

**ASSESSING THE INSTRUCTIONAL VIDEO FOR ENGLISH AS  
FOREIGN LANGUAGE: A CONTENT ANALYSIS OF VIDEO FROM  
RUANGGURU**

**A Thesis**

**Presented to the Department of English Education as Partial Fulfillment  
of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English  
Education**



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**Juli 2024**

## APPROVAL SHEET

### ASSESSING THE INSTRUCTIONAL VIDEO FOR ENGLISH AS FOREIGN LANGUAGE: A CONTENT ANALYSIS OF VIDEO FROM RUANGGURU

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**RATIFICATION SHEET**

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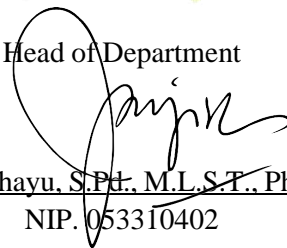
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## STATEMENT OF WORK'S ORIGINALITY

I hereby declare that, as a scientific paper ought to, this thesis is entirely original work of mine, this work does not contain any work done by other people, with the exception of those indicated in the references and quote marks.

Yogyakarta, 17 July 2024

The Writer,

A handwritten signature in black ink, appearing to be 'Sa'daa', written in a cursive style.

**Sa'daa**

**20322110**

## **MOTTO**

Surely with 'that' hardship comes 'more' ease. (Q.S Al-Insyirah: 6)

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this thesis to my beloved and lovely parents; Mr, Musyafa Ahmad Rahim and Mrs. Amirotun Nafisah who always supports me in every way whether it is emotionally, financially, or on other sides, and to myself who already dedicate her best effort to finish this work.

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Yogyakarta, 17 July 2024



Sa'daa

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**ABSTRACT**

The use of video as a learning media is popular among scholars and students nowadays since educators believe that instructional video brings many advantages to the student's learning. However, with the numerous instructional videos that are shared online, the quality of the videos are going to be questioned. Thus, this study is analyzing the quality of some instructional videos online. The objective of this study is to assess the quality of English videos on the Ruangguru YouTube channel since Ruangguru is one of the reputable educational platforms in Indonesia. The videos analyzed in this study are five English Videos for ninth grade from Ruangguru YouTube channel. The videos are analyzed with Content Analysis method with Multimedia Product Rubric by Smaldino et al. (2019) as the research instruments. The result shows that all the five videos analyzed have a very high quality with all the videos reaching the highest score of four from five categories, which are content, sources, organization, and originality; only requirement categories have a lower score since three videos only met two scores. The three videos only got two scores since the videos do not contain any exercise within the video to deepen the material explanation. Aside from this shortcoming, Ruangguru still did a remarkable job on delivering very high quality instructional videos.

*Keywords: Content Analysis, Instructional Video Analysis, Ruangguru Video,*

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of The Study

The use of video as a learning media is popular among scholars. Educators believe that instructional video brings many advantages to the student's learning. Wang (2014) states that video can encourage students' proactivity and autonomy. The elements of video such as sound, visuals, and dialogues, can help students obtain more cultural background and emotional attitudes. As a result, they are able to enhance their classroom activities, increase internal motivation and maintain focus. Masruddin (2018) and Taka (2021) found that video can increase students' achievements.

However, teachers should ensure that instructional videos meet several learning indicators, for instance: presenting safe content, providing the target language clearly, and facilitating learning objectives based on the student's level (Wang, 2014). According to Brame (2016), instructional videos should promote active learning, facilitate learning engagement, and nurture students' cognitive load. This study aims to analyze several instructional videos from the Ruangguru channel on YouTube. Ruangguru is one of the reputable educational platforms in Indonesia. Some contents

are shared via the YouTube channel which has 1.1 million subscribers as of 13th October 2023. Ruangguru also has its own online platform which has numerous content designed for the learning process of the students. Ruangguru provided two options for the platforms, such as an online website and applications for mobile phones. On both platforms, Ruangguru provides many features, including videos with explanations of the various subject materials, questions for exercising, and questions for exam tryouts. However, to completely access the full contents and features, students have to subscribe to some learning packages. Aside from those two platforms, Ruangguru uploads the subject material videos on YouTube as well, and some of those videos uploaded on YouTube are the videos that will be analyzed in this research. The videos analyzed will be only English videos for high school students between other numerous educational videos on the same YouTube channel.

Ruangguru videos have been proven by some studies to have good quality videos and give good impressions to the viewers. In studies by Rusmadi et al. (2021) and Fitria and Wahyuni (2023) study, these two studies state a quite similar statement that Ruangguru videos are understandable and have a great graphic quality. However, these studies also stated that some other viewers still complain about how the videos still have unclear pronunciation, incomplete explanation, and cannot facilitate cooperative learning.

## **1.2. Identification of The Problem**

As mentioned in the background, teachers need to select effective instructional videos to support learning. Not all instructional videos are relevant to learning objectives. Therefore, it is important to make sure that some platforms have provided the appropriate videos. This study focuses on analyzing the safety, needs, active learning, engagement, and cognitive load.

## **1.3. Formulation of The Problem**

The research question for this study is: "How is the quality of English videos on the Ruangguru Platform?"

## **1.4. Objectives of The Study**

Based on the questions formulated in the previous section, this study aims to assess the quality of English videos on the Ruangguru platform.

## **1.5. Significance of The Study**

This research can provide practical contributions for teachers, especially on selecting instructional videos for their students. In addition, the findings are also beneficial for institutions, in terms of providing a learning platform to support curriculum.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Multimedia for English as a Foreign Language**

Mayer (2009) claims that multimedia can be defined in a number of ways, including; learning through a variety of media, including words and images, presentations including text and images are referred to as multimedia presentations or multimedia messages, presentations that combine words and images with the goal of promoting learning are known as multimedia instruction (also known as multimedia instructional message or multimedia instructional presentation). While the definition of multimedia learning is the process of learning through both words and images. The presentation of information using both words and images with the goal of fostering learning is referred to as multimedia instruction. The case for multimedia learning is predicated on the notion that explanations delivered in both words and pictures, as opposed to just words, are easier for learners to understand (Mayer, 2009).

According to Mayer (2009), The discussion for multimedia learning is based on the notion that educational messages ought to be created with consideration for how the human mind functions. Multimedia technology—which uses audio, visual, and animation effects—has emerged and developed as a result of the scientific and technology fields' rapid expansion. This fosters an atmosphere that is conducive to

reform and additional research into the English teaching paradigm in the modern day (Thamarana, 2015).

Multimedia has become a common tool in the modern EFL learning process for a number of reasons, including making the introduction and presentation of content more engaging and dynamic for students, boosting motivation because of the interactive nature of the activities, teaching students to monitor and evaluate their own learning, which encourages independent learning and a task-based approach to learning, and enabling students to engage in meaningful and real-life communication (Mayora, 2006). Another example of the use of multimedia in EFL is stated by Islam (2020), to teach narratives, reaction papers, and summary writing in basic English and composition and communication skills, multimedia such as short films and cartoons were played, and the result shows the students are quite active to do the task.

This study discusses multimedia learning for EFL in Indonesia, especially Ruangguru. This non-formal education company called Ruangguru, PT Ruang Raya Indonesia, is a limited liability company that was founded in accordance with Indonesian law. It holds the Permit for the Establishment of a Non-Formal Education Unit and the Operational Permit for a Training Course Institution, both with number 3/A.5a/31.74.01/-1.851.332/2018. Iman Usman and Belva Devara created this company in 2014. Virtual classroom services, online testing environments,

subscription learning video platforms, private tuition marketplaces, and other educational content accessible through the Ruangguru website and application are just a few of the technology-based learning services that Ruangguru creates (<https://www.ruangguru.com/about-us>). In a research conducted by Fatimannisa et al., (2020), Students who have used the Ruangguru application have reported that it is a great and engaging online learning platform with the best resources, especially for studying English, has excellent tutors, and can help students improve their test scores on English at school. This has demonstrated that the Ruangguru application has a positive impact on English language learners.

## **2.2. The Evaluation of Multimedia Learning**

There are numerous varieties of multimedia, and there are numerous ways to assess it. According to research by Leacock and Nesbit (2007), the study concludes that the evaluation aspects of learning goal alignment, feedback and adaptation, motivation, presentation design, accessibility, reusability, and standard compliance are helpful in assessing the quality of multimedia content. Participants also perceive these aspects to be helpful in developing their instructional design and development skills.

In an essay review, the writer evaluates educational videos that are effective for students to achieve learning outcomes are videos that consider these three elements, such as cognitive load, student engagement, and active learning (Brame, 2016). The

videos that consider the cognitive load are recommended to use signals to emphasize important information, use dividing to chunk information, use weeding to get rid of unnecessary information, and match modality by communicating complimentary information through both auditory and visual channels. Additionally, the videos that consider student engagement are recommended to keep the videos short, use conversational language, speak quickly relative and with enthusiasm, and create and/or package movies to highlight their applicability to the course they are used in. Lastly, the videos that consider students' active learning are recommended to pack videos with interactive questions, give students control with interactive features, use guiding questions, and assign a larger assignment for making a video.

As for this study, the evaluation that was used was a multimedia rubric by (Smaldino et al., 2019). This multimedia rubric was chosen because of the relevance of the rubric with the evaluation aspects aforementioned by Brame (2016) and the multimedia theory by Mayer (2009), and all the components in the Multimedia Rubric by (Smaldino et al., 2019) such as content, sources, organization, and requirement meet the requirement of theoretical construct. The further explanation of the relevance between the evaluation aspects will be explained in the next flow of the reviewed literature section.

### **2.3. Review of Relevant Studies**

A study conducted by Ding (2018) investigated the most favorable English instructional videos from the perspectives of EFL learners, and the findings suggest that easy-to-understand, appealing and entertaining, and clearly and rationally structured instructional videos are those that students find to be most appealing overall. Most of the students who participated perceived the videos that are easily understood are the videos that give examples within the videos. The students also consider videos that are appealing and entertaining are videos that contain animation. The summary of the video materials is considered as well for students to decide on which are the clearly and rationally structured instructional videos.

While in a study by Rusmadi et al. (2021), where the study is analyzing three Ruangguru videos based on content, instructional plan, technical production, and included supplementary materials aspects, all the three videos implement the aspects aforementioned except for the included supplementary materials. This study also observes the viewers' response, and mostly the viewers' comments are satisfying. The viewers stated that the Ruangguru videos are understandable and have a great graphic quality. Although some other viewers also commented that the Ruangguru videos still have unclear pronunciation, do not have a straightforward opening, and the explanation still incomplete.

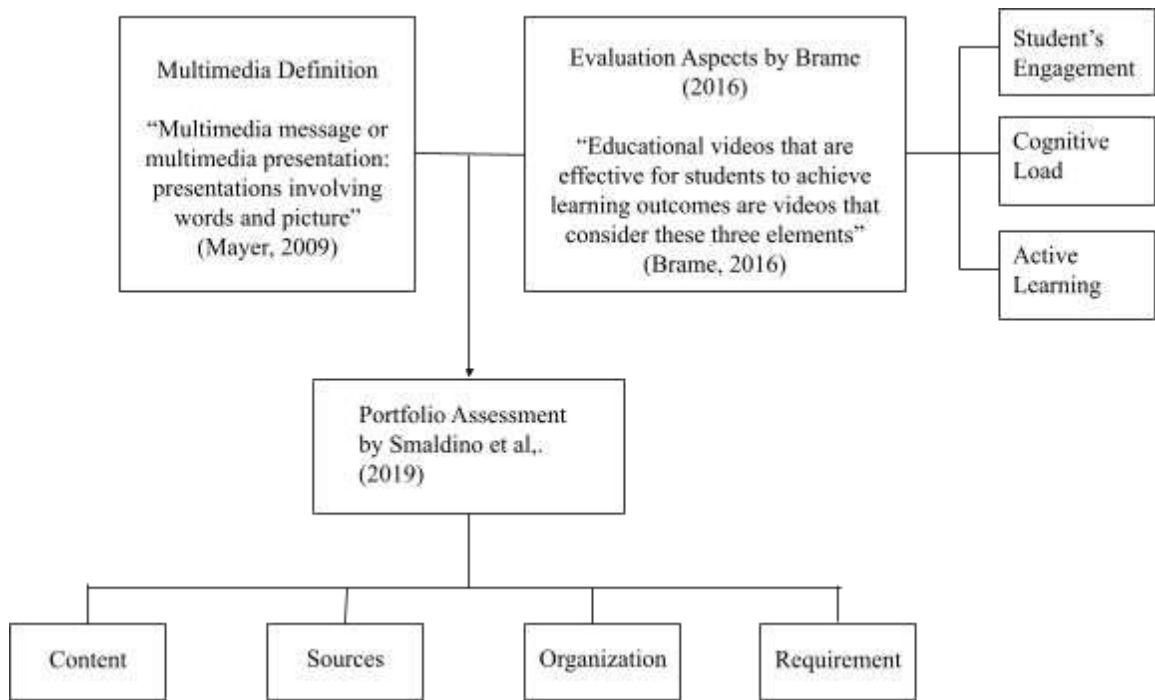
Another study that is relevant to this study is a study by Fitria and Wahyuni (2023). This study analyzes two components, which are teaching principles and content analysis. Two of the three teaching principles are met for the video in this study. The video gives students a topic for discussion and uses the physical arrangement to encourage the practice of speaking, yet the video still cannot facilitate cooperative learning. Furthermore, according to the video analysis, the video satisfies all five principles. The video is pertinent to the content's main ideas. The video aligns with both the core competency and the curriculum. The video has a nice aesthetic. The video's duration is suitable. Finally, the video is original and legitimate for use.

A study by Juliari and Sudarmawan (2021) analyzing an English instructional video for third grade of elementary school. The videos are analyzed based on these aspects which are content, design, pedagogy, and practicability aspects. The analysis resulted in a high validity score with all aspects reaching over 80% and so called valid. The highest average validity score reached is in pedagogical aspects which is 94%.

In a study by Rahman and Arifuddin (2020), which analyzes the Ruangguru platform from instructional and financial perspective, the only relevant aspect to this study is only the instructional perspective. The result from the instructional perspective of this study is Ruangguru is successful in fulfilling the majority of the requirements on the

curriculum 2013 standard syllabus with regard to content, procedure, assessment, and objectives.

## 2.4. Flow of Reviewed Literature



**Figure 1. Flow of Reviewed Literature Picture**

In the picture above, it is explained that the portfolio assessment by Smaldino et al. (2019) which was used as the instrument for this study is based on the multimedia definition by Mayer (2009) and the multimedia aspects by Brame (2016). The reasoning behind this decision is because the definition theory and the evaluation aspects are all included in the portfolio assessment by Smaldino et al. (2019). The

more detailed relevance explanation between the theory, the evaluation aspects, and the portfolio assessment will be listed on the table below.

**Table 1. Flow of Reviewed Literature Table**

<b>Multimedia Rubric (Smaldino et al., 2019)</b>	<b>Theoretical Construct (Mayer, 2009)</b>	<b>Evaluation Aspects by Brame (2016)</b>		
		Cognitive Load	Student's Engagement	Active Learning
	Presentations involving words and pictures			
Content	<input type="checkbox"/> (The videos containing words and pictures)		<input type="checkbox"/> (The videos are in short duration, using conversational language, right in pace and with enthusiasm)	
Sources	<input type="checkbox"/> (The source on the video presented with words and picture)			
Organization		<input type="checkbox"/> (The videos are divided with headings to chunk the materials)		
Requirement				<input type="checkbox"/> (The videos contain practices within the video.)

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research Design

This study employed a content analysis research method focusing on investigating the quality of English material content videos of Ruangguru. Content analysis was chosen to be the research method in this study because it is a research method for drawing reliable and accurate conclusions about texts (or other significant material) and the context in which they are used is content analysis (Krippendorff, 2004).

The data collected for this research were analyzed using content analysis by Krippendorff (2004). There were several steps in the whole processes to analyze the videos in this study:

1. Design: Selected the videos from Ruangguru YouTube channel
2. Unitizing: categorized the videos based on the content
3. Sampling: selected the videos which represent categories such as content, sources, organization, requirements, and originality
4. Coding: classified videos based on the rubric
5. Drawing reference: Interpreted coding
6. Validated data analysis

### **3.1.1. Design: Selected videos from Ruangguru YouTube channel**

Since this research was conducted on an online basis, specifically, on an online media platform named YouTube. Thus, there were no participants for this study because it was a content analysis study that analyzes videos. There were numerous videos on the Ruangguru Youtube channel. However, not all the videos were about English material, that is why the sorting was needed to only select some videos. The videos that were selected were only videos that explain English material and have durations in less than 10 minutes, then these videos were sorted again and the sorting criterion were explained in the next section.

### **3.1.2. Unitizing: categorized the videos based on the content**

After all the English Material videos were gathered, the categorization of the videos chosen was more specific. Between all the English material videos on every grade level, only English material videos that contain material on 9th grade level were chosen to be analyzed.

### **3.1.3. Sampling: selected the videos which represent categories such as content, sources, organization, requirements, and originality**

The next step after collecting some videos that were potentially analyzed was to do a quick review of the videos to see if the videos chosen can be analyzed to present the

rubric criteria. As for the final result, here are the lists of videos that are analyzed. All these videos chosen were videos that explain English material, have durations in less than 10 minutes, contain material on 9th grade level, and present the rubric criteria.

**Table 2. Lists of Videos Analyzed**

Title of Video	Link
ruangbelajar - Bahasa Inggris IX SMP - Congratulation and Celebration	<a href="https://youtu.be/tXROMJlr1sQ?si=JF7AcXYFd6PCTRT2">https://youtu.be/tXROMJlr1sQ?si=JF7AcXYFd6PCTRT2</a>
ruangbelajar - Bahasa Inggris IX SMP - Expression of Wish and Hope	<a href="https://youtu.be/-DyRJuBnH5A?si=Emkzank5B1bRz2IQ">https://youtu.be/-DyRJuBnH5A?si=Emkzank5B1bRz2IQ</a>
ruangbelajar - Bahasa Inggris IX SMP - Expression of Agreement and Disagreement	<a href="https://youtu.be/WKNFkMjbBE0?si=ZVN8FFliZyn0Xmo6">https://youtu.be/WKNFkMjbBE0?si=ZVN8FFliZyn0Xmo6</a>
Master Your English : Passive Voice	<a href="https://youtu.be/SFv_QHx-T0w?si=DFR7lq7AvmOia0wa">https://youtu.be/SFv_QHx-T0w?si=DFR7lq7AvmOia0wa</a>
Master Your English : Past Simple vs Present Perfect	<a href="https://youtu.be/sfeI07I0Kq8?si=prIgug4sFT4h7o_S">https://youtu.be/sfeI07I0Kq8?si=prIgug4sFT4h7o_S</a>

### 3.1.4. Coding: classified videos based on the rubric

After all the videos that were chosen to be analyzed were collected, all the analyzed videos were analyzed with the multimedia rubric by Smaldino et al. (2019). Here is the rubric;

**Table 3. Multimedia Product Rubric**

Category	4	3	2	1
Content	Covers topics in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1–2 factual errors.	Content is minimal OR there are several factual errors.
Sources	Source information collected for all graphics, facts, and quotes. All documented in desired format.	Source information collected for all graphics, facts, and quotes. Most documented in desired format.	Source information collected for all graphics, facts, and quotes, but not documented in the desired format.	Very little or no source information was collected.
Organization	Content is well organized, uses headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.

Originality	Product shows a large amount of original thought. Ideas are creative and inventive	Product shows some original thought. Work shows new ideas and insights	Uses other people's ideas (giving them credit), but there is little evidence of original thinking	Uses other people's ideas, but does not give them credit.
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The 'desired format' sentence in the sources category refers to the ground theory of this study in the content category which is the Multimedia Definition by Mayer (2009) which stated that Multimedia consists of words and pictures. Thus, the video which surpasses the criteria is the video which packs the information in the form of pictures and words. Then, the requirements in the requirements category is referred to Multimedia as Knowledge Construction theory by Mayer (2009) which stated that learning through multimedia involves the learner creating meaning out of the information that is offered and trying to organize it into a logical mental image. It is the learner's responsibility to make sense of the information that is presented; in other words, the learner is an active sense-maker who attempts to arrange and integrate the presented material into a coherent mental representation during a multimedia presentation. While the teacher's responsibility is to support the learner in this sense-making process; in this sense, the teacher functions as a cognitive guide, offering the necessary direction to support the learner's cognitive processing. Hence, the requirement in this category is whether the video should contain any content that supports the learner in the sense-making process, for instance, a mini exercise. As for

the originality, the researcher and the supervisor agree to use the description box feature of YouTube below the video which contains the contact to viewers to reach if they have any questions, critics, or suggestions to Ruangguru as the video uploader. This decision is decided with consideration that with Ruangguru providing the contacts to viewers to reach, they also guarantee the originality of the video to the viewers.

### 3.1.5. Drawing reference: Interpreted coding

The assessment results of the video rubric are analyzed by calculating the percentage of score outcomes (Azwar, 2020).

$$\% = \frac{n}{N} \times 100$$

Explanation:

% = percentage of sub-variables

$n$  = number of values for each sub-variable

$N$  = maximum score

The percentage results are converted into a table for easier score interpretation.

a. Determining the ideal score percentage (maximum score) =

$$\frac{20}{20} \times 100 \% = 100 \%$$

b. Determining the lowest score percentage (minimum score) =

$$\frac{5}{20} \times 100 \% = 25 \%$$

- c. Determining the range =  $100-25 = 75$
- d. Determining the desired interval = 5 (very high quality, high quality, moderate quality, low quality, dan very low quality)
- e. Determining the interval width  $\frac{75}{5} = 15$

**Table 4. Product Quality Score Conversion Guidelines**

No	Criteria	Criteria
1	$85 \leq \text{score} \leq 100$	Very High Quality
2	$69 \leq \text{score} \leq 84$	High Quality
3	$54 \leq \text{score} \leq 68$	Moderate Quality
4	$36 \leq \text{score} \leq 53$	Low Quality
5	$20 \leq \text{score} \leq 35$	Very Low Quality

### 3.1.6. Validating data analysis

To ensure the trustworthiness of the data, the validation that was used for this study was content validity which means the result will be validated by the expert. As for this study, the expert was the supervisor of this study. The analysis focuses on the consistency between the videos and the theoretical framework in the rubric, and this used content validity where the analyzing results were consulted with the expert which in this context is the supervisor. It also considers validity, reliability, accuracy, and precision. All the definitions of validity, reliability, accuracy, and precision are stated by Neuendorf (2002), he stated that validity is known as the degree to which a measurement process accurately captures the intended notion and only the intended concept. When considering validity, the thought of what being measured is relevant

with the measurement purpose or not is important. Next, reliability is referred to as the consistency of a measurement procedure's results over different trials. The idea that a measure is not valuable if it can only be used once or by one specific person is pertinent to content analysis. Then accuracy is known as the degree to which a measuring technique is free of bias (nonrandom error). Lastly, precision is the degree of refinement in which categories or levels of a measure are distinguished (Neundorf, 2002).

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1. Findings

Based on the analysis using the Multimedia Product Rubric by Smaldino et al. (2019) and supervised by the supervisor, the analysis of the total five selected videos of the Ruangguru YouTube channel resulted as very high quality videos. A further explanation of the result were elaborated below;

**Table 5. The Result of Video Analysis**

No	Video Titles	Content Score	Sources Score	Organization Score	Requirements Score	Originality Score	Total Score	Converted Score
1	Congratulations & Celebration	4	4	4	2	4	18	90
2	Wish & Hope	4	4	4	2	4	18	90
3	Agreement & Disagreement	4	4	4	2	4	18	90
4	Passive Voice	4	4	4	4	4	20	100
5	Past Simple vs Present Perfect	4	4	4	4	4	20	100
<b>Total</b>								$470/500=$ $0,94 \times 100$ $=$

#### **4.1.1. Video 1 (Congratulation & Celebration)**

The overall result of this video is this video has a very high quality with the total score 90 from 100 as the perfect score. This video is from the ruangbelajar segment, this video explains the subject of congratulations and celebration, hence the instructor is explaining about what congratulation is, what celebration is, how to use them, when is the right time to use them, and what are the examples of congratulations and celebration sentences. The instructor details the material by including text explanation along with the spoken explanation to make it easier for viewers to understand (see figure 2). Moreover, the instructor from the video seems to master the knowledge excellently since she does not seem to stutter and hesitates during the video. The material is delivered fluently to the viewers. The material presented in this video is also packed in an appealing and neat graphics by using heading and bulleted lists, making it easier for students to understand the video (see figure 3). The instructor explains the material little by little as well so that the students are not overwhelmed by receiving too much information suddenly. For the originality, this video also uses the original idea. The viewers can reach the uploader contact as well which is written in the description box features below the video if they have any questions or suggestions about the video (see figure 4). However, despite all the good

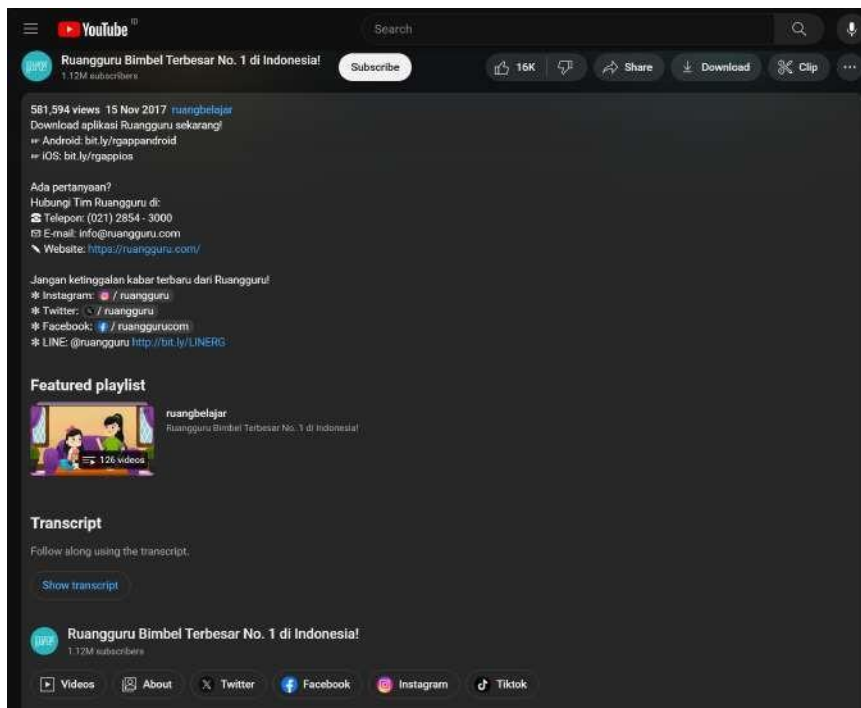
points aforementioned, this video still lacks exercise, making this video only got two scores on the requirement category.



Figure 2. Video 1 Material Explanation



Figure 3. Video 1 Headings and Bulleted Lists Usage



**Figure 4. Video 1 Originality**

#### **4.1.2. Video 2 (Wish & Hope)**

This video also got a 90 score from overall perfect score 100. This video from the same segment with the previous video which is ruangbelajar segment. This video brings the topic about wish and hope which according to Indonesia curriculum, the material is meant for students in ninth grade. Since the topic is about wish and hope, the instructor in the video explains about the definition of wish and hope, the wish and hope sentence structure, the right situation to use wish and hope term, and the wish and hope sentences example (see figure 6). The instructor explains the material in video with the manually written material in a white board as the background (see figure 5), hence the graphics of the material explaining session is not as appealing as

the congratulations and celebration video, yet this can be a good point since with the written explanation can make the viewers understand the material easier. This wish and hope video still presents appealing graphics as well through a little animation of the real-life simulation conversation using wish and hope in the video opening. All the information presented in the video is also being divided neatly, headings and bulleted lists are used to divide the material (see figure 7). The instructor also explains the material friendly tone which makes viewers comfortable to hear the explanation. All the ideas on this video are original and creative as well (see figure 8). However, this video still lacks exercise, therefore the requirement category of this video only got two points.

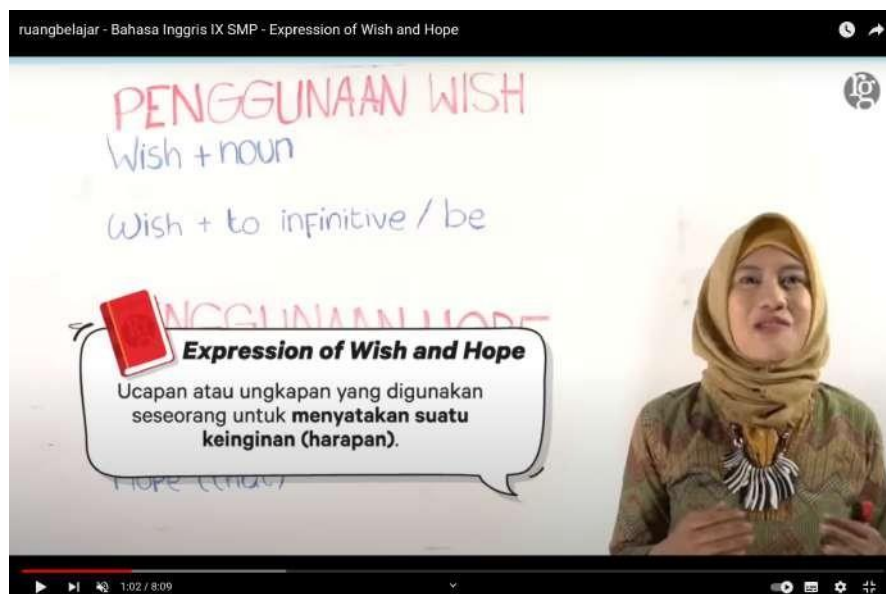


Figure 5. Video 2 Material Explanation

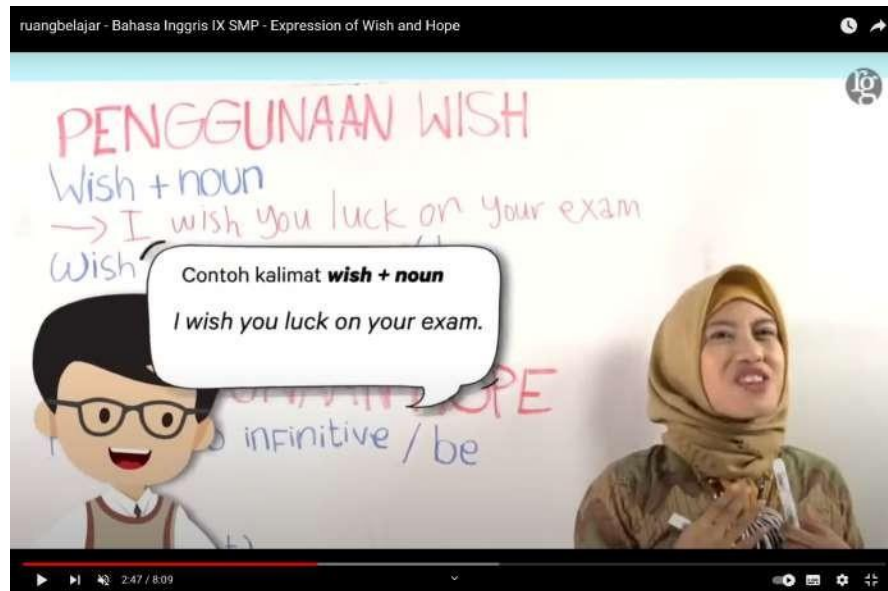


Figure 6. Video 2 Usage Examples

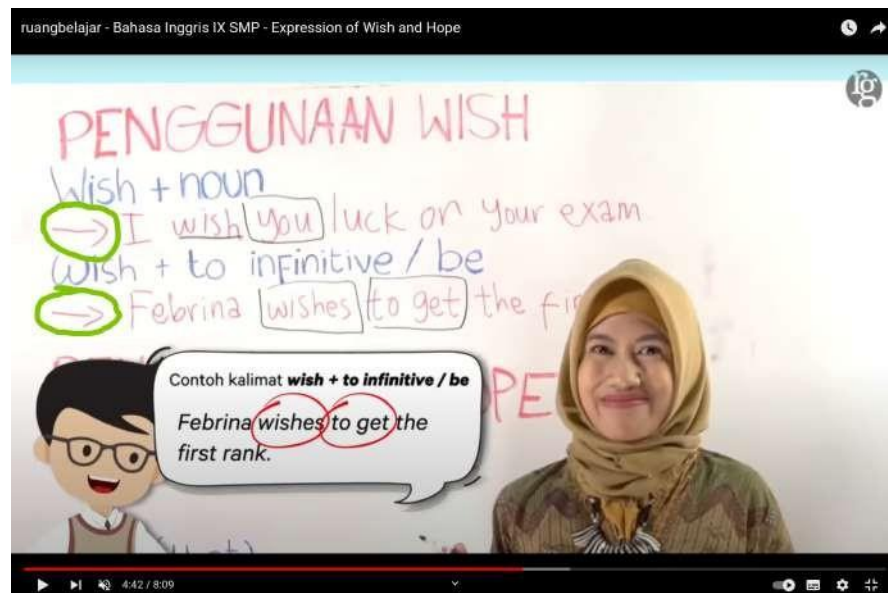
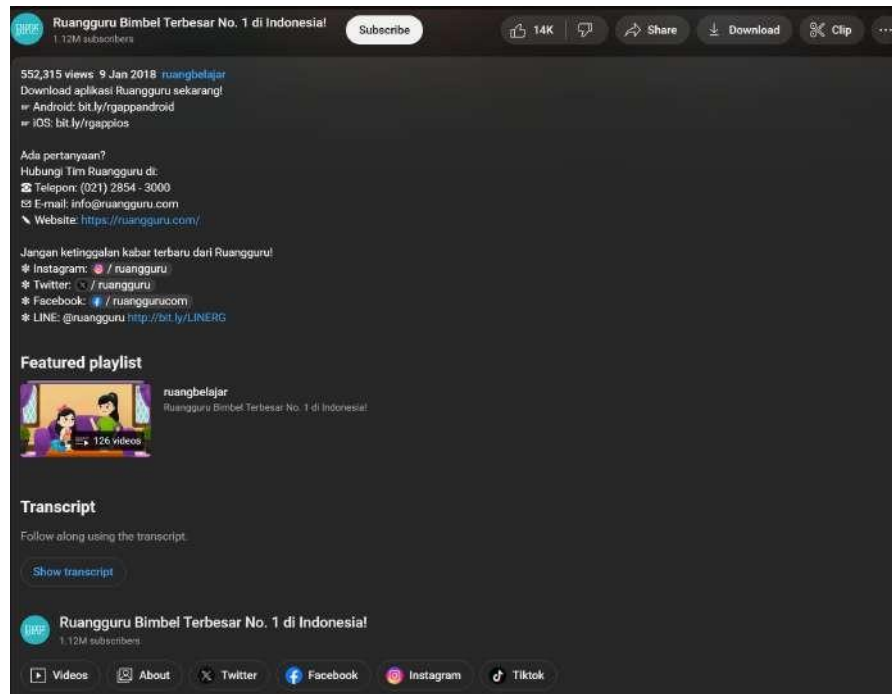


Figure 7. Video 2 Headings & Bulleted Lists Usage



**Figure 8. Video 2 Originality**

#### **4.1.3. Video 3 (Agreement & Disagreement)**

This video is from the same segment with the two previous videos and also got the same result with those two previous videos as well. This video explains the Agreement and disagreement topic, hence the explanation about the definition of agreement and disagreement, and the agreement and disagreement sentences examples will be explained in this video (see figure 9). What makes this video unique is to give a more precise explanation, this video presents a real-life simulation conversation in the shape of an animation to give the viewers a unique example of how and when to use agreement and disagreement sentences (see figure 10). The

material in this video is also being explained in a good intonation, which makes the viewers easier to catch the information. To highlight the important part of the material, this video mostly uses the bold font. This also can be used to organize the material since the bold font also used for the headings in this video. Not only headings, but this video also organizes the sub-text using the balloon text as an alternative to bulleted lists (see figure 11). This is also a unique idea to organize the text within the video without making the text of the video messy. The ideas presented in this video are original and creative as well, the uploader provides the viewers with the contacts the viewers can reach in the description box feature below the video as a precaution if the viewers have any questions or suggestions about the video (see figure 12). However, this video lacks the same thing as the two previous videos which is the exercise. If this video includes the exercise as well this can make this video get the perfect score.



Figure 9. Video 3 Material Explanation

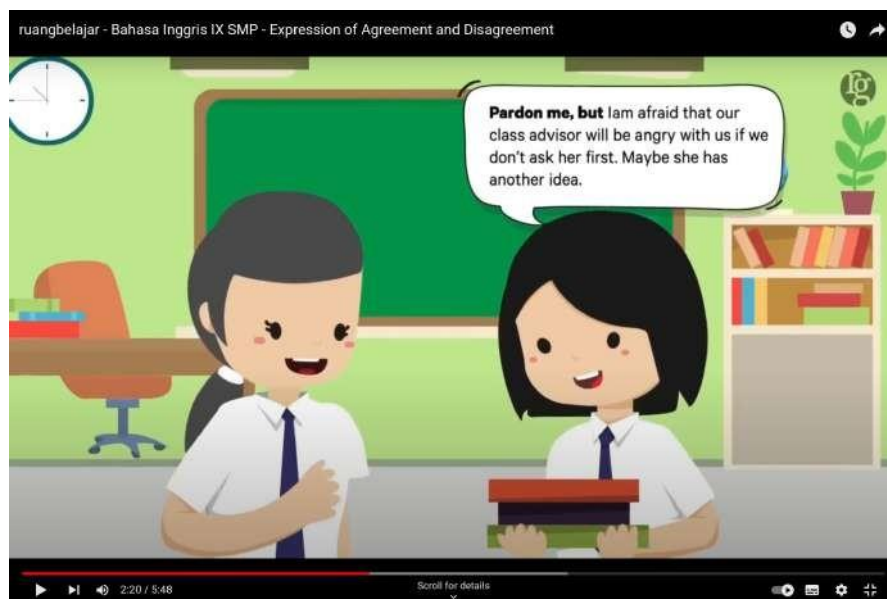


Figure 10. Video 3 Usage Examples



Figure 11. Video 3 Bulleted Lists Usage (Alternated with bubble text)

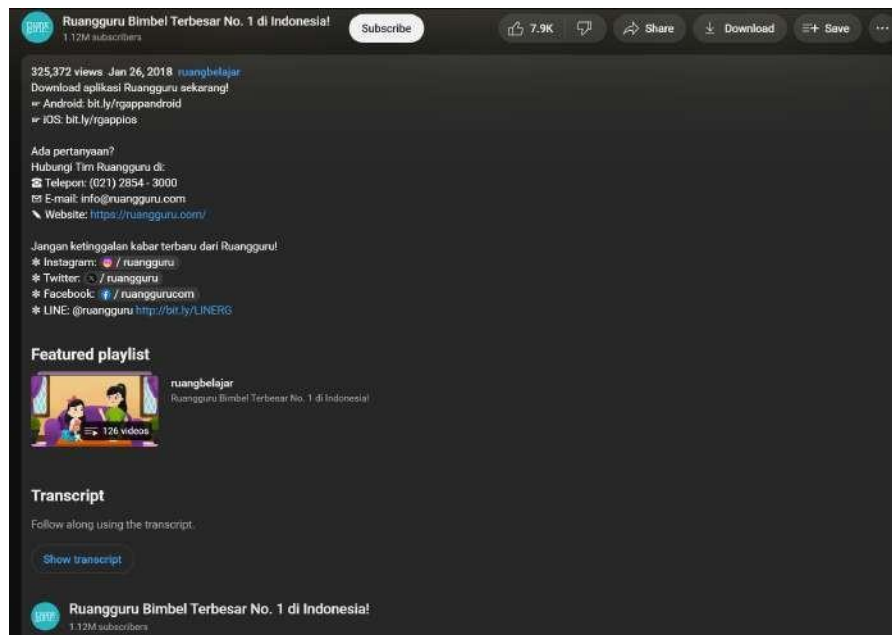


Figure 12. Video 3 Originality

#### **4.1.4. Video 4 (Passive Voice)**

Unlike the three previous videos, this video is from a different segment named English Academy, and the final score is different as well. This video got the perfect score since it got the highest score in all categories. The topic of this video is passive voice, so the instructor explains about what the passive voice is, how and when to use this term, and the passive voice sentences examples (see figure 13). This video details the material within the video through the text explanation material along with the spoken explanation material, and since the instructor in this video explained the material in fully English language, the video contains the subtitles as well to make the viewers easier to understand. Even though the instructor explains the material in English, the language style he uses is conversational as well, and he does not stutter or hesitate during the video. All the information in this video is also organized neatly by using headings (see figure 15). This video is quite unique since this video also uses a good graphic animation to show how passive voice is implemented in real life (see figure 14). Moreover, unlike the three previously mentioned videos, this video includes a mini exercise within the video with a total 3 number of questions (see figure 16). The last thing that is quite unique from this video is that this video includes a material summary at the end of the video. As for the originality, this video can guarantee that this video is originally made by the uploader since the viewers can reach the uploader contact info in the description box (see figure 17).



**Figure 13. Video 4 Material Explanation**



**Figure 14. Video 4 Animation**

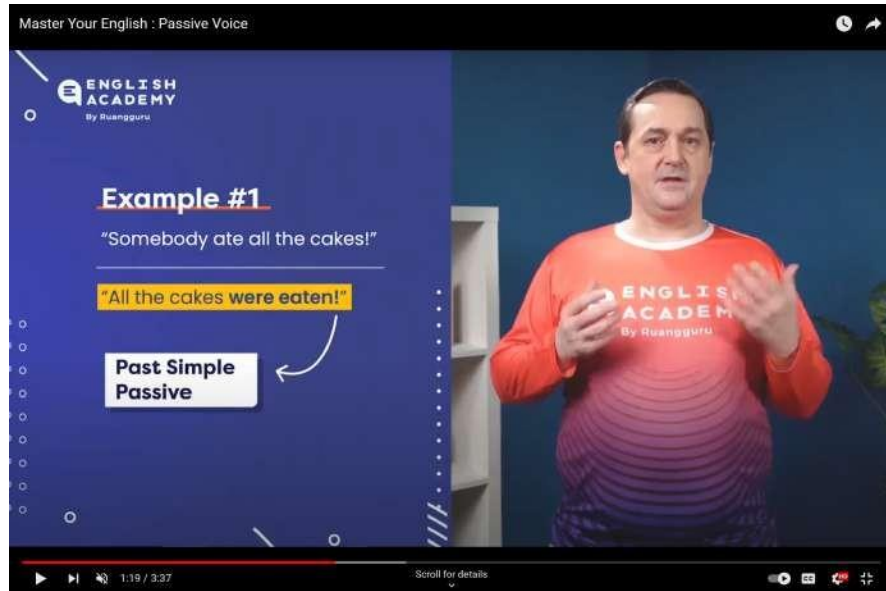


Figure 15. Video 4 Headings Usage 1



Figure 16. Video 4 Exercise

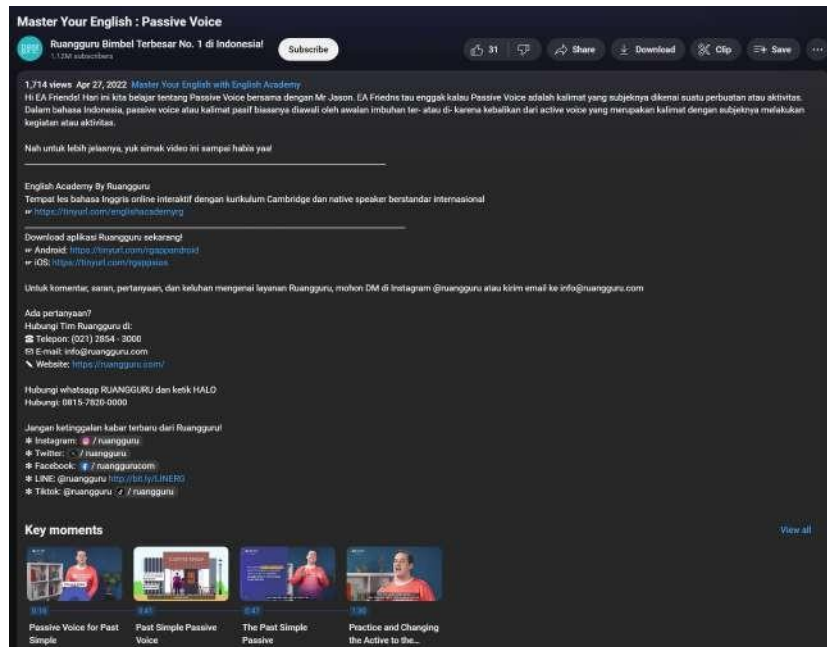


Figure 17. Video 4 Originality

#### 4.1.5. Video 5 (Past Simple vs Present Perfect)

The last video analyzed in this study is a video which brings Past Simple vs Present Perfect as the topic, and from the same segment as the fourth video. Since this video is from the same segment from the fourth video, hence the instructor is the same, and the instructor is using English Language fully as well in this video. What differs this video from the fourth video is the instructor in this video gives a mini exercise in the beginning before he explains the material (see figure 20), then being continued with the definition explanation and the sentence examples (see figure 18), unlike the fourth video where the instructor gives exercise after explaining the material. The instructor in this video explains the material with similar language style as the fourth video, still

conversational and fluent. However, this video does not present a graphic animation to explain the usage examples like the fourth video, yet the graphics to present the written material is still appealing and easy to understand since this video did a favorable work in categorizing the material explained (see figure 19). This video also presents an original work of video content as shown in figure 21 where the uploader provides contact information in the description box feature to reach if the viewers have any questions, critics, and suggestions.



**Figure 18. Video 5 Material Explanation**



Figure 19. Video 5 Headings Usage 1



Figure 20. Video 5 Exercise 1

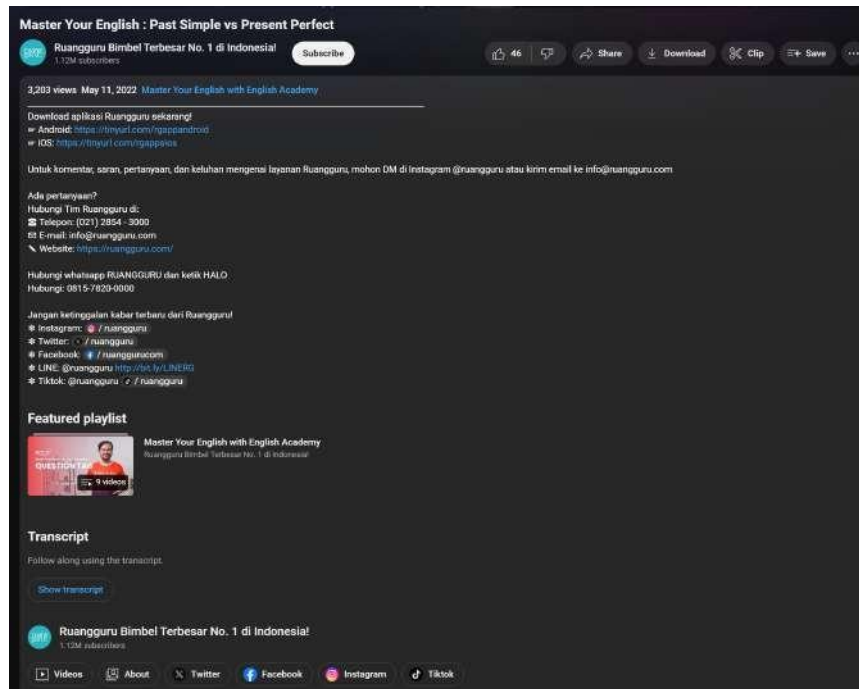


Figure 21. Video 5 Originality

## 4.2 Discussion

Based on the findings, this study shows that Ruangguru provides very high-quality videos on their YouTube channel since the videos analyzed resulted in good scores in each category conducted in this study which are content, sources, organization, requirements, and originality. Not only this study, the result of Ruangguru Video Analysis studies by other researchers also resulted in a satisfying outcome. A study by Rusmadi et al. (2021) shows that three of Ruangguru videos analyzed in their study are leaving a quite remarkable result for the viewers, the viewers of those three videos analyzed stated that the videos are easy to understand and contain satisfying

video design, good audio and visual quality. However, some of the viewers also stated that the videos have a too long opening, unclear pronunciation of the instructors, and incomplete explanation. It is slightly similar to this study in which the explanation progresses and video quality results part, however this study does not consider viewers comments as the scoring criteria and only analyzes the aspects required within the videos.

Another study of Ruangguru video analysis also shows a similar result, A study by Fitria and Wahyuni (2023) stated that the Ruangguru video analyzed in their study is presenting high quality visuals and audios, contains proper length of video duration, and uses understandable language, yet the videos still failed to facilitate cooperative learning effectively since the learning objective set is still unclear and not setting the various methods of categorizing students groups, rules about behavior, and duties. Those shortcomings of the Ruangguru videos in the previous study are different from this study since this study is not analyzing the videos for cooperative learning.

Ruangguru video analysis resulted in remarkable outcomes as well in Juliari and Sudarmawan (2021) study, all the videos analyzed are valid or higher than 80% in all validation aspects such as content, design, pedagogy, and practicability aspects with pedagogical aspects as the highest with average validity score 94%. This means Ruangguru has proven to provide appropriate videos for learning. Ruangguru also

met the national curriculum as stated in Rahman and Arifuddin (2020) study. As one of the reputable online learning platforms, Ruangguru is regarded as having fulfilled the majority of the requirements on the curriculum 2013 standard syllabus with regard to content, procedure, assessment, and objectives. This statement quite aligns with this study since this study specified the video analyzed by categorizing the materials based on the national curriculum class dividing, and as the result the videos for 9th grade are chosen to be analyzed in this study.

## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

#### **5.1. Conclusion**

Overall result of this study is showing that all five selected Ruangguru videos to be analyzed in this study have very high quality, with all five videos resulted a perfect score in content, sources, organization, and originality category, while in requirement category, only two videos met the highest score and the other three videos only got three scores. However, this shortcoming does not make the quality of the three videos decrease drastically, the videos still perform greatly. In conclusion, the five selected Ruangguru videos in this study are appropriate and have a great quality for students who want to learn the basic concept of the English language materials. These five videos also can be used by teachers who want to add a different method of explaining the material in the class. However, since the videos analyzed mostly do not contain any exercises, or only contain mini exercises to give further explanation of the materials, the videos still do not meet the requirements to be a platform for students who want to solely focus on English language exercises for the exam.

#### **5.2. Suggestion**

Based on the shortcomings of the videos, which is the lack of exercise, this could be a suggestion for Ruangguru to provide videos with more various exercises to deepen

the material understanding to the students. As for other researchers, this study only analyzed five Ruangguru videos between other unknown and numerous Ruangguru videos, and this study only selected videos which contain materials for ninth grade students. This limitation can be broadened by analyzing the other classes of Ruangguru English video material. This study also only analyzed the videos by only five aspects which are content, sources, organization, requirement, and originality which can be a suggestion to analyze from different aspects of this study.

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