



The Efficacy of Using Video Learning Media in Teaching English at Senior High School

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Abstract

This study aimed to determine student perception after using English video learning media. The research method is a quantitative research method. The researcher uses pretest posttest control experiment to measure the effectiveness of Video Learning Media, before learning activity was held, the researcher determines students' entry skill by giving them a pretest, furthermore the learning activity was held with the experiment class have a learning video as media. After the class took a posttest to find out the English skill enhancement which determine by using T-test. The result of t-test shows that experiment class obtained higher scores which can be concluded that video learning media is effective. After the posttest the researcher collected data through questionnaire which given to 30 students of experiment at the tenth-grade students at SMA Kristen Mercusuar Kupang, an Indonesian High School. After calculated the acquisition value of the questionnaire, the researcher obtained an average value of perception questionnaire (93) and obtained most of each questionnaire item has a positive respond from the student. This shows that the using of English video learning media obtained a very good perception by the student in the classroom which directly proportional with higher posttest result achieved by experiment class. This finding can be considered as reference for the next studies about a relation between motivation, learning outcomes and the using of English Video learning Media

Keywords: *English Learning Video Media, Student Perception, Student motivation*

Introduction

Media helps the teacher inform the knowledge to the students. Teachers have provided many media for the students since the students at SMA Kristen Mercusuar Kupang., such as audio, audio visual, picture, book, and others. In each media has their own function that are needed by the students. These media are used for teaching and learning for skills which are speaking, writing, listening, and reading. Those 4 skills have the problems while learning them. It makes them to face the difficulties to master four skills. However, if the students learn four skills properly and mater four skills. They will be easy to learn a whole.

Further, Al Rajhi (2016), mentions the use of multimedia tools in the classroom. When students can advise their teachers about using new teaching methods, most of the advice involves the use of multimedia, video, iPod and game tools. Furthermore, Bajrami and Ismaili (2016) state hypothesise that video material can be used as input of authentic material and as a motivational tool. In general, students find the experience of using the video material to be interesting, relevant, useful and somewhat motivating in the classroom. As a result, it can be suggested that both teachers and students can be involved in creative ways to include different video material in various classroom activities to improve learning outcomes and provide a positive classroom environment.

Many studies recently believed that the use of video as a media is very effective to teaching and learning in the classrooms (Čepon, 2013; Al Rajhi, 2016; Bajrami and Ismaili, 2016; Kabooha, 2016; Pisarenko, 2017; Mohammed, 2013). According to Čepon (2013), the video format is useful for teaching/studying FL. In terms of FL capabilities, quantitative results indicate that writing shows acquisition effects that are greater than general.

In addition, Anita Noor Masiyeh (2014) conducted a study entitled *Improving the Speech Ability of 8th Grade SMP Negeri 3 Depok Yogyakarta Students through Film Use*. This study aimed to strengthen students' language skills using the action research method. This study showed that the use of video as an educational medium is effective in effective language activities. Another study by Norwell and Rahayo (2018, pp. 204-218) examined the role of a video-recorded speech task in improving students' oral productive skills. This research aims to investigate the effective of video recording in improving students' oral production skill. The result reveals the students are happy to do this task. Another one is conducted by Nabila (2019, p. 113-122) entitled *Students' Perceptions on Using Video Recording to Improve Their Speaking Accuracy and Fluency*. The object of this research to explore the students' perceptions on using video recording to improve their speaking accuracy and fluency. The result shows it has good perception and this medium can be used as medium in improving speaking skill. Previous research has primarily focused on the use of video in affecting speaking abilities in offline classes,

which is done directly. Then, Rika Soraya et al (2022), their study was aimed at knowing how students' perceptions of the use of video as medium of learning in speaking class. Qualitative descriptive was utilized as a research method. The researcher selected 15 students of English Education IAIN Palangka Raya from 3 classes which were chosen 5 students in each class by using purposive sampling. To gain the data, the researcher used interview and documentation. The result showed the students' perceptions of the use of video as a medium of learning in speaking class had good result. Most students said the use of video as a medium of learning in speaking class was effective, flexible, and practice medium. It was also able to increase the students' speaking skill which was called positive attitude. However, two students disagreed the use of video which was called negative attitude. They mentioned video was ineffective in increasing speaking fluency and not too challenging.

The reasons beyond the researchers choose Video as media in English language context at School merely to prove the recent researchers who stated the effectiveness of the video as a learning media was impressively in teaching and learning. Therefore, to make teaching and learning in the classroom more effective and to make the student more interesting to learn the material teacher use video as media.

Based on the situation the researcher is interested in conducting a research under the topic "the efficacy of using Video Learning Media in Teaching English to Indonesian English as Foreign Language (EFL) students" ,as a result in real situation he does not find an adequate and appropriate strategy teaching English in SMA Kristen Mercusuar Kupang, an Indonesian High School it may be caused by most English teachers still teach by using conventional method in teaching. Therefore, it is very important to provide an alternative technique to improve student; it is assumed that using pair work technique might for improve the students' ability in mastering grammar especially conditional sentences.

From the background of the study, the researcher formulated the research questions such as below: Does the use video learning media in teaching writing descriptive text of SMA Kristen Mercusuar Kupang. Then, the researcher formulates the objective of the research as follows: To find out the effectiveness of using guided question in improving the ability in writing descriptive text. of First semester students of SMA Kristen Mercusuar Kupang.

This research is expected to be useful information for teacher and the students about teaching writing descriptive text by the students with video as media. Also, it expected to be a reference for the next researcher who wants to do a research about writing descriptive text. The scope of the research is to know what teaching descriptive text of SMA Kristen Mercusuar Kupang.

Method

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

The design of the research is as follow:

$O_1 \quad X \quad O_2$

Where:

O_1 = pre-test

X= treatment

O_2 = post-test

(Best 1997:103)

The population of this research was the tenth-grade students at First semester students of SMA Kristen Mercusuar Kupang. In determining the sample of this research. The researcher took 24 students as sample of this research. The writer used writing test to measure the students' ability in mastering descriptive text. Before and after giving treatment, writing involves

The data was collected by using the procedure below:

1. Giving Pre-test

Firstly, the researcher introduced himself to the students and explained purpose of her coming in their class. The researcher gave pre-test to the students to measure the skill of the students before giving treatment.

2. Giving Treatment

The researcher conducted the treatment to the students for sixth meetings by using video learning as media in teaching writing.

3. Giving Post-test

The students were given the same activity in the pre-test after the treatment. The researcher gave writing test and asked the students to answer. It aimed at finding out the students' ability in writing skill after giving treatment.

In analyzing data, the researcher giving score to the students based on the result of their writing test in pretest and posttest. The last step of the data analysis was the hypothesis testing. The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Results

From the result data analysis, shows that the mean score of the student’s pretest was 40 and the mean score of posttests was 75 It means that using reciprocal teaching technique in teaching reading can enhance the students’ achievement especially for the students’ writing skill.

From the statistical analysis, the researcher concludes that there is a significant difference between pretest and posttest in enhancing the students’ writing ability through the use video learning as media to deliver learning material. Video learning use is effective in enhancing the students’ writing ability. Based on the describing above, the researcher concludes that one of important point that teacher should accommodate he/she should give full the attention especially in writing skill. Therefore, in teaching writing one of technique that the teacher may use this technique in teaching, especially in writing or constructing ideas is greatly expected to make the students easier in generating and expressing their idea in different mode and sense.

After calculating the result of the students’ pretest, the mean score and standard deviation of both groups are presented in following table:

	Pretest	Posttest
Mean	35	69
Standard dev.	8.30	10.49
Max	44	65
Min	23	38

The data shows the mean score of the students’ pretest was 35 and the mean score of posttests was 69. Standard deviation of pretest was 8.30 and the standard deviation of posttest was 10.49. It means that using video learning as media in teaching writing can enhance the students’ achievement in writing descriptive text.

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students’ mean score in pretest and posttest.

If the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where N = 25, then the t-test is 10.81 P is 0.00

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students’ writing ability through guided question technique to deliver learning process. The result of statistical analysis for level of significance (p=0.05) with degree of freedom (df)= N-1, where (N) = 25, df = 24. The probability value was smaller than α (0.00<0.05). it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that guided question is effective in

enhancing the students' writing ability especially descriptive text.

Discussion

Based on the result of data analysis, the researcher found out that the use of video learning media is effective in developing students' competence in writing skill at SMA Kristen Mercusuar Kupang. There are some media that we can use to teach writing but the researcher using guided video learning media, moreover the application of video learning media gave good effect in enhancing the students' skill in writing.

Result from this study after seeing some research related in using video as a media teaching and learning is the use of video material has many advantages such as stimulating student independence and being proactive. When teachers bring video material to their English classrooms, students can immediately obtain a large amount of cultural background information and emotional attitudes about learning material. When viewing video material, students can put themselves in the real atmosphere created by video material and understand the language pragmatics used by characters.

This study supports the expert's opinion such as Al Rajhi (2016), mentions the use of multimedia tools in the classroom. When students can advise their teachers about using new teaching methods, most of the advice involves the use of multimedia, video, iPod and game tools. Furthermore, Bajrami and Ismaili (2016) state hypothesise that video material can be used as input of authentic material and as a motivational tool. In general, students find the experience of using the video material to be interesting, relevant, useful and somewhat motivating in the classroom. As a result, it can be suggested that both teachers and students can be involved in creative ways to include different video material in various classroom activities to improve learning outcomes and provide a positive classroom environment.

Conclusion

The researcher concludes that the use of video learning as media is effective in developing students' competence in mastering writing skill at SMA Kristen Mercusuar Kupang. It was proven by there was a significant difference between the students' mean score of pretest and posttest. The result of statistical analysis for level of significance ($p=0.05$). The probability value was smaller than α ($0.00 < 0.05$). it indicated that there is significant differences between the result of pre-test and post-test after giving treatment in improving students' competence in mastering writing skills through the use of video learning as media at SMA Mercusuar Kupang.

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