

English Learning Media for EFL Elementary Learners

A Development of Camtasia-Based Digital Video

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Abstract—Teachers' less competence in evolving technology-based media into teaching and learning process becomes the basis for this study to develop a learning video by using Camtasia Studio. A design and development research was used with ADDIE model. The development was done based on need analysis through document study, questionnaire, and interview in primary level. Around four to six topics for each grade were developed and consulted to material and media experts. After the media completion, it was tried out to see its quality and collect teachers' and students' responses. They stated that Camtasia-based video was an excellent and beneficial media to enrich students' engagement and vocabulary mastery. This result implicates on providing students a new learning experience to explore their English knowledge. As it was only limited to the final prototype form and conducted in formative process, further research is needed to investigate its effectiveness upon students' English proficiency.

Keywords—*Camtasia-based video; learning media; EFL young learners.*

I. INTRODUCTION

Learning media refers to presented material in the form of words, pictures or videos used to deliver the learning material and conduct the activities [1] as well as to stimulate the learners' mind, feeling, attention, and willingness to get the information [2]. Its function is to convey the messages appropriately so that the learners will not be led to misunderstanding [1]. In short, learning media can be considered as learning equipment that facilitates the teaching and learning process.

As one of the learning facilities [3], learning media can also be in the form of 1) realia (taken from the real things and used as object for the material), 2) pictures, 3) printed course-book, 4) board, 5) overhead projector (showed in the form of transparent), 6) flipcharts (contains some important point of discussion written on the big sheets of paper), and 7) computer-based presentation technology (including visual /audio-visual tools). However, not all types of learning media are appropriate for the learners' learning, especially for young learners. The teachers need to understand their students' characteristics first before choosing and implementing the media.

Young learners are children in range age of five to twelve years old [4] and are in primary or elementary level [5], [6]. In this range age, they are learning to write using the first language, so that they need as much as vocabulary to construct the language [7]. Besides, they need to learn through direct experience. They cannot learn about something abstractly, and they need an example and real object to get a better understanding, to logically learn about the things [8]. They also have less attention span or their focus on learning rather than adults, only about less than 15 minutes [9]. Hence, the teachers need to provide their students with appropriate media to keep their attention in learning.

For this reason, the teachers need to adjust the types of learning media into their teaching style to nowadays learning style, which emphasizes mostly on visualization [10]. Once the teaching style is closely matched with students' needs to acquire knowledge, learning becomes easier and more natural [11]. When the learners are more visual than verbal, learning will be more difficult for them if the teachers are still lack of auditory resources [12]. Thus, they tend to enjoy the learning flow if the learning media maximizes the visualization to support the learning process and to obtain their interest to learn as well. At the same time, as it goes well, the style of teaching and learning process will shift from teacher-centered to student-centered.

Education in Indonesia has been representing the implementation of Curriculum 2013 that emphasizes more on student-centered learning rather than teacher-centered style, Mobile Assisted Language Learning (MALL), and skills development [13]. Thus, the learners can take role dominantly for their learning by accessing the information independently whenever and wherever. To achieve the learning goals of the curriculum, implementing technology-based media can be a recommendation. The development of technology used in the educational system has been actually initiated in the context of 21st Century or well-known as the digital era [14]. As it fully concerns on the learning management with the utilization of the new technology to help the learners develop their skills, its implementation as the basis for learning media development benefits both teachers and learners [15].

ICT-based media enables the teachers to achieve the goals of education easier, make the learning design easily, deliver the learning process easier, manage the time efficiently, as

well as provide a better and upgraded way of their teaching and learning process quality so that the activities can be conducted more efficiently [16]. ICT-based media is also appropriate to enhance students' interest to learn and to achieve better learning outcomes [17]. This kind of media is suitable to be used to deliver the material to generation nowadays, including young learners [13], as they tend to be very curious of everything new, fun, and interesting [17]. As the learners love to comprehend the material easily through their senses (ears, eyes, and hands), ICT-based media also enables the teachers to create a fun learning atmosphere [18] as well as to reduce the learners' learning anxiety in language learning [17]. Through ICT, teacher and students can access unlimited sources of learning through the internet.

Even though ICT is important for teaching and learning process, its benefits cannot be maximally felt. This is due to its unintegrated use of the technology-based media in the classroom during the learning activities. Based on the result of the preliminary research conducted in primary schools, the use of ICT to support the learning process was not accustomed while they have been supported with complete facilities such as LCD, projector, and Wi-Fi and the learners have been habitually using the technology. The only technology used was PowerPoint to show some pictures, and it was rarely applied as its preparation took time, so they preferred to use flashcards. The activities were mostly carried out by showing the flashcards and memorizing the vocabulary. The activity was monotonous, and no interaction occurred during the learning process. It made the learners lost their interest and engagement to learn because of being bored. They needed something new for their learning; video or short movie might be the alternative.

Apart from it, the inability of the teachers in utilizing technology becomes the main factor. Based on the interview, the teachers who taught English in the schools, mostly, did not have an English background. It made them being left behind in understanding the material limitation, choosing the appropriate media, and delivering the material. They admitted that they downloaded the material from the internet, but they were not sure whether the content matched with the syllabus. Besides, they were unable and did not understand what to use to create their own learning video. Thus, flashcard and memorization became the only solution they had.

Regarding the governor's regulation of using ICT into the teaching and learning process, the teachers argued that they wanted to maximize its use. Helping the teachers to create the appropriate learning video, Camtasia Studio can be used as the solution. It is a software developed by TechSmith Corporation, which has functions for video editing, screen recording, content modification, and sharing video [19]. This software was chosen because it has features that other software does not [20]. It is proper for nowadays, educational learning style as it is a new technological solution to create an alternative learning environment [21]. It makes the teachers easier to create an effective learning video which is valid, easy to use, and effective [22]. Its advantages, such as high quality

of video recording, unlimited time, and providing interesting visual effects make it becomes appropriate software for developing video as learning media for young learners [13]. With this software, the learning media in the form of video can be packaged in an innovative way to make students interested, motivated and willing to learn.

Camtasia-based learning video is an alternative media to be used for teaching in order to engage students in the learning activity [23]. It is a suitable media to be implemented for elementary learners because it encourages them to study and understand every single concept vividly [24]. About 50% of young learners learned best in what they see and listen and Camtasia-based video can give more valuable benefits for students' learning experience, enrich their language use, improve their understanding, develop their creativity, and increase their interest in learning [25], [26], [33]. Moreover, using a learning video can make learning more realistic, and it will make the teachers easier to develop the material and keep the learners being engaged during the learning process [24].

The learning goals can be successfully achieved if there is only a change in students' behavior and learning outcomes. It will relate to how the students are motivated and improve their engagement in their learning. This change will be the main factor for encouraging them to follow the learning process and obtain their learning results.

Considering the teachers' need in utilizing the technology into their teaching and learning process and the result of several studies regarding the use of Camtasia Studio in enhancing students' learning, this paper was aimed at developing the learning video as media to help both elementary teachers and learners to meet their learning goals. This study was also conducted to find out the response of teachers and students towards the implementation of the learning video.

II. METHOD

This paper aimed at developing learning video as digital media by using Camtasia Studio software for elementary learners in Buleleng District. The subject was all English teachers and students from grade one to grade six in SDN 3 Banjar Jawa, Buleleng District.

It was a Design and Development (DnD) study with Instructional Design and Technology type. It is a type of research methodology to produce or create a new instructional or non-instructional products and tool through design, development, and evaluation process [27]. Since this study developed learning video as media, then the validation was needed to see its appropriateness. This study adapted the ADDIE model from Richey & Klein (2014), which stands for Analysis, Design, Development, Implementation, and Evaluation. It is as a guidance to develop the learning video for elementary learners. This model is commonly used to produce an effective design in the field of developing the media.

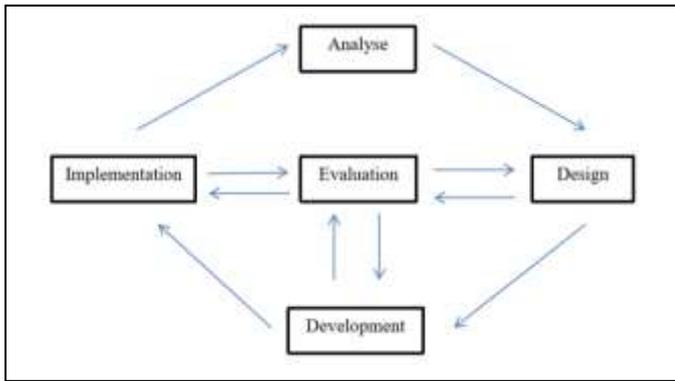


Fig 1. The stages of ADDIE model (Richey and Klein, 2014)

In the *analysis* phase, teachers’ syllabus was analyzed to know what competences, learning indicators, and materials were given to students. The information was used as the basis for product development. Around 4 to 6 topics in each grade were developed by using Camtasia Studio. In the *design* phase, the appropriate pictures and the design of material delivery were selected. In the *development* phase, the product was created by using Camtasia Studio. The product was then validated by expert judges. There were two material expert judges, and one design expert judge validated the product. Expert judgment rubric was used to see the validity which was constructed based on Soenarto’s theory of design and media aspects of learning video and analyzed by using Gregory formula [29]. Product revision was also done here. After the validation phase, the product was then implemented in the field trial (one video in one class of each grade) in the *implementation* phase. It was then evaluated by the users to see the product quality and their response towards its implementation. A questionnaire was conducted to obtain the data of product quality, while observation sheet and interview were done to find out their response. The result from the questionnaire was then analyzed quantitatively and converted into criteria conversion by [28].

TABLE I. CRITERION CONVERSION OF PRODUCT QUALITY

Score Interval	Criteria
$X \geq 37.45$	Excellent
$29.15 \leq X < 37.45$	Good
$20.85 \leq X < 29.15$	Average
$12.55 \leq X < 20.85$	Poor
$X < 12.55$	Very Poor

The coefficient from this result would indicate the quality of the product. This indication would also be completed by the explanation from the result of the interview related to the response of its implementation.

III. FINDINGS AND DISCUSSION

This DnD research aimed at developing Camtasia-based learning video for all grades of elementary school and finding out the quality of the product. The total video developed in this study was 31 learning videos. ADDIE method by Richey & Klein (2014) was used in developing the product.

A. Analysis

The data from the classroom observation, document analysis, questionnaire, and interview conducted with teachers and students related to students’ condition and the school’s needs were analyzed. Based on the result of questionnaire and interview, the students in this range age were interested enough to learn English as their foreign language and needed as much experience as possible to learn much vocabulary as the basis for their language construction. However, they were never given a good experience in the class to enrich their knowledge. They were only asked to memorize the vocabulary without any meaningful and innovative activities; no authentic or technology-based media was provided. They said that they were introduced the material more frequently at home rather than at school with any tools they had, including smartphones.

In relation to this, the students have been accustomed to utilizing the technology for their own purpose. They admitted that they were able to search for any information they need on the internet through their smartphones. Even, they argued that they were more interested to learn something new through audio-visual media rather than teachers’ words as they felt easy to understand the material. Audio-visualized media gives them the opportunity to learn the material best through their hands, eyes, and ears by touching, seeing, and hearing the objects directly [8].

Apart from their interest in learning through technology, the school has been actually facilitated by ICT equipments such as LCD, projectors, laptop for each teacher, and Wi-Fi. However, the problem is on the inability of the teachers in utilizing the technology into their teaching and learning process. Although they were able to operate the smartphones or laptop, they had lack experience of practical use of any software to create their own appropriate learning media. They also have tried to download the material from YouTube yet, and somehow, the content was not really in line with the syllabus. Thus, the teachers and students seemed to be very supportive if they were facilitated with appropriate technology-based learning media that could give them a new and better learning experience. This becomes the basis for product development to help them meet their learning needs.

Based on the syllabus analysis conducted with the teachers, it was found that the material in the syllabus required the students to master the vocabulary aspect more than the other language aspects. This is due to the basis of students’ language acquisition development ability that vocabulary becomes the basic aspect in constructing the language meaning. According to the result, there were 31 topics in total that were developed.

TABLE II. TOPICS OF CAMTASIA-BASED DIGITAL LEARNING VIDEO

Grade	Topics	Total
I	School Uniform, Instruction in Class, Body Parts, Preposition, Parts of School, and Activities in School	6
II	Fruits, School Uniform, Birthday Party, Parts of Face, Pets, and Parts of Plant	6
III	Daily Activities, Hobby, Job, Months and Dates, Parts of House, and Time	6
IV	Activities in Classroom (1), Activities in Classroom (2), Cloths, and Animals	4
V	Clothes, Animals. Foods and Drinks, Body Parts, and Public Places	5
VI	Public Places, Transportation, Foods and Beverages, and Sport and Hobby	4

B. Design

In this stage, the blueprint which was already adapted to the syllabus and the learning objectives was constructed before developing the product. The blueprint consisted of grade, basic competence taken from the syllabus, learning topic, types of activities, vocabulary list, and script. Free-download pictures were prepared before the development.

TABLE III. TABLE EXAMPLE OF BLUEPRINT

Grade: 2			
Basic Competence:			
1) Responding the expression in simple and meaningful English to state the names of fruits.			
2) Reading aloud and elaborating the meaning with the words, phrase and sentences related to the names of fruits in English.			
Focus: Vocabulary mastery and language use			
Topic	Type	Vocabulary Focus	Script
Fruits	Short answer and Multiple Choice	Grapes, apples, bananas, dragon fruit, mango, orange, strawberry, and watermelon	<p><u>Session 1: Short Answer</u> Questions: 1. What fruit is this? 2. What fruit are these?</p> <p><u>Session 2: Multiple Choice</u> Questions: 1. This is an apple. Which one is correct? (The students were showed three different pictures and they should choose the correct one.)</p>
Activities: vocabulary presentation through guessing game activity, short question-answer activities, and multiple choice items.			

As the software allows the users to choose the types of application use (recording or importing the files), this study preferred to use recording types for certain reasons. Thus, the prototypes in form of PowerPoint were prepared before being recorded.

C. Development

Development stage involved the process of developing the prototype into learning video by using Camtasia Studio software and revising the product based on the result of the validity process by the expert judgments. The developing process of the prototype can be done offline, just make sure that the software is already installed first. The process followed several procedures.

- After the software was installed, the shortcut application was shown on the desktop and ready to use. Then, open it to run the Camtasia.
- Chose the option “Record the screen” on the top left corner to record the screen of the device.



Fig 2. Preparation to record the screen

- The file of the PowerPoint was opened through the application.

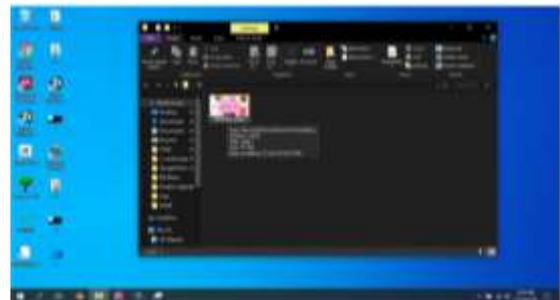


Fig 3. Searching and opening the file of the PowerPoint through Camtasia

- When the PowerPoint was already opened, there was a dialogue box. “Full screen” was chosen to ensure that the recording process would record the whole screen of the slides. Then, the icon of the microphone was turned off to record the screen only without audio.
- “Rec” button on the right side was clicked to start recording. When it finished, the “Stop” button was clicked.



Fig 4. Recording process of the slides

- After the recording process, the result would be opened automatically in Camtasia and placed in the layer. The certain part which was not needed was cut by using

“Scissor” icon above the layers. Then, the “Import media” menu was clicked to import background music, clock sound effect and dubbing. Once it was successful, they were put in the next layers and set appropriately.

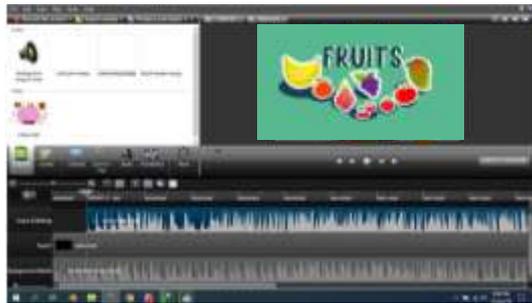


Fig 5. Importing the background sound, effect, and dubbing

- After finishing the importing, the video was ready to save by choosing “Produce and Share” in the “File” menu.



Fig 6. Process of saving the video

- While saving the video, a dialogue box of video resolution type appeared. **MP4 720p HD** was chosen and click next to get the appropriate quality of the video.

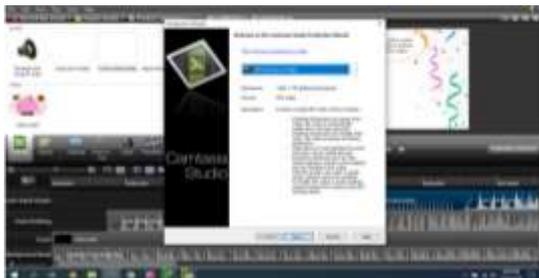


Fig 7. Setting video resolution

- Then, another dialogue box asking to name the video appeared. Name it and click “Finish”. The process of rendering the video had started, which took a few minutes.
- When the rendering process was done, a dialogue box telling the completeness of the product appeared. To finish it, “Finish” box should be clicked.



Fig 8. The process of video production was completed

- Finally, the video was done and ready to play. These recording procedures were also applied for the rest of the topics.

The next was the product validation process by the expert judgments to ensure that the learning video was appropriate for use in the learning process. The validation was done by two material experts and a media expert. The material experts were two English lecturers who are master in young learner education. A rubric was used in validating the video which was constructed based on Soenarto. The rubric consisted of the aspect of content feasibility, content presentation feasibility, and language feasibility. The result of the content validity can be seen as follows.

TABLE IV. RESULT OF MATERIAL EXPERT VALIDATION

Grade	Material Expert		Average	Criteria
	1	2		
I	40	39.5	39.8	Excellent
II	39.5	38	38.8	Excellent
III	39	39	39	Excellent
IV	38.8	38.5	38.7	Excellent
V	40	37.5	38.8	Excellent
VI	36.5	38	37.3	Excellent

Based on the result of material expert validation, the average scores for all grades range from 37 to 39 with excellent category. Although all the videos were categorized as excellent media, some suggestions from the expert were also done for the revision. The suggestion given related to diction, grammatical structure, picture choice, and item index difficulty.

Media validation was done by an expert in the field of the educational technology sector, a lecturer of Technology and Communication. A media validation rubric was also used in validating the video, which was constructed based on Soenarto. The rubric consisted of the aspect of the display, technique of presentation, and audio. The result of the content validity can be seen as follows.

TABLE V. RESULT OF MEDIA EXPERT VALIDATION

Grade	Media Expert	Category
I	37.6	Excellent
II	36.6	Good
III	38.3	Excellent
IV	29.3	Good
V	39	Excellent
VI	37.6	Excellent

Based on the result of media expert validation, the average scores for all grades ranged from 29 to 37 with a good and excellent category. The result of this validation was also completed with some suggestion from the expert for the revision which related to layout, copyright, and sound.

D. Implementation

After the material dan media revision was done and consulted once again with the experts to ensure the validity of the videos, then the learning media was ready to try-out in the small field (one class for each grade). Only a video was tried out in each class due to time limitation.

The trial implementation was conducted from June 10th to June 14th, 2019, in SDN 3 Banjar Jawa. The implementer was the English teacher who taught in grade one to six. Before the implementation, the teacher was trained to use the learning media. During the implementation, the teaching and learning process was observed to know how the students responded to the learning video. All the information were written on the observation sheet.

Firstly, the teacher checked the students' prior knowledge about the material by asking several questions. The students mostly answered in Bahasa as they were not familiar with the English words of some dictions. Then, introducing the topics was done. The vocabulary lists were introduced through video. They built their mastery through watching the presentation, answering the short questions in the slides, playing games (guessing and matching games), choosing the correct answers (multiple choice), rearranging letters or words, filling in the blanks words, and others. At the end of the activities, both teacher and students were given a questionnaire to see their responses towards the implementation of Camtasia-based learning video. Some students were also interviewed to check the data gained from the observation and questionnaire.

E. Evaluation

Based on the result of the teachers' questionnaire, the scores indicating the quality of the product is presented in the following table.

TABLE VI. RESULT OF PRODUCT QUALITY

Grade	Score	Criteria
I	38	Excellent
II	39	Excellent
III	36	Good
IV	35	Good
V	38	Excellent
VI	39	Excellent
37.5		Excellent

The above table shows that the average score from the teacher for Camtasia-based learning video was 37.5 in total with an excellent category. According to the teacher, the videos helped her in delivering the material to the students. As the content has been adjusted to the syllabus, so the teacher was easy to ensure that the competency could be achieved. The videos were also helpful for the teacher in helping the students achieve their learning outcomes as they were completed with correct spelling and pronunciation by the

narrator, so they had a good model of doing so. She also felt that the technique of the presentation was very efficient. The transition of presenting the activities in the videos was already exact, not too fast nor slow. It made the students easily followed the activity. The videos also presented contextual material for the students. According to the teacher, the pictures were not exaggerated and reflected the real objects. It could give familiar exposure to the students in their language learning, and it could be the best way of constructing the meaning. Overall, Camtasia-based learning video produced is considered to be a good learning media and appropriately implemented in the elementary level. A good learning media should be visible, interesting, simple, accurate, legitimate, and structured [32]. The media would be a very good one when it is easy to see, interesting for students to learn, simple and easy to use, reliable, valid, and design systematically.

The appropriateness of its use in the learning process was also supported by the positive response of the students. Camtasia as learning media leads the students into positive attitudes [30]. During its implementation, the teacher admitted that their positive attitudes were shown through their learning excitement improvement, understanding development, motivation, and engagement.

The result of the questionnaire and interview indicated that Camtasia-based learning video was an appropriate media to increase the students' excitement in learning. Based on the observation during its implementation, the students were very happy having the video to learn the material as it provided them with interesting pictures and sound. As it brought exciting atmosphere during the teaching and learning process, the students were so excited to answer every single question in the video. The learning media produced by using Camtasia was, indeed, suitable for elementary level of students for it encourages and has the capacity to interest students [24] as well as provides engaging content for their learning [21]. As the result, the learning process becomes more beneficial [31].

Apart from increasing students' excitement, Camtasia-based learning video can generate students' understanding towards the material. Based on the interview and classroom observation, the students said that they understood the material easily through audio-visual media. It is true that young learners tend to enjoy and follow the learning flow easily when the teacher maximizes the visualization and audio of the media to support the learning process [12]. Once they are able to build their understanding, they will get more valuable benefits from their learning experience, enrich their ability in language use, develop their creativity [26], increase their motivation in learning and improve their communicative skill [33] [37]. For technology-based media brings a new and interesting way of packaging the material, the teacher can offer more engaging learning activity for the students, so they can grasp the concept easier [16].

After the implementation of the video, the students also felt that they were more enthusiastic than before even, the improvement was also shown by the slow learners. According to the teacher, only the fast learners actively engaged during the learning activities. The slow learners only kept being silent whenever they were asked to answer the questions. It was

because they were bored and not interested in the activities and tended to distract other students. As Camtasia-based video provides a more effective learning experience through seeing and hearing where every student is attracted to, it can accommodate the slow learners in receiving the knowledge by which the teacher can check their progress one by one [34].

In general, the teacher needs to utilize the technology if she wants to optimize the quality of the learning process; especially when she has been facilitated by complete ICT equipment. As the students are already close to its use, the utilization of the technology into the learning process is needed for its several benefits [35]. In spite of benefits the students in enriching their learning vocabulary and engagement, the teacher needs to create the learning activity with more innovative teaching techniques [36] to keep students' attention.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this study, Camtasia-based video was developed due to the inability of the English teacher in utilizing the technology in the delivery of the material. The development was in the form of a DnD research with ADDIE model; Analysis, Design, Development, Implementation, and Evaluation. There were about four to six prototypes developed in each grade of elementary level with a total of 31 videos produced by Camtasia Studio. Each of them was validated and evaluated by two material experts, an ICT expert, and a field-user. The result indicated that the videos were considered to be excellent learning media for the students. This result was also strengthened by the positive response from the students towards its trial implementation. In short, this Camtasia-based learning video was ready to be implemented in the wider context of the teaching and learning process.

B. Suggestion

According to the result of this study, it is suggested for the teacher to utilize the technology into the teaching and learning process as Camtasia-based video is provably effective for students' learning. To ensure the efficiency of its use, the equipment completeness should be prepared first. Moreover, for this product was trialed in small group only, it is suggested to involve wider context of classrooms or schools to get a deeper understanding of its implementation as well as to investigate its effectiveness towards students' English proficiency development.

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