



Developing the Instructional Video for Teaching Recount Text Writing through Guided Writing

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Article Info	Abstract
Received: 2026-02-25 Revised: 2026-06-03 Accepted: 2026-06-026 Keywords: Guided Writing; Recount Text; Instructional Video; Writing DOI: 10.24256/ideas.v14i1.9781 Corresponding Author: Ummu Salamah ummus8274@gmail.com English Department, Universitas Qomaruddin, Gresik, Indonesia	<i>This research aimed to develop an instructional video for teaching recount text writing using the guided writing for tenth-grade students. This research employed a Research & Development (R&D) method using the ADDIE model, comprising analysis, design, development, implementation, and evaluation stages. The research was conducted at MA Manbaul Ihsan involving an English teacher and tenth-grade students. Data were collected through questionnaires, interviews, observation, and field notes. The developed video was validated by three experts to assess the product's feasibility. The results of the needs analysis indicated that students experienced difficulties with organizing ideas, developing sentences, and understanding the structure of a recount text. The students' questionnaire showed that 85% of students highly needed learning media that combine video and technique. The validation results indicated that the developed video media was categorized as good and suitable for use in learning, although several aspects, such as visual design, language clarity, and presentation, still required improvement. The implementation results also showed positive responses from students, with most rating the video highly for visual appearance (87%), audio clarity (73%), and material suitability (73%). In addition, the video helped students understand the stages of writing a recount text and increased their engagement in the learning process. It can be concluded that the video learning media combined with the guided writing technique, was feasible to use as an alternative media in teaching writing recount texts. Additionally, this research result can serve as a starting point for further research to examine the effectiveness of the media in improving students' writing ability, using a larger sample of participants.</i>

1. Introduction

English plays an important role in global communication, education, and technology, including in the context of EFL learning, such as in Indonesia (Yuan et al., 2025). In Indonesia, English is taught as a compulsory subject beginning in junior high school, so teachers play a crucial role in facilitating effective language learning (Nartiningrum & Nugroho, 2021). Among the four language skills, writing is often considered the most challenging due to difficulties in organizing ideas, maintaining coherence, selecting appropriate vocabulary, and applying grammatical accuracy (Dizon & Gayed, 2024; Pardede, 2024; Taye & Mengesha, 2024). In addition, writing also requires critical thinking to express ideas clearly and systematically (Wardani et al., 2025).

Based on interview with tenth-grade English teacher at MA Manbaul Ihsan, most students still struggle to organize their ideas and developing sentences logically when writing about past experiences. Writing instruction is generally conducted through teacher-centered methods and textbook-based activities, with limited integration of visual media. As a result, students tend to show low motivation and limited engagement in writing process.

To overcome these challenges, guided writing can be used as a learning approach that provides structured support throughout the writing process. Guided writing helps students organize their ideas, improve coherence, and build confidence in expressing their thoughts in writing (Deviani et al., 2018). Additionally, the use of appropriate learning media, such as video, can enhance students' attention and understanding by presenting information through visual and auditory elements (Alimin, 2021; Polat, 2023). Video-based instruction also facilitates systematic information processing by integrating images, text, and audio (Kuzu & Ratzke, 2024). Therefore, integrating guided writing with instructional video can provide cognitive support and structured guidance, thereby enabling students to develop their writing skills more effectively.

The integration is particularly relevant in teaching recount text, which requires students to retell past events in a structured and chronological order. Recount text is one of the text types taught to tenth-grade students in the Indonesian curriculum (Kemdikbudristek, 2022). It requires students not only to recall past experiences but also to organize them coherently and express using appropriate linguistic features (Mustofa & Kurniawan, 2023). With proper guidance and multimedia support, students should be able to write more accurately, coherently, and systematically.

Several researchers have explored the use of guided writing and video-based learning in language instruction. Guided writing has been shown to improve students' vocabulary, grammar, and organization in writing (Halawatunnisa, 2021), while video-based media has been found to enhance students' engagement and comprehension (Sari et al., 2021). Several research have attempted to combine guided writing with virtual reality video to improve students' motivation and writing performance (Virgiawan et al., 2020). These research indicate that previous research has tended to focus on either guided writing or video-based learning separately, or on the use of existing media, rather than integrating both into a systematically developed instructional product. Therefore, there is still limited research on developing instructional video combined with guided writing specially for teaching recount text writing. Based on this gap, this research aims to develop an instructional video for teaching recount text writing using the guided writing technique for tenth-grade students.

2. Method

This research employed a Research and Development (R&D) method to develop an instructional video for teaching recount text writing. The development process was based on the ADDIE model, which consist of five stages: analysis, design, development, implementation, and evaluation (Peterson, 2003).

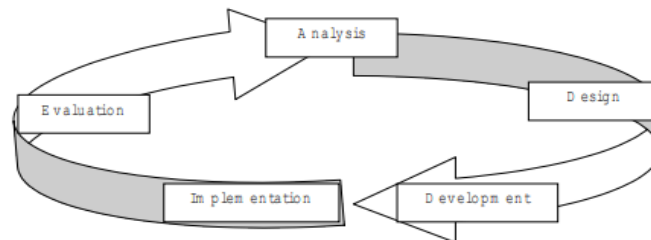


Figure 1. The ADDIE Model by Peterson

This research was conducted at MA Manbaul Ihsan during the 2025-2026 academic year. The participants included an English teacher and 15 tenth-grade students. The sample was selected purposively based on accessibility. Data were collected using questionnaire, interview, observation, and field note. The teacher questionnaire consisted of open-ended questions aimed at exploring teaching strategies, challenges in teaching writing, and expectations regarding teaching media. The students' questionnaire consisted of 20 closed-ended questions using five-point Likert scale (strongly disagree, disagree, neutral, agree, and strongly agree), designed to identify students' writing difficulties, experiences with learning media, and expectations for video-based guided writing.

The research procedure followed the five stages of the ADDIE model. In the analysis stage, data were collected through questionnaire and interview to identify students' needs and learning difficulties. In the design stage, the instructional video was planned based on the results of the needs analysis. In the development stage, the video was produced and then validated by experts. The product was revised based on feedback from experts before being implemented in the classroom. In the implementation stage, the video was used in teaching to observe their effectiveness in supporting students' writing activities. Finally, in the evaluation stage, data were collected through questionnaire, observation, and field note to assess student responses and the suitability of the developed media.

The data in this research were analyzed using descriptive qualitative and quantitative analysis. Qualitative data obtained from teacher's questionnaire, interview, observation, and field note were analyzed through data reduction, data presentation, and conclusion drawing. Meanwhile, quantitative data from students' questionnaire were analyzed using percentages calculations to determine response categories.

3. Result

The result of this research was the development of the instructional video. The video developed was expected to assist the English teacher in writing instructions. This research used the ADDIE development model through analysis, design, development, implementation, and evaluation. The results of each stage were described in the following subsections.

Analysis

The results of the need analysis conducted through questionnaire and the interview as the initial stage of the development process. Based on the teacher's interview and questionnaire, students faced difficulties in organizing their ideas, developing sentences, and understanding text structure. Furthermore, the learning process was still dominated

by teacher-centered methods and relied on worksheets and PowerPoint, with minimal use of interactive media. These conditions resulted in low students motivation and limited engagement in writing activities. These highlighted the need for more structured and engaging instructional support, particularly through the integration of guided writing and video-based learning.

Table 1. Students' Questionnaire Result

Aspect	Percentage	Category
needs and difficulties	78%	Needed
experiences and opinions on using video	60,2%	Needed
needs and expectations regarding video, combined with guided writing	85%	Highly needed
overall opinions	51%	Quite needed

The results of the students' questionnaire showed that students have strong demand for instructional media that integrates video with guided writing (85%). This suggested that students need structured guidance during the writing process in addition to content delivery. The relatively lower percentage in overall opinion (51%) indicated that existing learning media have not fully met students' needs.

Design

At this stage, the media design started with the creation of a template that included three main components: explanations of the material, examples, text analysis, and guided writing. In addition, this stage involved scripts, selecting backgrounds, fonts, animations, images, background sounds, and transitions to make it attractive and readable. This design was developed based on the results of teacher and student analyses. The inclusion of guided writing stages aimed to provide step-by-step support, while the use of visual and audio elements was intended to enhance students' comprehension and engagement. The development process was carried out using the Canva Pro Application, CapCut Pro Application, and ElevenLabs.

Development

At the development stage, the designed framework was developed into a video. Next, the finished product was validated by experts to assess its suitability before being tried on students.

Developing the product

This stage was the media creation phase, the instructional video consisting of material presentation, example video, text analysis, and guided writing activities. Each section was developed to support students' understanding progressively, from recognizing text structure to producing their own writing.

Table 2. The Sections of the Video

Content	

Experts' validation

The created instructional video was first validated by the expert validators as part of product validation. There were an IT expert, a materials expert, and an English teacher to assess its quality and feasibility.

Table 3. The IT Expert Validation

Aspect	Indicator	Assessment
Video Quality	Image quality	Good
	Audio quality	Good
	Synchronization	Good
Visual	Visual resolution	Fair
	Colors and visual effect	Fair
Design	Layout of visual element	Fair
	Use of animation and illustration	Fair
Visual flow and readability	Visual flow of the video	Good
	Text size, text display, and font	Fair
	Transition between video sections	Fair
Visual consistency	Consistency of colors, fonts, and visual	Good
	Well-organized visual elements	Fair
Feasibility of video media	Feasibility of video	Good
	Technical quality	Good

The IT expert validation indicated that the video was technically feasible, particularly in terms of audio quality, synchronization, and overall functionality. However, several visual aspects, such as layout, color usage, and text readability, were rated as Fair, suggesting that improvements were needed to enhance visual clarity and user experience.

Table 4. The Material Expert Validation

Aspect	Indicator	Assessment
Content accuracy	Suitability of video content	Good
	Explanation of the recount text structure accuracy	Fair
	Appropriateness of the recount text example	Good
Language	Appropriateness of language use	Fair
	Clarity and comprehensibility of language	Good
Guided writing technique	Integration of guided writing steps with the material	Good
	Clarity of writing stages the explanation	Good
Learning presentation	Material is logically sequenced	Fair
	Video supports students' thinking process	Fair
	Video supports the writing process	Fair
Overall quality	Content aligns with English writing principles	Fair
	Integration of content, language, and guided writing	Good
	The video shows potential to support recount writing ability	Fair

The validation results of the material expert showed that content and the guided writing integration were appropriate. However, weaknesses in language accuracy and instructional clarity suggested that the material presentation requires refinement to better support students' comprehension.

Table 5. The English Teacher Validation

Aspect	Indicator	Assessment
Content suitability	Video content matches students' learning needs	Good
	Material suits students' English proficiency level	Good
Clarity and comprehensibility	Examples of recount text are clear and relevant	Good
	The explanation is clear and easy to understand	Good
	Writing instructions is logical and systematic	Good
	Language is simple and appropriate	Good
Use of the guided writing technique	Clearly guided writing steps	Good
	Video helps students construct a recount text correctly	Good
	Guided writing suits students' ability and need	Fair
Received learning engagement	Video attracts and motivates students	Good
	Video maintains students' attention	Good
Applicability in the classroom	Easy to apply in classroom	Good
	Usable across writing stages	Good
	Minimal technical preparation	Good

The English teacher validation results confirmed that the video aligns well with students' needs and classroom application. However, the "Fair" rating in the suitability of guided writing indicated that further adjustment is needed to better match students' proficiency levels.

Implementation

The implementation stage was conducted on February 2, 2026, in a classroom setting. The instructional video was used by the teacher during the lesson, while the researcher observed the learning and students' responses to the guided writing activities. Data were collected through observation, field note, and questionnaires to evaluate the practicality and feasibility of the media.

Evaluation

The data obtained from the evaluation stage included observation results, field note, and questionnaire responses to obtain feedback regarding the implementation of the instructional video. The results of the observation showed that the instructional video was successfully implemented in the classroom. However, limited time prevented all students from completing the writing task. In addition, the researcher noted several important points in the field note that was not covered in the observation. The field note indicated that some students still experienced difficulties in using past tense forms, indicating that the media alone was insufficient to address all aspects of writing competence.

The results of the teacher evaluation questionnaire showed that the instructional video was appropriate in terms of content, structure, and guided writing stages. However, suggestions such as adding translation and adjusting speech speed indicated that further refinement was needed to improve accessibility and clarity.

Table 6. Students' Questionnaire Evaluation

Aspect	Indicators	Responses	Percentage
Response to Developed Video Media	The video content matches the recount text material	Poor	7%
		Fair	20%
		Good	73%
	The video helps students understand the steps of writing recount text	Poor	0%
		Fair	33%
		Good	67%
	The explanations in the video are easy to follow	Poor	13%
		Fair	13%
		Good	74%
	The video makes the learning process more engaging	Poor	13%
		Fair	33%
		Good	54%
Visual Design, Audio Quality, Language, and Ease of Understanding	The duration of video is appropriate	Poor	0%
		Fair	33%
		Good	67%
	The visual appearance of the video is attractive and supports material comprehension	Poor	0%
		Fair	13%
		Good	87%
	The audio is clear and synchronized	Poor	0%
		Fair	27%
		Good	73%
	The English used in the video is easy to understand	Poor	7%
		Fair	40%
		Good	53%
	The material is explained at an appropriate speed	Poor	7%
		Fair	27%

The video helps students learn recount text effectively	Good	66%
	Poor	0%
	Fair	47%
	Good	53%

The students’ evaluation questionnaire result indicated generally positive perceptions of the instructional video, particularly in terms of visual design (87%) and audio clarity (73%). These results suggested that the multimedia elements effectively support students’ engagement. However, lower ratings in language comprehension (53%) and perceived learning effectiveness (53%) indicated that the video has not fully addressed students’ linguistic needs. This suggested that while the media was engaging, its impact on deeper learning aspects, such as language mastery, remains limited.

4. Discussion

The research findings indicate that the developed instructional video, combined with the guided writing, meet students’ needs in learning recount text writing, particularly in organizing ideas and understanding text structure. This can be explained through the concept of scaffolding, where guided writing provides step-by-step support that helps students progressively construct their texts. Furthermore, the use of video aligns with multimedia learning theory, which states that the combination of visual and auditory information can enhance understanding and reduce cognitive load.

The high demand for video combined with guided writing (85%) reflects students’ need for structured guidance as well as engaging learning media. The integration of material explanation, text analysis, and guided writing stages enables students to follow the writing process more systematically. This aligns with previous findings that instructional video can enhance student engagement and facilitate structured learning (Putra et al., 2022; Solihin, 2024).

The expert validation results confirm that the developed product is suitable for use in the classroom. The IT expert validation highlights that the video is technically sound, although improvements are still needed in the visual aspects to enhance clarity and readability. Meanwhile, the material expert’s validation indicates that the integration of guided writing with the instructional content is appropriate, but refinement in language clarity and instructional sequencing is necessary. These findings emphasize that validation is not only a technical requirement but also a pedagogical process to ensure that the media effectively supports students’ learning needs before implementation.

The results of the implementation show that students responded positively to the instructional video, particularly in terms of visual design, audio clarity, and material relevance. This indicates that multimedia elements can enhance students’ attention and engagement during the learning process. However, these findings primarily reflect students’ perceptions rather than direct evidence of improved writing skills. Therefore, although the video appears to support the learning process, its effectiveness in improving writing ability cannot be definitively determined from this research. This aligns with previous research highlights the potential of video-based learning to increase engagement, although its impact on learning outcomes requires further empirical investigation (Simanjutak et al., 2025).

Despite the positive responses, several challenges are identified during implementation. Some students still struggled with using past tense forms, indicating that grammatical proficiency cannot be fully addressed through instructional media alone. This suggests that while guided writing provides structural support, it does not automatically resolve issues of linguistic accuracy. Additionally, limited class time prevented students

from completing their assignments, highlighting the importance of sufficient practice opportunities in writing instruction. These findings reinforce the idea that instructional media should be complemented by active teacher guidance and sufficient classroom time to achieve optimal learning outcomes.

Overall, this research demonstrates that the ADDIE model-based instructional video, combined with the guided writing technique, is feasible and support the classroom learning process in writing recount text. This research contributes by presenting a structured integration of guided writing and video-based instruction within a R&D framework. However, this research is limited to the development and feasibility stage and involves a small number of participant. Therefore, the findings cannot be widely generalized. Future research is recommended to examine the effectiveness of the developed media through experimental design involving large sample and direct measurement of students' writing performance.

5. Conclusion

This research resulted in the development of an instructional video integrated with the guided writing technique for teaching recount text writing to tenth-grade students. The findings indicated that the developed media is suitable for classroom use and meets students' needs, particularly in supporting organization of idea, sentence construction, and understanding of recount text structure. The integration of guided writing into the video provides structured support that helps students follow the writing process more systematically.

The validation by experts confirmed that the instructional video meets technical and pedagogical requirements, although improvements are still needed in terms of visual design, language clarity, and material presentation. Furthermore, positive responses for students indicates that the video enhances their engagement and supports their understanding of writing stages. However, these findings are limited to perceptions and do not directly measure improvements in writing performance. Therefore, the developed instructional video has the potential to serve as a supportive media in teaching recount text writing, particularly in facilitating structured writing processes.

This research is limited to the development and feasibility stages and involved a small number of participants, thereby limiting the generalizability of the findings. Moreover, the research did not examine the effectiveness of the media in improving students' writing ability through experimental measurement. Therefore, future research is recommended to investigate the effectiveness of the developed media using larger samples and more rigorous research design, such as experimental or quasi-experimental methods.

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