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Developing English Learning Media with Videos to Enhance Vocabulary Mastery in Expository Texts for 11th-Grade Students at SMAN 8 Pekanbaru

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Kata Kunci:

media pembelajaran, video pembelajaran, expository text, penguasaan kosakata, ADDIE

Abstrak: Siswa kelas XI mengalami kesulitan dalam memahami teks ekspositori bahasa Inggris akibat keterbatasan penguasaan kosakata dan metode pembelajaran yang monoton menggunakan buku teks konvensional. Penelitian ini bertujuan untuk mengembangkan media pembelajaran bahasa Inggris berbasis video untuk meningkatkan penguasaan kosakata siswa dalam materi Expository Text. Penelitian dan pengembangan ini menggunakan model ADDIE yang mencakup lima tahap: analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian ini adalah siswa kelas XI.4 di SMAN 8 Pekanbaru dengan jumlah 47 siswa. Pada tahap pengembangan, media berupa video pembelajaran dirancang menggunakan Canva dan PowerPoint. Validasi dilakukan oleh ahli materi dan ahli media. Hasil validasi menunjukkan bahwa media pembelajaran yang dikembangkan memperoleh skor kelayakan 96% (sangat valid) dari ahli materi dan 95% (sangat valid) dari ahli media. Selain itu, penilaian daya tarik siswa terhadap media menunjukkan hasil 85% (sangat tinggi). Uji coba dilakukan melalui pre-test dan post-test yang menunjukkan peningkatan signifikan dengan skor rata-rata N-Gain sebesar 0,73 yang termasuk dalam kategori tinggi. Hasil ini menunjukkan bahwa video pembelajaran yang dikembangkan efektif dalam meningkatkan penguasaan kosakata siswa pada teks ekspositori. Oleh karena itu, media ini layak digunakan sebagai alternatif pembelajaran yang menarik dan efektif.

Keywords:

learning media, learning video, expository text, vocabulary mastery, ADDIE

Abstract: Grade XI students have difficulty in understanding English expository texts due to limited vocabulary mastery and monotonous learning methods using conventional textbooks. This research aims to develop English learning media in the form of videos to improve

students' vocabulary mastery in Expository Text material. This research and development followed the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The research subjects were 47 eleventh-grade students of class XI.4 at SMAN 8 Pekanbaru. During the development stage, the learning video was created using Canva and PowerPoint. The media was validated by both material and media experts. The results of validation showed that the developed video obtained a feasibility score of 96% (very valid) from the material expert and 95% (very valid) from the media expert. In addition, the student response to the learning media resulted in an 85% score (very high attractiveness). Pre-test and post-test results indicated a significant improvement with an average N-Gain score of 0.73, categorized as high. These findings indicate that the developed video-based learning media is effective in enhancing students' vocabulary mastery in expository texts. Therefore, the media is feasible to be used as an engaging and effective learning alternative.

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INTRODUCTION

Vocabulary is a crucial foundation in English learning, particularly in supporting students' reading comprehension skills. In the Indonesian secondary school curriculum, expository texts are among the required materials that demand students' ability to process academic vocabulary and logical structures. However, vocabulary is often a major barrier for students to fully comprehend such texts. As emphasized by Tekir (2021), vocabulary learning should be contextual to enhance acquisition, especially for EFL learners. Similarly, Amini and Irvani (2021) state that both breadth and depth of vocabulary significantly affect students' performance in reading and writing. This is echoed by Allagui and Al Naqbi (2024), who emphasize vocabulary as one of the strongest predictors of academic language proficiency.

The difficulty of comprehending expository texts is often caused by the presence of low-frequency and technical terms. A recent study by Styaningrum (2024) found a strong correlation between students' vocabulary mastery and their reading comprehension of expository texts. Similarly, Amini et al. (2021) in a systematic review concluded that vocabulary knowledge plays a central role in literacy development, particularly in second language reading.

Based on observations and informal interviews conducted during the researcher's teaching internship at SMAN 8 Pekanbaru, several problems were identified: (1) Students showed low motivation toward English due to monotonous teaching methods using textbooks and whiteboards; (2) Students had limited vocabulary, which made them struggle to identify main ideas and supporting details in expository texts; and (3) Students felt that English learning was boring and difficult. These findings align with Balqis et al. (2023), who reported that limited vocabulary and a lack of engaging learning media reduced students' interest and comprehension in reading. Their study showed significant improvement in students' reading scores after using Canva-based video media.

Multimedia learning, especially video-based media, has emerged as a powerful tool to enhance student engagement and retention. Wulandari & Fajruri (2024) demonstrated that students taught with animated videos achieved higher vocabulary test results. Rosida & Nugroho (2024) emphasized the effectiveness of video subtitles in improving vocabulary acquisition, while Soma (2025) found that YouTube-based learning improved vocabulary understanding and retention. This approach is also theoretically supported by Mayer's Cognitive Theory of Multimedia Learning (2005), which argues that presenting information through dual channels—visual and auditory—improves processing and long-term memory, particularly in abstract content such as vocabulary.

Despite the wide use of videos in education, research specifically focusing on vocabulary mastery within expository texts using structured development models remains limited. Budiyan (2021) confirmed the effectiveness of using the ADDIE model in multimedia-based language learning. However, few studies integrate this model to address vocabulary acquisition challenges in reading academic texts.

The novelty of this research lies in the systematic integration of the ADDIE development model with multimedia-based video technology to improve vocabulary mastery in expository texts in the context of EFL Indonesia, which is different from previous research such as Jeliseh et al. (2022) which examined the impact of educational videos on vocabulary learning in general without focusing on specific types of texts. In addition, research on the development of digital applications for vocabulary learning for deaf students uses the ADDIE model by Pratama and Mulyani (2025) which does not specialize in expository texts and the context of regular students. The results of Roehling's (2017) research focused on text structure strategies to improve expository reading comprehension but did not integrate video technology and vocabulary learning specifically. Thus, this study presents a new contribution through a holistic approach that combines Mayer's multimedia learning theory with the practical implementation of the ADDIE model to address the specific challenges of vocabulary mastery in expository texts in the English as a foreign language learning environment at the upper secondary level.

Based on the classroom needs and theoretical evidence, this study aims to develop an English learning media using video to enhance students' vocabulary mastery in expository texts. The media is designed using the ADDIE development model, involving phases of analysis, design, development, implementation, and evaluation. The media will be validated by experts and tested with 11th-grade students at SMAN 8 Pekanbaru using pre-test and post-test instruments. This research is expected to offer a practical and engaging solution to vocabulary learning challenges, while contributing to the development of media-assisted language learning that aligns with current curriculum demands.

Based on the background above, this study seeks to answer the following research questions: (1) How is the development process of English video learning media to enhance vocabulary mastery in expository texts?, (2) How effective is the developed media in improving students' vocabulary mastery?

In this research, vocabulary mastery refers to students' ability to understand and use key vocabulary related to expository texts in accordance with the 11th-grade curriculum. Video-based learning media refers to instructional videos designed with Canva and PowerPoint, containing narration, visual elements, and contextual vocabulary explanations, aimed at supporting students' comprehension of expository reading texts.

RESEARCH METHOD

This research was conducted using the Research and Development (R&D) method with the ADDIE model as the development framework. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. The use of this model was intended to guide the structured process of designing, validating, and testing a video-based learning media aimed at improving vocabulary mastery in expository texts for 11th-grade students.

responses were analyzed based on attractiveness levels, and the effectiveness of the media was measured using the N-Gain formula:

$$N-Gain = \frac{\text{Post-test} - \text{Pre-test}}{\text{Maximum score} - \text{Pre-test}}$$

The interpretation of the N-Gain score followed the criteria by Hake (1999): 0.70 = High, 0.30–0.70 = Medium, < 0.30 = Low.

This methodology ensured that the development of the learning media was not only systematically planned and validated but also empirically tested to measure its practical effectiveness in enhancing students' vocabulary mastery.

RESULT AND DISCUSSION

This research aimed to develop a digital English learning medium in the form of an learning video to enhance students' vocabulary skills in understanding expository texts. The ADDIE development model Analysis, Design, Development, Implementation, and Evaluation served as a systematic framework for creating the instructional product. Each phase was carried out rigorously to ensure the product's alignment with pedagogical standards, its feasibility in digital environments, and its effectiveness in fostering student engagement. The study was conducted at SMAN 8 Pekanbaru, involving 11th -grade students. Data triangulation through expert validation, pre-tests and post-tests, classroom observations, and documentation ensured robust findings that highlight a marked improvement in students' comprehension of expository texts post-intervention. In the Analysis phase, the research team identified key instructional gaps through interviews with English teachers and in-situ classroom observations. The findings revealed an overreliance on conventional methods static textbooks and teacher-centered delivery which failed to stimulate student interest or facilitate effective understanding of expository structures. Teachers expressed concerns over students' lack of motivation and persistent difficulty in identifying expository components such as plot, character, and moral message. These findings are supported by Alim et al. (2022), who underscored the urgent need for contextually relevant digital learning tools tailored to the technological behaviors of Gen Z learners. Hence, the analysis phase confirmed that a more interactive, media-rich learning tool was essential to meet current classroom demands.

During the Design phase, the expository content was aligned with the 2013 National Curriculum, focusing on expository text competencies at the 11th grade level. The learning objectives were operationalized into modular content featuring the classic expository structure: orientation, complication, and resolution. The design process was grounded in Mayer's (2017) Cognitive Theory of Multimedia Learning, which argues that dual-channel input (visual and auditory) reduces cognitive overload and enhances memory retention. The visual hierarchy and user navigation were crafted to maintain consistency and reduce distractions, aligning with multimedia learning principles.

The Development phase transformed these designs into a fully functional learning

media using video. This platform was chosen for its intuitive interface, compatibility with multiple devices, and capability to embed rich multimedia. Complementary visual assets were designed using Canva to maintain aesthetic consistency. The final product comprised 18 slides with animated character, pronunciation assistance through voiceovers, and short quizzes offering immediate feedback. The incorporation of audio-visual support aimed to assist students in decoding unfamiliar words and understanding tone, emotion, and context components often overlooked in static texts. Clark and Mayer (2016) emphasize that such features not only foster learner autonomy but also sustain motivation throughout the reading process.

The results of expert validation indicate a strong endorsement of the learning video feasibility. Two validators an Vocational Education in Electronics Engineering lecturers expert and an the English teachers in Senior HighSchool of SMAN 8 Pekanbaru scored the learning video across five categories: curriculum alignment, linguistic clarity, content relevance, layout, and interactivity. As seen in Table 1, all components scored above 90%, placing the learning video in the "very feasible" category. These scores corroborate Sugiyono's (2016) criteria for instructional media validation and are further supported by Arsyad (2021), who posits that high-quality multimedia resources significantly influence student motivation and comprehension in language learning.

Table 1. Expert Validation Result

No	Evaluation Aspect	Score (%)	Category
1.	Media Expert Validation	95%	Very Feasible
2.	Material Expert Validation	96%	Very Feasible
	Average Score	96%	Very Feasible

The validation was conducted by two experts: one in Vocational Education in Electronics Engineering lecturers who reviewed the content, and one in English teachers who assessed usability and technical quality. Both evaluators used a 5-point Likert scale ranging from 1 (Not Feasible) to 5 (Very Feasible). The consistent score of 95% across both domains classified the product as "very feasible" according to (Sugiyono's, 2016) validation criteria. These results align with (Arsyad, 2021), who emphasized that well-designed multimedia resources significantly enhance student engagement and learning quality.

During the Implementation phase, the learning video was piloted in two classroom sessions on July 17 and 18, 2025, involving 47 students from class XI. A pre-test and post-test, each consisting of 15 multiple choice type questions, were administered to evaluate student comprehension before and after using the learning video. The test indicators included: identifying the main idea, sequencing narrative events, and interpreting the moral value of a text. The instructional process was supported by teacher guidance to ensure students could fully utilize all multimedia features embedded in the learning video.

Table 2. Pre-test and Post-test Result Using N-Gain

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	47	.19	1.00	.7307	.18713
Ngain_persen	47	18.92	100.00	73.0654	18.71259
Valid N (listwise)	47				

N-Gain	Interpretation Criteria
$N-Gain > 0,7$	High
$0,3 < N-Gain \leq 0,7$	Medium
$N-Gain \leq 0,3$	Low

Based on the data in Table 2, the average N-Gain score is 0,7307, which falls into the “high” category based on Hake (2002) interpretation criteria ($N-Gain > 0.7$). This result indicates a high level of improvement in students’ vocabulary skills in expository text after the implementation of the video-based learning media. The learning process, which followed the ADDIE model, was proven effective in enhancing students’ vocabulary mastery.

The discussion of results reveals that the integration of learning Video positively impacted students’ comprehension of expository texts. This approach helped students who usually struggle with text-heavy learning by providing more accessible and engaging pathways for understanding. In addition, the self-paced format allowed learners to revisit content, control their learning speed, and complete activities independently.

Motivationally, students demonstrated increased enthusiasm and curiosity during the intervention. Classroom observations showed more active participation, improved peer collaboration, and a willingness to explore English narratives beyond the textbook. These affective improvements align with the findings of (Azhar and Iqbal, 2018), who highlighted that learner engagement improves when educational media are aesthetically appealing, contextually relevant, and functionally interactive.

IMPLICATIONS OF RESEARCH RESULTS

Based on the results of the study that showed the high effectiveness of video learning media in improving students' vocabulary mastery in expository texts, there are several important implications. Pedagogically, this study provides empirical evidence that the use of video-based multimedia can be an alternative solution to address the monotonous and less interesting problem of English language learning, so that teachers can adopt a similar approach to increase student motivation and engagement. From a curriculum perspective, the media developed with the ADDIE model can be used as a reference in the development of digital teaching materials that are in line with the demands of the 2013 Curriculum and the learning needs of the 21st century. Practically, the successful implementation of this media at SMAN 8 Pekanbaru with an N-Gain score of 0.73 (high category) shows great potential to be replicated in other schools, especially

in the context of learning English as a foreign language (EFL) in Indonesia. In addition, this research also contributes to the development of multimedia learning theory by providing empirical validation of Mayer's Cognitive Theory of Multimedia Learning in the context of English vocabulary learning, while opening up opportunities for further research exploring the effectiveness of similar media on other types of texts and language skills.

CONCLUSION

Based on the research and development conducted, it can be concluded that the developed video-based English learning media is valid and effective in improving students' vocabulary mastery in Expository Text material. The development process followed the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The validation results showed that the media received a feasibility score of 96% from the material expert and 95% from the media expert, both categorized as very valid. Furthermore, the student response score reached 85%, which is categorized as very high. The results of pre-test and post-test also indicated significant improvement, with an average N-Gain score of 0.73, categorized as high. Therefore, the video learning media is considered feasible to be used as an alternative learning tool to support students in mastering vocabulary in expository texts more effectively and engagingly.

This research has several **limitations** that need to be acknowledged. First, the sample coverage was limited to only 47 students from one class (XI.4) at SMAN 8 Pekanbaru using the total sampling technique, so that the generalization of results to the wider population was limited. Second, the relatively short duration of implementation (only two sessions on July 17-18, 2025) has not been able to measure the long-term effect of the use of video media on student vocabulary retention. Third, this study only focuses on one type of text (expository) and one language skill (vocabulary mastery), so it has not explored the effectiveness of media on other types of texts or language skills such as speaking or writing. Fourth, the research design used pre-test and post-test without control groups, which can reduce internal validity in determining the causal relationship between interventions and improved learning outcomes. Fifth, limitations in measuring affective variables in depth, because they only rely on student response questionnaires without more systematic behavioral observations.

Based on existing limitations, several **recommendations** for further research can be proposed. First, conduct research with a larger and more diverse sample coverage, involving several schools with different demographic characteristics to improve the generalization of results. Second, using an experimental research design with a control group to measure the effectiveness of video media more validly compared to conventional learning methods. Third, extending the duration of implementation to measure the long-term effects and retention of students' vocabulary, for example with a follow-up test after 3-6 months of implementation. Fourth, explore the effectiveness of video media on other types of texts (narrative, descriptive, argumentative) and other language skills (listening,

speaking, writing) to provide a more comprehensive picture. Fifth, adding research variables such as student learning style, motivation level, and self-efficacy to understand the factors that affect the effectiveness of media. Sixth, conducting a cost-benefit analysis to evaluate the efficiency of using video media compared to other learning methods. Seventh, integrating more advanced technologies such as AI-based learning or gamification to further increase student engagement.

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