

THE INFLUENCE OF VIDEO LEARNING ON UNDERSTANDING ENGLISH LEARNING DURING PANDEMIC

1st Marhadi

English Education Department

Universitas Panca Sakti Bekasi, Jawa barat, Indonesia

marhadi712@gmail.com

2nd Chairunnisa

Language Education Department

STKIP Kusuma Negara, Jakarta, Indonesia

chairunnisa.khis@stkipkusumanegara.ac.id

Abstract: The first aim of this research is to explore the influence of video learning on understanding English learning during the pandemic at Mentari Ilmu Islamic Junior High School Karawang. Second, it aims to explore the effectiveness of video learning. Third, it aims to explore the supporting and inhibiting factors of video learning. This research was descriptive analysis research. The data collection techniques of this research used triangulation consisting of observation, interviews, and documentation. The participants consisted of three English teachers and sixty-one students in three classes. The data were analyzed using data reduction, display, and verification. The first finding is the influence of video learning on the understanding of 7th-grade English learning during a pandemic, there were 75,4% of students agreed that using video learning media in the online learning process during the pandemic had a good influence on their understanding. The second finding is the effectiveness of video learning on the understanding of 7th-grade English learning during a pandemic, there were 68,9% of students agreed that using video learning in the online learning process during the pandemic had a good effect on their understanding. The last finding of this research shows that learning videos for teachers have supporting factors and inhibiting factors in their use; for example: more easily understood by students because it contains audio-visual elements, do not make students bored quickly, and are easier to develop, while the inhibiting factor from using videos learning is that it takes more time in the preparation.

Keywords: *Video learning; online learning, covid-19*

INTRODUCTION

English has become a very important language for the learning and needs of everyone in this era of globalization, especially future generations because it is used in various fields, ranging from education, economics, social, technology, and tourism. Meanwhile, the development of science and technology encourages people to continue to learn and develop their abilities so that they can take advantage of technology due to the demands of the times. Nowadays people live in an era where technology around the world is very advanced and affects many aspects of human life, one of which is education (Al-Maqtri, 2014). The tradition of teaching English conventional is slowly being eroded by technological products because it

provides so many choices in creating an interesting learning process.

Technology in this era of globalization has become a basic need in supporting an effective and quality education process. The use of technology in the field of education is proven by many things, such as the use of applications to facilitate students and teachers in carrying out the learning process. According to Harmer (2007) and Gençlter (2015), teachers should encourage students to find the able activities by using technology to achieve successful language learning. Teachers are also required to see the available media and tools to improve the quality of the learning process. Technology-based education is the ethical study and practice of facilitating learning and improving performance by creating, using,

and managing appropriate technological resource processes.

In 2020, the world was facing a disaster caused by the outbreak of the Corona Virus (SARS-CoV-2) and causing a deadly disease called Covid-19. The World Health Organization (WHO) has declared this condition a pandemic situation that limits people's social interactions. In Indonesia itself, the government regulates policies to implement social and physical restrictions in almost all aspects of activities. In the field of education, all educational institutions, including schools, colleges, and universities, cannot use the conventional teaching system due to the COVID-19 pandemic (Susilo, 2020). Conventional learning is being replaced by an online-based distance learning system (Chapelle, 2003). This is an effective solution to replace face-to-face learning in the classroom to reduce the spread of Covid-19.

In this situation and condition, technology plays an important role in the education system, as well as in learning and teaching English. This learning system is aligned with the 2013 Curriculum currently used in Indonesia. The 2013 curriculum is characterized by Student-Centered Learning, as stated in the Regulation of the Minister of Education and Culture (Permendikbud) No. 81A concerning the Implementation of the 2013 Curriculum (Sofyan, 2016). It is stated that the learning process, according to the 2013 curriculum, is an educational process that provides opportunities for students to be able to develop every learning pattern that occurs in two-way interactions between teachers and students. In this case, the role of the teacher is not too dominant in the learning process. This curriculum determines the method of educational outcomes. The Minister of Education and Culture states that there are several learning systems that need to be changed, including a one-way learning system (teacher-student interaction) which needs to be converted into interactive learning, then an isolated learning system that becomes networked

learning that utilizes Learning Video media by utilizing information and communication technology media (Wibowo, 2016).

By using this system, passive learning can be transformed into active seeking learning. Learning solutions using Learning Video media must present and strengthen interactions between teachers and students even though it is an online system, so that the learning process can continue properly (Rudy & Hisbiyatul, 2017) (Arsyad, 2017). It is learning and improving performance by creating, using, and managing appropriate technology resource processes. Learning Video Media allows students to get their learning material, and they can review it anytime and anywhere as long as they are still connected to the internet network. Learning Video media can be applied in various lessons, one of which is English. as we know that in teaching English, teachers use several methods in delivering the material that aim to avoid a tedious learning process (Kristiyani, 2009) (Ahmadi, 2018). In addition, students will not get bored quickly in the learning process. By using Learning Video media, teachers can provide materials and assignments as well as possible to become more interested. Thus, the use of Learning Video media. Provide a new atmosphere in teaching English.

The researcher conducted pre-observation with English teachers and ten students of the Mentari Ilmu Karawang Islamic Junior High School about the condition of students when they study English with the current pandemic situation in Indonesia. With the COVID-19 pandemic situation and conditions that have changed the learning system into distance learning. This school has utilized Information, Communication and, Technology (ICT) in the learning process, teachers must be able to take advantage of the facilities provided by the school.

METHOD

Type of the research conducted by the researcher is field research. The researcher

used a descriptive analysis method in this research. The data collection techniques of this research used triangulation consisting of observation, interviews, and documentation. The respondents used in this research were three English teachers and sixty-one (three class) students of 7th the junior high school Mentari Ilmu Karawang. The respondents were selected because of these certain specific characteristics: first, English teacher user learning videos in online learning activities during the pandemic, second, in the online learning activities process during the pandemic, students received learning videos from English teacher to understand the material.

To collect the data, the writer used observation, interview, and documentation. This study was qualitative descriptive which the data were analysed qualitative by using the stages of data analysis proposed. research method based on the philosophy of post positivism are used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument, the data collection is carried out by triangulation (combined), the data analysis is inductive/qualitative, and the results of qualitative research are more emphasize meaning rather than generalization (Sadu & Ali, 2015) (Sugiyono, 2013).

RESULTS AND DISCUSSION

First, online activities during pandemic use a lot of learning media that support the students learning process at home. Second, in the online activities learning process, students get bored easily when the media used is ineffective. Third, one of the learning media used is videos learning. Fourth, instructional video media can help students understand the material presented by the teacher because the learning videos contain two elements, are audio and visual; as we know, many students have an audio-visual learning style. Fifth, the advantage of this learning video media is that it is easy to understand and enjoyable for students in the online learning activities process.

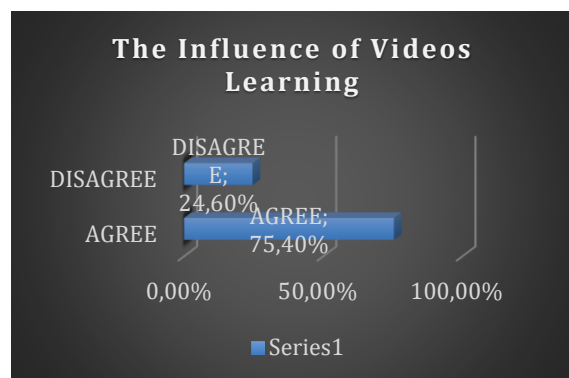
The research summarized of this study was obtained from a questionnaire related to the influence of video learning on the understanding of 7th grade in learning English during the pandemic at the Mentari Ilmu Islamic Junior High School Karawang into three themes: Influence, effectiveness, and supporting and inhibiting factors, for the process, there are several steps if the learning videos will be used in the learning proses. In short, the process starts with making lesson plans, then making videos scripts, filming, editing (giving effects, music, and animation) to make more interesting and publishing to students. Related to the influence and effectiveness, the use of learning videos in the online learning activities during the pandemic process can provide convenience to students when studying at home and help students understand the material presented by the teacher. Other than that, students can easily access learning videos anywhere and anytime, also, if there is the material that students do not understand, students can repeat the learning video until they understand the material contained in the learning videos.

Related to supporting in inhibiting factors, the researcher wrote down the supporting in inhibiting factors from English teachers, based on experience during online activities learning during the pandemic, online activities learning using learning videos media have supporting factors that can be more easily understood by students because it contains audio and visual elements, do not make students bored quickly and are easier to develop. Judging from the inhibiting factors, according to the English teacher, it takes more time the prepare. The Influence of Videos Learning on Understanding of 7th Grade in Learning English During Pandemic at Mentari Ilmu Islamic Junior High School Karawang.

The first research question of this study is how does the influence of learning videos on the understanding 7th grade in learning English during pandemic at Mentari Ilmu Junior High School Karawang? Through this study, researchers

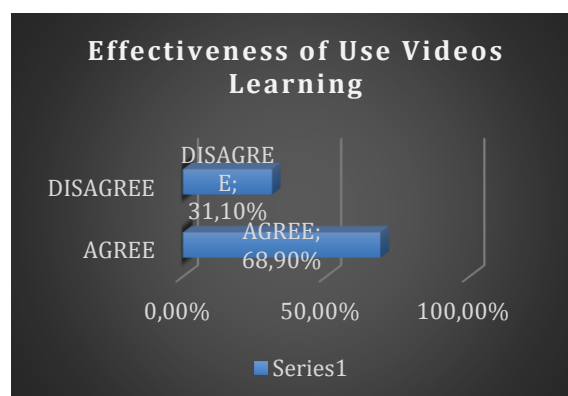
found that of the 61 7th grade students of Mentari Ilmu Junior High School Karawang who filled out the questionnaire, 75,4% agreed that using videos learning media in the online learning process during pandemic had a good influence on their understanding, with the reason for the videos learning media has many advantages including the audio and visual which displayed to mee the students learning style and is not dull because of the many variations in the videos learning, below is the table of research results.

Table 1. The Influence of Videos Larning



The second question of this research is how the effectiveness of using videos learning on the understanding 7th grade in learning English during pandemic at Mentari Ilmu Islamic Junior High School Karawang? Through this study, the researchers found that of the 61 7th grade students of Mentari Ilmu Islamic Junior High School Karawang who completed the questionnaire, there were 68,9% of students agreed that using video learning in the online learning process during pandemic had good effect on their understanding, the reason is videos learning media are superior to other learning media when used during a pandemic, using videos learning media makes students learn effectively like classroom learning, below is the table of research results.

Table 2. Effectiveness of Use Videos Learning



The Supporting and Inhibiting Factors Use of Videos Learning on Understanding of 7th Grade in Learning English During Pandemic at Mentari Ilmu Islamic Junior High School Karawang. According to the English Teacher Mentari Ilmu Junior High School Karawang, the supporting factor of using videos learning is having the ability to be more easily understood by students because it contains audio and visual elements, does not make students bored quickly and is easier to develop, while the inhibiting factor of the use videos media is it takes more time in the preparation.

CONCLUSION

There are three main conclusions in this study. First, videos learning is very influential on students understanding in learning English during the pandemic, because videos learning has many advantages, including audio and visual, which are displayed to meet student learning styles and are not dull. After all, there are many variations in the learning process.

Second, the effectiveness of video learning on understanding in learning English during the pandemic is relatively high, because videos learning is superior to other learning media when used during the pandemic, using videos learning makes students effective like classroom education, because learning with videos learning at home provides a fun learning atmosphere with the material contained in videos, and

also when students do not understand the material in the videos learning, students can repeat the videos learning until they know the content of the videos learning material.

Lastly, the supporting factors for video learning, according to the teachers have the ability to be more easily understood by students because it contains audio and visual elements, does not make students bored quickly and is easier to develop, while the inhibiting factor from using videos learning is that it takes more time in the preparation, it means that the video learning has plus and minus value in its use in online learning.

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