

IMPROVING ENGLISH LEARNING BY USING INTERACTIVE VIDEO AT SMP SATAP PEMATANG JERING

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ABSTRACT

Classroom Action Research on Improving student learning outcomes through the use of Interactive Video is one of the media that helps improve English language learning by introducing students to various expressions in students' daily lives through listening skills for grade VII junior high school students. This research can create an active and independent learning atmosphere. In addition, the Interactive Video introduces students to everyday expressions in English, such as greetings, goodbyes, introducing yourself, introducing others, thank you, and apologizing. The development of Interactive Video designed by using the Classroom Action research design model. then the researcher refers to the process of implementing Classroom Action Research which includes steps including: preparing an action plan, implementing action, observing, and reflecting. Based on the results of the Cycle I evaluation, student learning outcomes were obtained with a class average of 63.6. Then from the evaluation results of Cycle II obtained student learning outcomes with a class average, namely 73. From the results of the study, it can be concluded that the application of learning by using Interactive Video Media can improve student learning outcomes in English subjects in class VII SMPN Satap Pematang Jering. This can also be seen from the results of observations of learning implementation showing an increase in activities at the good and excellent levels from the first cycle to the second cycle.

Keywords: Action research, Interactive video media , Learning

A. INTRODUCTION

English language learning in junior high schools in Indonesia is based on the development of competency standards and basic competencies contained in the Regulation of the Minister of National Education of the Republic of Indonesia no 22 of 2006 concerning content standards. English language learning in junior high school targeted so that students can reach the functional level, namely communicating orally and in writing to solve everyday problems. Literacy levels include performative, functional, informational, and epistemic (Barclay.A,

Lizbeth, 2012). At the performative level, people can listen, read, and write with the symbols. At the functional level, people can use language to fulfill daily needs such as reading newspapers, manuals or instructions. At the informational level, people can access knowledge with language skills, while at the epistemic level people can express knowledge into the target language.

English language learning introduced to students as a means of communication, so that in its implementation includes listening, speaking, reading and writing activities (Harmer, Jeremy, 2007). Listening skills are the initial skills introduced in English learning activities. This skill said to be an early skill because it relates to the process of listening or hearing. In learning English, the process of listening or hearing becomes important in producing information. The process of listening activities is mostly done through spoken language that is heard repeatedly. Every word or sentence that is listened to has a meaning that is digested by the listener to obtain information. The information obtained in the listening process will be conveyed back orally.

The reality found in schools that the process of developing listening skills is still not well implemented. One of the causes is the limitation of learning media that support the development of listening skills in English language learning. This fact supported by observations made by researchers in January 2013 in three One-Stop SMPN schools in Muaro Jambi. The English learning process at the junior high school level uses the teacher as a model in the listening process and rarely uses cassette or video media. One of the factors that cause cassette or video media to be rarely used is the limited availability of these media. Students still feel afraid when responding to a question in English. They do not feel confident in what they are listening, so students tend to be passive and inactive in English classes. When students were tested using a voice recording by a native speaker, some students seemed confused and could not grasp the meaning conveyed by the speaker.

The need for students to complement the needs of learning fun in learning English listening and different ways of learning English in listening skills is to provide the right media. The media must summarize the needs of students in audio ability and visual ability. Thus, all students who tend to one of the medias can follow the lesson process and improve English

language skills. One of them is the development of interactive multimedia which has many applications such as videos, animations, songs and graphics. The appropriate application in listening activities is interactive video. Interactive video is a media that combines audio and visual capabilities (Bret, Paul, 2012).

Interactive Multimedia applications are a combination of audio and visual capabilities. One of them is interactive video. Interactive video combines two learning styles of students, namely visual style from video recordings and auditoria style from sound recordings. Interactive video requires a computer in the operation of the application. This learning video is interactive because the operation of the application can involve the user in choosing the video application to be studied. The displayed video contains recorded moving images of conversational dialogue. The interactive video performance involves showing a video of an English conversation performed by a native speaker.

Interactive video is the most dynamic and effective source or media in conveying information. The use of video in interactive multimedia will provide a new experience, because video is a moving image produced from the recording process. The term video comes from Latin, namely from the word vidi or visium which means seeing or having vision (Lee W. Owens, D.I., 2004). In the Indonesian dictionary video is the technology of sending electronic signals of a moving image. According to Agnew and Kellerman, video is defined as digital media that shows an arrangement or sequence of images and gives illusions, images and fantasies to moving images. video can also be said to be a combination of dead images that are read sequentially in time at a certain speed (Munir, 2012).

Video is the technology of capturing, recording, processing, storing, transferring, and reconstructing sequences of still images by presenting scenes in motion electronically (Munir., 2012). Video provides a rich and vibrant resource for multimedia applications. The images that are combined are called frames and the speed of reading images is called the frame rate, with units of fps (frames per second), usually using celluloid film, electronic signals, or digital media (Smaldino, E, Sharon. Lowther, L, Deborah. Russel, D, James. N.d). While the notion of interactive is not only related to two-way communication or more than communication components, interactivity provides a reciprocal relationship for users in

activating a media device. Interactivity in multimedia elements, namely video, includes 2 things, namely: (1) the user is involved to interact with the application programmed and (2) interactive information applications aim to enable users to get only the desired information without having to devour everything (Munir, 2012).

Therefore, the definition of interactive video is the use of applications contained in multimedia in the form of moving images obtained from recordings that can be operated by users through computers. Interactive video presentation can be done in two ways, namely, analogue video and digital video (Munir, 2012). Analogue video is a product of the television industry; therefore, it is used as a television standard. Analogue video is in the form of television video, video tape and film. Meanwhile, digital video is a product of the computer industry that is used as a digital data standard. Digital video is found in the computer industry that uses digital systems as its database. Digital is the result of technology to convert signals into a combination of 0 and 1 number sequences for easy, fast, and accurate information processing.

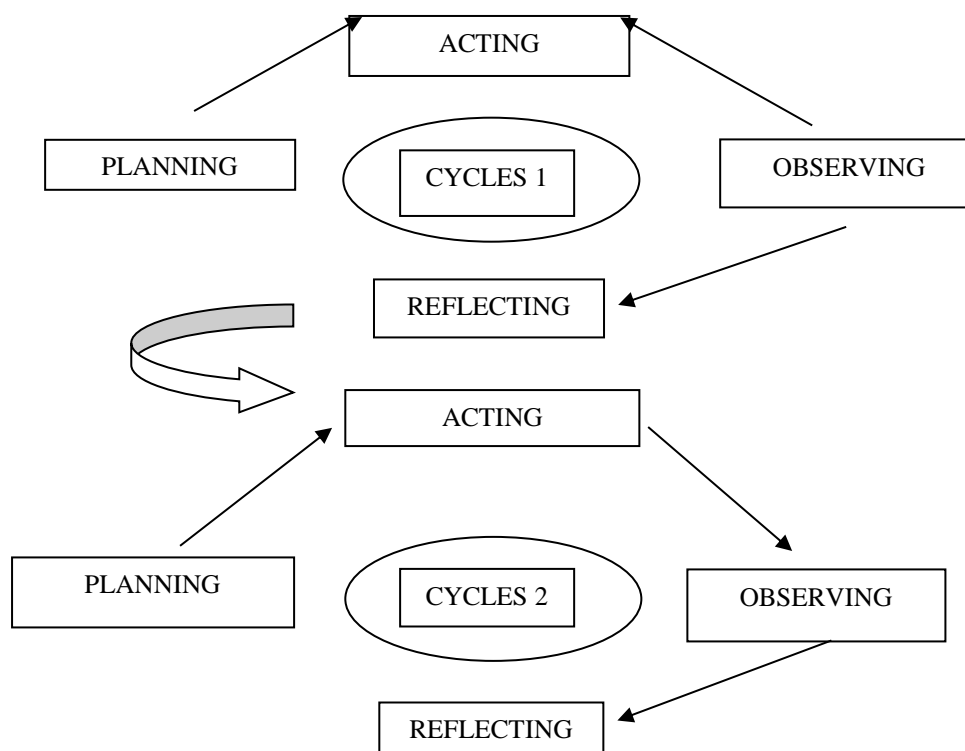
Analogue video and digital video have advantages and disadvantages. Digital video has the advantage of long-lasting image quality compared to analogue video. However, the file size of analogue video is smaller than the file size of digital video. A single high-quality digital video may reach a file size of more than 27 MB before going through the compaction process. In the process of data transfer, digital video takes longer to prepare or transfer to the user's computer than analogue video. The advantages and disadvantages of analogue video and digital video can be an option in creating the required interactive video.

Video presentation in interactive video format can convert analogue video to digital format. The process of converting analogue to digital is called capturing or sampling. The capturing or sampling process requires a tool contained in a computer application, namely a video capture board or frame grabber. In changing analogue video to digital, users can facilitate access to data storage formats with the presence of VCD and DVD technology.

B. METHODS

Action Research is practical research that is used to improve learning in the classroom. According to Jhon Elliot, Action Research is a study of a social problem that is carried out to improve the elements of the scenario in which all processes are influenced and needed as evaluation material to develop towards professionals (Suharsimi, Arikunto, 2008).

Figure 1. Cycles in Action Research



Research Procedures

This researcher refers to the process of implementing research which includes steps including: scenario, scenario design (Planning), scenario implementation (Acting), observation (Observing), and reflection (Reflecting). (Suharsimi, Arikunto, 2008) With the procedures that researchers do are as follows:

1. First round or cycle I

1) Planning

Classroom Action Research begins with the planning, the actual activities are:

1. Determine the Research Schedule.
2. Developing the lesson plan (RPP).
3. Preparing learning media.
4. Prepare questions or evaluation sheets.
5. Developing student observation sheets.
6. Develop a teacher observation sheet.

2) Acting/Implementation

1. Before teaching, the researcher introduced the Interactive Video that would be given using in focus.
2. For each meeting conducted learning activities using interactive video media.

3) Observation and Evaluation

This activity was carried out to get an initial picture of the use of interactive videos. During the learning activities, things that happened both strengths and weaknesses were recorded by both the partner teacher and the researcher from the research sheet.

The format of the observation sheet is:

Table 1. Observation process format

No	Things to observe	Good	Average	Poor
1	Student attention when receiving orders			
2	Students' seriousness in the action process			
3	Student response			
4	Learning situation			
5	Effectiveness of learning media			
6	Student response in receiving orders			
7	Timeliness			
8	Student motivation towards the lesson			
9	Attitude change			
10	Self-confidence			
11	Skill enhancement			

4) Analysis & Reflection

In this reflection activity, the researcher can see the obstacles experienced by students in learning, and find solutions on how to overcome these obstacles. Most importantly, in this reflection, the researcher evaluates what has been done, whether it is in accordance with the scenario design that has been made. If it turns out that it is not as

expected, it is necessary to redesign in the form of improvements, determine the theme of the video to be shown, then a new scenario will be prepared to carry out the next cycle.

Second round or cycle II

The second round or cycle II is carried out if what is done in the first round is not in accordance with the objectives to be achieved, if it has not been successful, it will be continued with the next round. The level of student success is based on the criteria for the level of mastery of the material, as follows:

Table 2. Criteria for Material Mastery Level

Interval	Criteria
90% – 100%	Very good
80% – 89%	Good
70% – 79%	Average
< 70%	Poor

Source: Sri Anitah (2009:1.20)

C. FINDING AND DISCUSSION

Cycle I

The subjects in this study were seventh grade students of SMPN Satu Atap Pematang Jering in the 2017/2018 academic year, totalling 24 students. 8 male students and 16 female students. The subject matter that the author provides in this study is the use of interactive videos in learning English. Learning outcome tests were conducted in each cycle.

In accordance with this type of research, the authors refer to the process of conducting research with steps including: planning, acting, observing, and reflecting. Research in Cycle I was conducted from August 2017 to September 2017.

Observations were made in class VII by paying attention to student responses when watching Interactive Videos. The material displayed on the Interactive Video is adjusted to class VII material. The data collected is quantitative data from student test results and qualitative data

derived from observation sheets. The observation format when the action process is taking place is as follows:

Table 3. Format of cycle I observation process

Students' qualitative analysis of Interactive Video media

No	Things to observe	Good	Average	Poor
1	Student attention when receiving orders	✓		
2	Students' seriousness in the action process	✓		
3	Student response	✓		
4	Learning situation	✓		
5	Effectiveness of learning media	✓		
6	Students' response in receiving orders	✓		
7	Punctuality		✓	
8	Student motivation towards the lesson	✓		
9	Attitude change		✓	
10	Self-confidence		✓	
11	Skill improvement		✓	

Based on observations carried out in August to September. This activity was attended by 24 students of SMP Satap Pematang Jering. In the learning process the teacher applies interactive video media. During the learning process, students felt interested when watching the video presented. Students followed every speech and song presented. Students' recall ability of new vocabulary is very good. However, the limitation in understanding difficult texts makes it a little difficult for students. Timing is quite good, because the duration of each video presented is long. Students' skills in repeating or engaging in learning activities are still quite good. Reflection is a comprehensive review of the actions that have been carried out based on the data that has been collected, then evaluated in order to improve the action.

Table 4. Quantitative analysis of student learning achievement

No	Pre-test	Cycle I	
		Sessions 1	Sessions 2
1	50	50	65
2	70	75	75
3	50	55	60
4	75	75	80
5	65	70	70

6	60	60	65
7	55	55	65
8	55	55	60
9	80	80	80
10	50	55	55
11	55	60	60
12	55	60	60
13	80	85	85
14	60	60	65
15	60	65	65
16	55	60	65
17	55	65	65
18	55	55	65
19	55	55	65
20	55	55	65
21	50	55	60
22	50	55	65
23	55	55	60
24	55	55	65
Total	1405	1470	1585

The total value of the results of the student pre-test was 1405, and the results of the value in session I was 1470, while the value of the results of session II was 1585. The results of the average value for the pretest obtained a value of 58.4 and the average value in session I was 58.5, while for the average in session II was 66, 1. The results of the first cycle reflection based on the value of session I and session II, then compared with the pretest results, can be concluded that the results obtained have not been in accordance with the KKM. So that these results have not shown the success of learning through Interactive Video media.

Cycle II

Research in Cycle II was conducted from October 2017 to November 2017. The process of implementing the research was carried out with steps including: drafting an action plan (Planning), implementing action (Acting), observing, and reflecting.

Observations made in class VII in cycle II experienced several changes that were different from cycle I. Students are more accustomed to and enjoy every show presented on the Interactive Video. Students who initially had difficulty, began to get used to and enjoy every

presentation on the Interactive Video. Student curiosity is also getting bigger and the enthusiasm for learning is getting better. However, there are still some students who are still confused and have difficulty understanding the video presented. But this was helped by other students as peers in the interactive video performance process. The data collected is quantitative data from student test results and qualitative data derived from observation sheets. The observation format during the action process is as follows:

Table 5. Format of observation process of Cyclical II
 Students' qualitative analysis of Interactive Video media

No	Things to observe	Good	Average	Poor
1	Perhatian siswa saat menerima perintah	✓		
2	Keseriusan siswa dalam proses tindakan	✓		
3	Tanggapan siswa	✓		
4	Situasi pembelajaran	✓		
5	Efektifitas media pembelajaran	✓		
6	Respon siswa dalam menerima perintah	✓		
7	Ketepatan waktu		✓	
8	Motivasi siswa terhadap pelajaran	✓		
9	Perubahan sikap	✓		
10	Kepercayaan diri	✓		
11	Peningkatan keterampilan		✓	

Cycle II students began to get used to the use of Interactive Video. Students became motivated and confident in using English. The learning atmosphere, which initially still had shyness, was slowly replaced with curiosity and trying to practice in front of the class. The ability to listen, speak and remember new words slowly began to be very good. Students can learn fun through the video presented. Reflection is a comprehensive review of the actions that have been taken based on the data that has been collected, then an evaluation is carried out to improve the action.

Table 6. Quantitative analysis of student learning achievement

No	Pre-test	Cycle II	
		Sessions 1	Sessions 2
1	50	70	75
2	70	75	80
3	50	70	75

4	75	75	80
5	65	70	75
6	60	70	75
7	55	65	75
8	55	70	75
9	80	80	85
10	50	65	70
11	55	70	75
12	55	70	75
13	80	85	85
14	60	70	75
15	60	70	75
16	55	70	70
17	55	70	75
18	55	70	80
19	55	70	75
20	55	70	75
21	50	70	75
22	50	70	75
23	55	70	75
24	55	70	75
Total	1405	1645	1825

The total value of the results of the student pretest was 1405, and the results of the value in session I was 1654, while the value of the results of session II was 1825. The results of the average value for the pretest obtained a value of 58.4 and the average value in session I was 68.4, while for the average in session II was 76.1. The results of the first cycle reflection based on the scores of sessions I and session II, then compared with the results of the pretest, can be concluded that the ability of students in two cycles has changed. In cycle I students were still found far from the KKM. In cycle II, students' abilities and learning outcomes have improved from cycle I. Although there are still 2 students who are far from the KKM. Although there were still 2 students who were still below the KKM, the enthusiasm of students in using the media was very good from each session in cycles I and II. So that these results have not shown the success of learning through Interactive Video media.

The results of classroom Action Research using 2 cycles, were able to test the action hypothesis proposed in this study. Based on the theoretical information, this research proposed an action hypothesis, namely: "Improving English Learning by Using Interactive

Video".

Then the success criteria in this action research are: This research is considered successful if 75% of students are classically complete or score above the KKM for English subjects, namely 70. To see more clearly the student learning outcomes in cycles I and II can be seen in the quantitative analysis format. The results of the quantitative analysis showed that during learning activities using Interactive Video media all students were involved in learning activities. The learning process became student-focused in discovering new things they heard.

D. CONCLUSION

Based on the results of the Action Research that has been carried out, it can be concluded that it is proven that the application of learning by using interactive video can improve student learning outcomes in learning English in class VII students of SMP Negeri Satu Atap Pematang Jering, and the results of observation and implementation of learning show an increase in activities at a good and excellent level from the first cycle to the second cycle. Based on the conclusions obtained above and to further improve students' English learning outcomes, the authors suggest several things, namely:

1. It should be expected that English teachers can use Interactive Video Media, because it can improve students' English learning outcomes in helping and training students to solve problems, listen, present, express opinions, respond, think and understand English concepts so that student learning outcomes increase.
2. This research is still limited to observations and student learning outcomes in the cognitive aspect, it is hoped that further research will be carried out on learning outcomes in the affective and psychomotor aspects.

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