, and the finalized video are saved on Google Drive for convenient storage and sharing.

Product validation

After the developed product is completed, the next step is validation. This process aims to assess the media, content, and user testing aspects to understand how well the product development achieves validity and practicality. The developed media was first validated in September 2023.

Table 3: The result of the first validation sheet regarding the developed learning media..

No	Aspect	Score
1	Animation display quality	4
2	Background and text color	4
3	Image layout	4
4	Suitability between image and materials	4
5	Suitability between audio and images	4
6	Quality of text and image display	5
7	Sentences used in the media are easily understood	4
8	Using formal language	4
9	Images used are relevant to the content	4
10	Relevance of the content to the students' needs	4
11	Clarity of the content within the media	4
12	Learning media is able to capture students' attention	4
13	Learning media is easy to understand	4
Total		53

The scores in the evaluation table show how experts rated different parts of the learning media. "Animation Display Quality" got a good score of 4, meaning it's done well. Similarly, categories like "Background and Text Color," "Image Layout," "Suitability between Image and Materials," and "Suitability between Audio and Images" all got a score of 4, showing they're well-done and contribute a lot to how effective the learning media is. The best one is "Quality of Text and Image Display," which got the highest score of 5. This means it's excellent in how it shows words and pictures. Based on the result, we can conclude that the learning media is well-made, interesting, and suits what students need to learn. The high score in how words and pictures are presented means that this aspect is outstanding.

In completing the feedback, the researcher also got advices from the expert regarding the media. There were constructive criticisms and suggestions, including:

- The three video scenarios lack illustrations.
- The volume of the audio in all three films is too low.
- Pronunciation errors were noted in the first and second films. For example, the word of "hair: [her]" The word "right" should be pronounced as [rīt], The word "cousin" should be pronounced as ['kəz(ə)n], etc.
- The lighting in the first and second video is inadequate.
- The first video lacks extras and improvisation.
- In the first video, there is no illustration at the library as Ani imagines.
- The third video is too challenging to learn due to excessive flashes or imaginations.
- The exercises are too difficult for junior high school students.
- A pedagogical sheet is unnecessary.

The second validation of the developed media regarding the listening materials and it was done by the English teacher of the seventh-grade students, in October 2023. The result of the validation is presented below:

Table 4: The result of the second validation sheet regarding the developed learning media

No	Aspect	Score
1	Suitability of the material with the syllabus	5

2	Suitability of the material content with the learning outcomes	5
3	Suitability of the material content with the learning objectives.	5
4	The material is organized systematically.	4
5	The completeness of the material from start to finish.	4
6	The presentation of the material is clear.	4
7	Alignment of the exercise questions with the material.	5
8	Consistency of the exercise questions with the material.	5
Total		37

The table assesses various aspects of instructional material quality which resulted the material's suitability with the syllabus, content alignment with learning outcomes, and alignment with learning objectives all received perfect scores of 5, indicating a satisfied result. The material's systematic organization and completeness from start to finish scored a good 4, suggesting effective structuring with some room for improvement. The presentation clarity also received a 4, indicating clear delivery with potential enhancements.

Indeed, the suitability of exercise questions with the material and their consistency both earned top scores of 5, denoting an excellent connection between the questions and the material. Based on the results of the learning media expert evaluation as stated in Table 4 above, the percentage of the level of achievement was calculated as follows:

$$\text{Percentage} = \frac{\sum \text{answer} \times \text{score per-item}}{N \times \text{highest score}} \times 100$$

$$\text{Percentage} = \frac{37}{8 \times 5} \times 100 = 92,5\%$$

In order to assess the validation achievement, the percentage of 92,5% then was converted based on likert scale achievement from (Rohmad, 2017) as follows:

Table 5: Conversion of Achievement Levels to a Likert Scale

Level of Achievement	Qualification	Description
90% - 100%	Very satisfied	No revision needed
75% - 89%	Satisfied	No revision needed
65% - 74%	Neutral/uncertain	Revision needed
55% - 64%	Dissatisfied	Revision needed
0% - 54%	Very dissatisfied	Revision needed

The percentage of 92,5% reflects an overall positive assessment, highlighting the material's strengths in alignment with syllabus, learning outcomes, and exercise questions. While there is a chance for improvement in organization and completeness, the material demonstrates effectiveness in supporting learning objectives.

In addition to the validation, this stage is also completed with the constructive criticisms and suggestions, including:

- Dubbing reduces the natural impression and leads to many errors, especially at the beginning of the second video.
- There is a difference between the sound and mouth movement. For example, /si ju nekst tam/ becomes /si ju tə'mər.oo/ and /haw fəd ai kəl ju/ becomes /wæt ɪz jər nɪk neɪm/.
- In the second video, there is a grammatically challenging sentence for junior high school students: "What's the most efficient way to reach my destination?"
- A scene focused on hand gestures, particularly when Rani describes her father.
- There is a scene that does not align with the scenario in the first film, specifically when Danu imagines being at the beach.
- A different name is used in the third video, although the actor is the same person.

Product revision

Several solutions from the first validation were implemented to enhance the initial product, including:

- a. The researcher added illustrations to all three videos scenarios.
- b. The researcher used dubbing to address the low volume of the audio in the three films and pronunciation issues.
- c. The researcher used a Canon 60D to ensure adequate lighting.
- d. Adjustments were made to the extras in the first film.
- e. An additional actress was introduced in the first film.
- f. A library scene was added to depict the actor's imagination.
- g. Following expert suggestion, the researcher incorporated images and audio with vocabulary for the exercises.

Furthermore, several solutions were implemented to improve the video based on the English teacher in the second validation:

- a. Dubbing was not used to avoid discrepancies between the sound and mouth movement.
- b. Some words in the scenario were changed to prevent differences between the sound and mouth movement.
- c. The challenging grammar was modified to "How do I get there?"
- d. All scenes were focused on mouth movement.
- e. The beach scene was changed according to the scenario.
- f. The actor's name in the third film was changed from Maulana to Danu.

CONCLUSION

This research began by carefully analyzing the curriculum and understanding the students' characteristics. The analysis highlighted a gap in teaching listening skills, especially with the introduction of the new Kurikulum Merdeka. The proposed solution of using short films to enhance English listening skills for seventh-grade students received positive feedback from teachers. The production phase involved creating detailed storyboards for three main topics from the curriculum. Challenges were faced during filming, including issues with scheduling and obtaining the right camera. The use of AVS Video Editor helped transform different elements into a digital format, such as text, sound, graphics, images, and animations.

After the production, experts provided valuable feedback through validation processes. The results indicated overall positive responses, with some areas identified for improvement. This led to constructive suggestions for refining the learning material. In the product revision phase, solutions from the feedback were implemented, addressing issues like low audio volume, pronunciation errors, and scene discrepancies. Additional improvements included adding illustrations, making adjustments to extras, and enhancing exercises.

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