ENHANCING PRAGMATIC COMPETENCE THROUGH VIDEO-BASED INSTRUCTION ON COOPERATIVE PRINCIPLE FOR LITERATURE STUDENTS

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Abstract

Human communication is an essential role for delivering an emotion or opinion, in view of the fact that humans have need of connection as a way to make connection with people. In the academic environment or in the workplace, technology has now become the central medium for everyday communication. Through cooperative principle makes the communciation straightforward for people to determine the implication behind the message in communicate everyday. This study aimed to develop a video-based learning program on English literature students at Gunadarma University which delivered online through YouTube, to gather feedback and also to determine students' comprehension after viewing the video. To reach the aim, the researcher used mix method approach and R&D method by Borg and Gall. This study produced animated English teaching material video on YouTube. The product were evaluated by experts and 30 English literature students at Gunadarma University. The results of the experts' evaluation revealed that the display quality scored 79,00%, media quality 81.00%, and lesson quality 85.00%. Meanwhile, students' assessments indicated a display quality rating of 86.91% and a presentation material rating of 90.50%. It can be regarded as effectively way to boost student' encouragement through video learning.

Keywords: Innovation, technology, research projects, learning video, YouTube, pragmatic, cooperative principle, research and development

1 INTRODUCTION

Communication enables us to interact appropriately based on the situation and the character of those we engage with, allowing social relationships to function more effectively. When communication is carried out well, it supports the development of strong interpersonal connections and reinforces the broader social bonds around us. In today's world, technology has become a key medium for daily communication—whether in educational settings or professional environments. As such, technology also serves as a valuable learning tool. One example platfrom is YouTube, which offers accessible educational content online for individuals who wish to learn independently, without the constraints of time or location. As Benson (2015) notes, YouTube is an internet-based platform that was officially launched in late 2005, providing registered users the capability to upload videos accessible to the general online audience. On top of that, each video is displayed on an individual webpage that

includes additional features, such as a comment section below the video where registered users can post their feedback which supports multiple learning styles, including interactive videos, which can enhance and accelerate the students' learning process.

In the field of linguistics, pragmatics is a crucial sub-discipline that examines how meaning is shaped by context. Yule (1996) defines pragmatics as the study of meaning as conveyed by a speaker or writer and interpreted by a listener or reader. Within pragmatics, the Cooperative Principle plays a significant role, focusing on how speakers collaborate during conversation to ensure effective and coherent communication. According to Grice (1975), the Cooperative Principle is comprised of four categories, known as maxims: the maxim of quantity, maxim of quality, maxim of relation, and maxim of manner.

According to the findings of a study titled *An Analysis of Grice's Maxim Violation in Daily Conversation* by Rizal Fahmi (2018), students frequently breach Grice's maxims in everyday conversations. The study reports violations of the maxim of quantity 30 times, quality 20 times, manner 10 times, and relevance 5 times. These breaches are influenced by several factors, primarily cultural aspects and social distance. Among the maxims, the maxim of quantity is identified as the most frequently violated.

Based on the data presented, the researcher identified a gap in the English literature program at Gunadarma University concerning the cooperative principles, specifically the lack of teaching materials in the form of instructional videos. Consequently, the researcher aims to introduce an innovative approach to teaching this material by utilizing an interactive method, namely through the development of teaching videos to be made available online. This study aims to create effective video-based learning materials and gather feedback regarding the cooperative principles content itself to enhance students' understanding. Furthermore, YouTube was selected as the learning platform due to its user-friendly interface, free accessibility, and the ability for students to access diverse video content anytime and from any location, thereby increasing the flexibility of video-based learning.

2 METHODOLOGY

This study was employed a mixed-methods approach, integrating both qualitative and quantitative techniques in the processes of data collection and analysis. Therefore, this study was classified as Research and Development since this study was conducted with the primary objective of developing a practical product for educational purposes. The product developed in this study is a learning video program designed for English Literature students at

Gunadarma University, focusing specifically on the study of pragmatics related to cooperative principles. The Research and Development (R&D) cycle proposed by Borg and Gall (1983) was adopted in this study; however, due to certain limitations faced by the researcher, several steps were simplified. The research was conducted in a modified manner, focusing on three stages of video production: (Pre-Production, Production, and Post-Production). The population consisted of 30 final-year English Literature students at Gunadarma University, and data were collected using a Likert scale. The primary data source was the video-based learning program, while the secondary data comprised feedback from the students and four experts, which were subsequently compiled and analyzed.

3 FINDINGS AND DISCUSSION

3.1 Production Progress

This section outlines the entire video development video process involved in creating the product, which is presented in video format. The development of this video learning program was carried out through several stages, including pre-production, production, and post-production.

3.1.1 Pre-Production

The researcher selected a topic from the English literature curriculum to be developed into a video learning product. This program focuses primarily on the cooperative principle, including the concept of flouting maxims and examples from daily conversations related to the material. After selecting the topic, the researcher prepared a detailed script to serve as a guide for the video production. This script enabled the researcher to develop the video content in a clear and chronological sequence.

3.1.2 Production

In the video production process, the researcher chose Animaker as the animation tool for creating the instructional video due to its free access and wide range of engaging animation options. Using a free Animaker account, the researcher was able to produce the video, although limited to a maximum duration of three minutes per video and including the Animaker watermark throughout. Despite these limitations, the features available in the free version were sufficient and visually appealing. Moreover, Animaker was selected as the optimal choice for producing animation videos without cost, offering user-friendly functionality and the capability to create engaging content.

3.1.3 Post-Production

In this section, the video-based learning program was implemented and evaluated by four media and material experts. The questionnaire distributed by the researcher included both closed-ended and open-ended questions. The open-ended questions allowed experts to provide suggestions and comments regarding the video-based learning product. Consequently, the experts assessed three aspects: display quality, media quality, and lesson quality. Meanwhile, the students evaluated two aspects: display quality and material presentation quality, with an additional evaluation of their comprehension of the video-based content.

3.2 Data Analysis

The researcher distributed the survey to four media and material experts, as well as 30 final-year English Literature students at Gunadarma University for the 2024/2025 academic year. Included in the survey was a comprehension evaluation consisting of 10 multiple-choice questions designed to assess the students' understanding of the video-based learning material. In addition to that, scores in the survey were assigned using a Likert scale ranging from Very Poor to Excellent to measure respondents' opinions and perceptions of the various aspects. Participants were asked to select a value of 1, 2, 3, 4, or 5 based on their objective assessment. These numerical values correspond to the following categories: (1) Very Poor, (2) Poor, (3) Fair/Average, (4) Good, and (5) Excellent.

The survey results will be converted into percentages based on specific scoring criteria, as outlined below:

Table 1. Score Criteria by Arikunto (2006)

Percentage	Value
0% - 19,99%	Very Poor
20% - 39,99%	Poor
40% - 59,99%	Fair / Average
60% - 79,99%	Good
80% – 100%	Excellent

3.2.1 Experts Evaluation

The researcher conducted an evaluation by distributing a survey to four experts to assess the product's eligibility. The results were then converted into percentages using the following formula:

$$P = \frac{x}{xi} \times 100\%$$

P = Percentage
X = Total answer score (Excellent + Good + Fair + Poor + Very Poor)
Xi =Total ideal score (Total question x total participants x ideal score)

a. Display Quality

Table 2. Display Quality

No	Aspects	E (5)	G (4)	F (3)	P (2)	VP (1)
1	Use of fonts type and size	2	1	1	0	0
2	Color composition	1	2	0	1	0
3	Graphic and picture	2	0	2	0	0
4	Video	1	1	2	0	0
5	Animation	1	2	1	0	0
6	Voice/ narrative clarity	0	3	0	1	0
7	Music and sound effect	1	1	2	0	0
8	Screen design	1	1	2	0	0
9	Term Explanation	2	2	0	0	0
10	Language Utilization	2	1	1	0	0
TOTAL		13	14	11	2	0

This section of the survey includes 10 questions focused on the display quality of the video product, with scores ranging from 1 (Very Poor – VP) to 5 (Excellent – E). Assuming the ideal scenario in which all four participants assign the highest score (5) to each item, the maximum possible score (X_i) is calculated as 10 times 4 times 5 equals **200**.

Total answer of Excellent = $13 \times 5 = 65$
Total answer of Good = $14 \times 4 = 56$
Total answer of Fair = $11 \times 3 = 33$
Total answer of Poor = $2 \times 2 = 4$ +
Total (X) = $= 161$
Percentage = $\frac{158}{200} \times 100\%$
= **79,00%**

Based on the data presented above, the highest total score for the display quality aspect falls under the "Good" (G) category, with a total score of 14. The overall proportion across the 10 assessed aspects is 79.00%. According to the evaluation criteria outlined in Table 1, a score of 79.00% is categorized as "Good."

b. Media Quality

Table 3. Media Quality

No	Aspects	E (5)	G (4)	F (3)	P (2)	VP (1)
1	Compatibility of picture/video displayed with the material	2	1	1	0	0
2	Compatibility of picture size with media size	1	1	2	0	0
3	Visual clarity (layout, design, typography, color)	1	2	1	0	0
4	Visual clarity helps with learning process	2	1	1	0	0
5	Audio clarity	1	2	0	1	0
6	Audio clarity makes the video more interesting	0	3	1	0	0
7	Efficiency of the text can be read easily	2	1	1	0	0
8	Clarity of font style	2	1	0	1	0
9	Clarity of font size	2	0	2	0	0
10	Accuracy of font utilization	2	1	0	1	0
11	Utilization of the text can be read easily	2	1	1	0	0
12	Accuracy of English writing	2	1	1	0	0
13	Presentation of sentence is simple and easy to understand	2	2	0	0	0

14	Compatibility of the text layout	1	2	1	0	0
15	Compatibility of picture proportion	1	1	2	0	0
TOTAL		23	20	14	3	0

This section of the survey consists of 15 questions related to the media quality aspects of the video product, with response options ranging from 1 (Very Poor – VP) to 5 (Excellent – E). In an ideal scenario where all four respondents assign the maximum score to each item, the ideal total score (X) would be calculated as 15 times 4 times 5 equals **300**.

Total answer of Excellent = $23 \times 5 = 115$

Total answer of Good = $20 \times 4 = 80$
Total answer of Fair = $14 \times 3 = 42$
Total answer of Poor = $3 \times 2 = 6$ +
Total (X) = $= 243$

Percentage = $\frac{243}{300} \times 100\%$
= **81.00%**

Based on the data presented above, the highest total score for the media quality aspect falls under the "Excellent" (E) category, with a total response score of 23. Additionally, the overall proportion for the 15 assessed aspects is 81.00%. According to the criteria outlined in Table 1, a total proportion of 81.00% falls within the "Excellent" category.

c. Lesson Quality

Table 4. *Lesson Quality*

No	Aspects	E (5)	G (4)	F (3)	P (2)	VP (1)
1	Accuracy of topic selection	2	2	0	0	0
2	Clarity of learning purpose	2	2	0	0	0
3	Consistency of content with learning purpose	2	2	0	0	0
4	Clarity of material explanation	2	2	0	0	0
5	Clarity of example presentation	2	1	1	0	0
6	Presentation of material exercise	2	1	1	0	0
7	Distribution of the feedback	2	0	2	0	0
8	Lifting up motivation to the audience	1	1	2	0	0

9	Conformity of material with learning objectivity	2	1	1	0	0
10	Quality of learning intereaction	2	0	2	0	0
11	Systematic, traceable, clear logic flow	2	1	1	0	0
Total		21	13	10	0	0

This section of the survey includes 11 questions addressing the lesson quality aspects of the video product, with a scoring range from 1 (Very Poor – VP) to 5 (Excellent – E). Assuming an ideal condition in which all four respondents assign the highest score (5) to each item, the maximum possible score (X) is calculated as 11 times 4 times 5 equals **220**.

$$\begin{aligned}
\text{Total answer of Excellent} &= 21 \times 5 = 105 \\
\text{Total answer of Good} &= 13 \times 4 = 52 \\
\text{Total answer of Fair} &= 10 \times 3 = 30 \quad + \\
\text{Total (X)} &= \underline{\qquad\qquad} \\
&= 187 \\
\text{Percentage} &= \frac{187}{220} \times 100\% \\
&= \mathbf{85.00\%}
\end{aligned}$$

Based on the data presented above, the highest total score for the lesson quality aspect falls under the “Excellent” (E) category, with a total score of 21. The overall proportion for the 11 evaluated aspects is 85.00%. According to the criteria outlined in Table 1, a proportion of 85.00% is classified within the “Excellent” category.

3.2.2 Survey by English Literature Study Program

Based on the field test conducted by distributing a survey to 30 English Literature students at Gunadarma University, the survey covered two main aspects: display quality and material presentation quality, along with a comprehension evaluation.

d. Display Quality

Table 5. *Student Display Quality*

No	Aspects	E (5)	G (4)	F (3)	P (2)	VP (1)	**Percentage (%)**
1	Animation display	9	13	7	1	0	**80,00%**
2	Image display quality	12	13	5	0	0	**84,66%**
3	Presentation of the text can be read and easily understood	22	8	0	0	0	**94,66%**

4	Use font types and sizes	17	9	4	0	0	**88,66%**
5	Color composition	13	13	4	0	0	**86,00%**
6	Music and sound effect	9	14	6	1	0	**80,66%**
7	Narration	18	10	2	0	0	**90,66%**
8	Video visual clarity	17	11	2	0	0	**90,00%**
Total		117	91	30	2	0	**86,91%**

This section of the survey consists of 8 questions related to the display quality aspects of the video product, with scores ranging from 1 (Very Poor – VP) to 5 (Excellent – E). Assuming an ideal scenario where all 30 participants assign the highest score of 5 for each question, the total ideal score (X) is calculated as 8 times 30 times 5 equals **1200**.

$$\begin{aligned}
\text{Total answer of Excellent} &= 117 \times 5 = 585 \\
\text{Total answer of Good} &= 91 \times 4 = 364 \\
\text{Total answer of Fair} &= 30 \times 3 = 90 \\
\text{Total answer of Poor} &= 2 \times 2 = 4 \; + \\
\text{Total (X)} &= 1043 \\
\text{Percentage} &= \frac{1043}{1200} \times 100\% \\
&= \mathbf{86.91\%}
\end{aligned}$$

The data presented above indicate that most respondents rated the video in the "Excellent" (E) category, with a total score of 117. The highest percentage of positive responses—94.66%—was observed for the aspect concerning the readability and clarity of the text presentation, with 22 participants rating it as Excellent. According to the criteria outlined in Table 1, a proportion of 86,91% is classified within the "Excellent" category.

e. Material Presentation Quality

Table 6. *Student Material Presentation Quality*

No	Aspects	E (5)	G (4)	F (3)	P (2)	VP (1)	**Percentage (%)**
1	Clarity of lesson objective	14	14	2	0	0	**88,00%**
2	Relevancy of lesson objective with English for English Literature subject	21	8	1	0	0	**93,33%**
3	Conformity of material with learning objectives	17	11	2	0	0	**90,00%**
4	Depth of material	17	10	2	1	0	**88,66%**

5	Helping in understanding English for English literature subject	22	7	1	0	0	**94,00%**
6	English for English literature subject clarity in video	16	12	2	0	0	**89,33%**
7	Exercise availability	16	11	3	0	0	**88,66%**
8	Exercise legibility	19	8	3	0	0	**90,66%**
9	Accuracy of presentation order	19	8	3	0	0	**90,66%**
10	Comprehension of lesson contents	19	8	3	0	0	**90,66%**
11	Use of video helps audience to understand the material	20	8	2	0	0	**92,00%**
12	Lifting up motivation of the audience in learning English	19	7	4	0	0	**88,33%**
Total		219	112	28	1	0	**90,50%**

This section of the survey comprises 12 questions related to the material presentation quality aspects of the video product, with scores ranging from 1 (Very Poor – VP) to 5 (Excellent – E). Assuming an ideal scenario where all 30 participants assign the highest score of 5 for each question, the total ideal score (X) is calculated as 12 times 30 times 5 equals **1800**.

Total answer of Excellent = $219 \times 5 = 1095$
Total answer of Good = $112 \times 4 = 448$
Total answer of Fair = $28 \times 3 = 84$
Total answer of Poor = $1 \times 2 = 2$ +
Total (X) = $= 1629$
Percentage = $\frac{1629}{1800} \times 100\%$
= **90,50%**

Based on the data above, it can be observed that most respondents selected the “Excellent” (E) category, with a total score of 219. The highest percentage was recorded for the aspect stating that the video helps in understanding English for the English Literature subject, with 94.00% and 22 votes for “Excellent.” According to the criteria outlined in Table 1, the overall proportion of 90.50% falls within the “Excellent” category.

f. Comprehension Evaluation

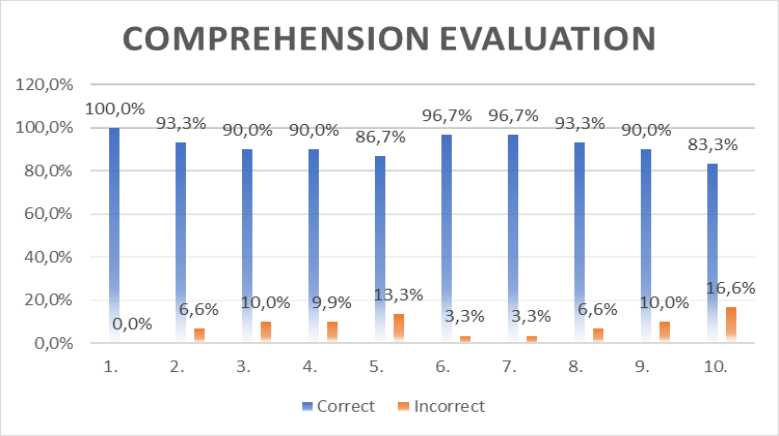

Figure 1. *The Results Chart of Comprehension Evaluation*

The comprehension evaluation comprised 10 multiple-choice questions designed to evaluate students' understanding of the cooperative principle as presented in the instructional video. The data revealed that question number 1 had the highest rate of correct responses, achieving a perfect score of 100%, suggesting that the item was easily understood by the majority of students. Conversely, question number 10 recorded the highest rate of incorrect responses at 16.6%. As this item involved grammatical content, it may indicate a lapse in student attention or difficulty with that particular section of the video. Overall, the findings suggest that most students demonstrated an adequate grasp of the material delivered through the video-based learning program.

3.3 Discussion

The data indicate that video-based learning offers substantial advantages for students, serving as an effective educational tool. Beyond its instructional effectiveness, video-based learning also enhances student engagement by presenting material in an enjoyable and non-monotonous format. These findings are supported by previous studies. Adietyas Indah H. (2020) noted the numerous benefits that video media provide for learners. Similarly, Suwaibah (2022) emphasized the role of videos in enhancing students' academic skills. Research by Nurul Amalia Setyaningsih (2022) and Dian Agri Busman (2019) further demonstrated the effectiveness of videos in supporting the development of speaking skills, while Sa'adatul Ulya (2021) highlighted their usefulness in improving students' vocabulary acquisition.

Moreover, Tania Tahmina (2023) explored student perceptions of video as a learning medium, particularly in skill development. Although extensive research has been conducted

on video-based learning in general, studies specifically addressing its application to the cooperative principle remain scarce. Therefore, this study offers a contribution by integrating video-based learning into the teaching of this particular linguistic concept.

4 CONCLUSION

The development of the video learning product involved three main stages. The pre-production phase included idea generation and planning for the video content. The production phase consisted of creating the animated video, with Animaker selected as the animation tool due to its free accessibility and wide range of appealing animation options. The final stage, post-production, involved evaluating the video and making necessary revisions to address any identified shortcomings. Expert evaluations were conducted to assess the video's suitability as teaching material for English Literature students, focusing on three criteria: display quality (79.00%), media quality (81.00%), and lesson quality (85.00%). According to the scoring guidelines, these results indicate that the video was rated between Good and Excellent.

Subsequently, a second survey involving English Literature students assessed two aspects: display quality, which scored 86.91%, and material presentation quality, with a score of 90.50%. Additionally, the comprehension evaluation revealed that the majority of incorrect responses were related to grammar. In summary, the use of video-based learning materials to teach the cooperative principle proves to be highly effective, as it facilitates understanding and maintains student engagement, particularly through the use of animated video content.

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