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The Use of Video as a Media to Improve Students' Ability on English

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A B S T R A C T

A great trend toward the use of technology and its integration into the curriculum has acquired great importance. Video has been used as one of the best resources for students to practice English. Therefore, this study was conducted to investigate the problems during the learning process of using videos, and to find out whether videos can improve the learning outcomes of students in SMPN 1 Kebun Tebu. Classroom Action Research was used to be implemented for the 30 students of SMPN 1 Kebun Tebu. Observation, Pre- and Post-test was used to collect the data. The result refield that there are significance improvement of the students score after having video as the learning media and it showed several challenges faced by the teacher during the learning process. In this case, teachers should be able to choose a suitable video, use technical equipment, and present it in a more interesting and meaningful way.

Keywords: Classroom Action Research, Media, Videos.

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INTRODUCTION

In recent years, the development of communication technology affects the learning process of educational institutions. When the Covid19 pandemic affected learning, the process was carried out remotely using digital media to aid the learning process. Through online learning, teachers will be very helpful because the learning process can be done remotely. In online learning, teachers can also use various functions that can be used as learning media by adding text messages, sounds, pictures, and videos. Hanum (2013) states that the use of online learning media can increase the effectiveness of learning. Online learning will make it easier for both parties because providing teaching materials is faster, easier, and more effective than other methods. Online learning promotes the interaction between students and subjects. Research conducted by Prestiadi et al. (2020) stated that online learning has strengths and weaknesses. Similarly, the interaction between students and educators/trainers and classmates can exchange information or opinions on various topics related to teaching and student self-development needs. Teachers can place learning materials and homework in specific locations on the website for students to access.

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The choice of learning media is an important factor in successfully achieving learning goals. The teacher's ability to select and use learning media in the classroom is very important for an effective learning process. From this perspective, interaction theory defines learning as a process in which students interact with educators and the learning resources contained in the learning environment. If there are multi-directional interaction processes between teachers and students, students and students, students with a learning environment, and students with learning resources, the learning process is considered to be of high quality. Cakir,(2006) showed that the use of media, such as television, radio, multimedia, video, and other media has been used and can help improve the quality of education. Using video as an online learning medium affects the effectiveness of online learning because it plays an important role in providing students with easy access to learning materials and repeated viewing of materials. Compared with other learning media, the use of video media also has superior value.

Referring to those, a great trend towards the use of technology and its integration into the curriculum has acquired great importance. In particular, the use of video as audio-visual material in teaching foreign languages classrooms has increased rapidly due to the increasing emphasis on communication techniques, and it is obvious that the use of video is a great help for foreign language teachers for Stimulate and facilitate the language. A recent large-scale survey from Canning-Wilson (2000) reveals that students like language learning through the use of video, which is often used to mean very different things in teaching languages. In recent years, the use of video in English lessons has grown rapidly following the increasing emphasis on communication techniques. For this reason, a great trend towards the use of technology and its integration into the curriculum developed by foreign language teachers has acquired great importance. In particular, the use of the video received increasing attention to recent studies on the integration of technology in teacher training plans (Özkan, 2002). There is an undeniable fact that the video is one of the best materials that allow students to practice what they have learned. Through various techniques.

Many studies recently believed that the use of video as a means of means is very effective in teaching and learning in classrooms (Čepon, 2013; Al Rajhi, 2016; Bajrami, 2016; Pisarenko, 2017; Mohammed, 2013). Pisarenko (2017) discovers significant increases observed in knowledge obtained from foreign languages and audio-visual technology have been considered effective in teaching foreign languages. Although the use of videos in learning English is not newer, students still show more positive answers. However, teachers have the challenge of being able to spread videos effectively because of the various types of videos that can be found and present in the classroom. This study represents its goals and sees the video as one of the effective means that can make students enjoy more teaching and learning the process. This study recorded that many investigations have proven to be the effectiveness of using video as a support for students, especially in learning English. In this document, different shapes are classified in three phases to provide a more significant way for teachers to spread the video, first, projectivity, in this phase teachers should be prepared before starting the lesson, as the greeting, asking for the condition, absent control, giving students motivation and heating.

In line with several previous studies, the current study addressed several burning issues that could possibly happen during the learning process of using videos in the classroom setting. However, the previous studies mostly talked about the effectiveness of using videos during the learning process, they did not mention about things that need to be concerned by the teacher to avoid the misleading of using videos in the classroom setting. Therefore, this study focused on three research objectives such as investigating the problems
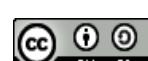
during the learning process of using videos, and finding out whether videos can improve learning outcomes in the classroom setting.

METHOD

This research was conducted in classroom action research. The samples in this study were 60 students of SMPN 1 Kebun Tebu. These 60 students were splited into subject research and preliminary classes. 30 students of class VII A were used as the subject research to implement the CAR design of the study, and 30 students of VII B were used as the preliminary class to administer the pre-test.

Instruments

Sugiyono (2008) says that research is doing the measurement, then there must be a good measuring tool. The instruments used in this research consisted of questions and students' score from pre-test and post-test, and observation sheet that was written when the learning activity was conducted. The research aimed at investigating the impact of video as a learning tool to develop students' English ability. Inside the pre-test and post-test, there were 20 questions regarding telling time, date, month, year that are made by the researcher.

Procedures

Data collection is the process of collecting and measuring information about variables of interest in a well-established and systematic way that allows you to answer survey questions, test hypotheses, and evaluate results (Kabir, 2016). To see if this video has an effect on students who learning English, a preliminary study was conducted. The preliminary of this current research started with preparing the pre-test and conducted on 30 students of class B. The beginning step of research procedure prepared the pre-test as the instrument then distribute it to the students, there are 20 pre-test questions, which is fill the blanks questions, some contain numbers and some contain sentences (because the material is teliing date & time). Students were given 40 minutes to take the test. An observation sheet was made when learning activity was conducted, the data were analysed to obtain the result. The second step was conducting teaching activity regarding telling time, date, month, year using video as a learning media that relates to the variable of the research, using video as a media to improve students' English ability. Next, the researcher prepared post-test then distributed to the students and all scores were collected to observe whether or not students' ability in English was increasing. Research subject of this current research was students of VIIA which used the same list of questions as preliminary study. The process of collecting the data has started from 14th until 25th September, 2021. Starting at the first meeting, students watch a video about telling date and time which is 14 minutes long, at the meeting students do a pre-test. Then, at the next meeting, the researcher gave a discussion and explanation about the telling date and time material and reviewed several pre-test questions that were considered difficult for most students. In the third meeting, students did a post-test with the same list of questions as the pre-test.

After collecting data from the score of pre-test and post-test, the data needed to be analysed. The score of all students were put into a table and were compared both score from pre-test and post-test for each student, then the researcher calculated the difference between both scores as well as

average value from all students and also stated the highest and lowest score. The collected data were

processed using SPSS and the data obtained were then analysed using descriptive statistics.

FINDINGS AND DISCUSSION
The differences both in preliminary and subject research after being implemented by using videos in the classroom.

In the first stages, before testing Classroom Action Research with video as a learning medium, a pre-test was first carried out on all samples conducted in class VII A with 30 students and VII B with 30 students also. The initial test results can be seen in Table 1.1, Table 1.2, Table 1.3, and Table 1.4 below.

Table 1. *Preliminary Class*

NO	Pretest	Posttest	Difference
1	70	85	15
2	65	80	15
3	75	85	10
4	70	80	10
5	60	75	15
6	55	75	20
7	70	80	10
8	65	80	15
9	70	80	10
10	50	80	30
11	45	80	35
12	55	75	20
13	60	85	25
14	65	80	25
15	60	75	15
16	60	80	20
17	70	85	15
18	65	85	20
19	70	85	15
20	65	80	15
21	65	80	15
22	60	75	15
23	65	80	15
24	65	75	10
25	70	80	10
26	70	80	10
27	65	75	10
28	60	80	20
29	60	80	20
30	65	80	15
Average	**64**	**80**	**16**
Max	**75**	**85**	**10**
Min	**45**	**75**	**30**

From the table above, it is showed that the subject research test from the 30 samples indicated that the average score pre-test has increased by 16 to 80 after post-test. The maximum score only increased by 10 and the minimum score has increased by 30.

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Table 2. *Paired Samples Test of Preliminary Class*

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest – Pre-test	1.61667E1	5.97168	1.09027	13.93681	18.39653	14.828	29	.000

Table 3. *Subject Research*

NO	Pretest	Posttest	Difference
1	65	85	20
2	60	80	20
3	50	80	30
4	60	75	15
5	60	80	20
6	65	75	10
7	55	70	15
8	60	80	20
9	50	75	25
10	65	85	20
11	70	90	20
12	60	80	20
13	65	85	20
14	55	80	25
15	60	85	25
16	60	85	25
17	65	75	10
18	60	80	20
19	70	80	10
20	55	85	30
21	50	80	30
22	60	75	15
23	65	80	15
24	60	80	20
25	65	80	15
26	55	85	30
27	65	80	15
28	50	70	20
29	55	75	20
30	65	75	10
Average	**60**	**80**	**20**
Max	**70**	**90**	**20**
Min	**50**	**70**	**20**

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Table 4. *Paired Samples Test of Subject Research*

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	1.96667E1	6.00766	1.09684	17.42337	21.90996	17.930	29	.000

From the table above, it is showed that the subject research test from the 30 samples indicated that the average score pre-test has increased by 20 to 80 after post-test. Noted that the maximum score at pre-test has increased from 70 to 90 at post-test, and minimum score has increased by the same number also, which is 20.

The action research took place in a classroom during school hours. The researcher intended to do this research in two cycles, each with two sessions and one test. Each meeting lasted 90 minutes. The first cycle was implemented according to the lesson plan created before to assign the action to the students, the cycle 1 action was completed during the first and second meetings, and the cycle 1 test was completed during the third meeting. The teacher served as an observer, while the researcher served as the teacher, instructing students' learning process through the use of video.

The first phase in the research technique was to create the pre-test instrument and then deliver it to the students, the results of the observations made by the observer showed that students gave positive responses through attitudes and behavior towards the use of video as a medium in learning English, as well as the teacher, it can be said that the teacher's attitude in preparing, giving, and selecting videos was appropriate and orderly.The second phase was to perform instructional activities related to telling time, date, month, and year using video as a learning medium that relates to the study variable, as well as to increase students' English proficiency using video as a learning medium. Following that, the researcher created a post-test and delivered it to the students; all scores were collected to see whether or not the students' English skill was improving. Following the collection of data from the pre- and post-test scores, the data needed to be analyzed. The researcher entered the scores of all students into a table and compared the pre- and post-test scores for each student. The researcher then determined the difference between the two scores as well as the average value for all students, as well as the highest and lowest scores. It can be seen from the results of Paired Sample T-Test of SPSS of two cycles, the preliminary class had a negligible effect on the subject research, implying that samples from students in class VII A, the trial class (preliminary class), had a smaller effect than samples from students in class VII B, the class used for the implementation of using videos during the English learning activity, which included up to 30 students. It may be argued that the usage of video as a teaching and learning tool is extremely beneficial in classrooms.

The current research's result was in line with the study of Kamelia (2019) which resulted that after reviewing some research on the use of video as a medium for teaching and learning, the usage of video material provided a number of advantages, including encouraging student independence and being proactive. When the teacher introduced video material into their English lessons, students gained direct access to a wealth of cultural background information and emotional attitude towards the material being studied. When students examined video content, they could immerse themselves in the authentic atmosphere generated by the video and comprehended the language pragmatics utilized by the characters. Although the use of video in many EFL classrooms is not new, they continued to receive a more positive response from their students.

The problems faced by the teacher and the students during the learning process using videos.

English learning videos that are widely used today show that technology has been integrated into the English-speaking world. There are numerous videos that can be used as a means or source for learning English. As is well known, the use of videos while learning English can help students to get interested in learning and also improve their communication skills as they can gain rich learning experiences. However, in this advanced age of technology, the teacher faced some challenges when using video in classrooms, such as: a variety of video formats, technology devices, and video techniques. In this case, teachers should be able to choose a suitable video, use technical equipment and present it in a more interesting and meaningful way. This happened since the teacher did not know how to identify challenges, the video would not work effectively to meet the teaching and learning objectives.

In the main activity, the teacher began to present a presentation on the material used by the video, but before playing the video, the teacher asked the students what the possible material that they would learn by seeing the videos in order to preach what they want to learn in the video. In this case, the teacher as facilitator was able to prepare appropriate videos based on students' needs and designed various ways to make them effective, especially in encouraging students to become active public. Therefore, teachers must be able to carry out different effective ways to involve students during teaching and learning activities using video. As a result, it could be indicated that both teachers and students could participate in creative ways to include different video materials in various class activities to improve learning outcomes and provide a positive class environment.

CONCLUSIONS

The study's findings indicated that employing videos can increase students' learning outcomes in both subject research and preliminary classrooms. However, the preliminary class had a negligible effect on the subject research. This occurred since the actual class was taught by using videos, but the preliminary class was really a trial class that was not being implemented by using videos. Additionally, the findings of this study indicated that the teacher had various problems during the learning process, including a range of video formats, technological equipment. Teachers should be able to select an appropriate video, utilize technical equipment, and deliver it in a more engaging and understandable manner in this scenario.

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