

## The Use of Video as a Learning Medium to Increase Interest in Learning English for Students of SDN 01 Wonorejo

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**Abstract:** Currently, there are many learning media that are very innovative, one of which is video learning media, either videos obtained from Youtube or self-downloaded. The purpose of this study was to determine the use of video learning media in increasing students' interest in learning at SDN 01 Wonorejo in English lessons. The instruments in this study are in the form of observations and interviews and the analysis techniques are in the form of verbal data, such as notes, suggestions, and comments from students. The result of this study is that the interest in learning and learning motivation of SDN 01 Wonorejo students emerged with the existence of video learning media, because according to them, learning by video seems more interesting and they easily understand the lessons delivered.

**Keywords :** *Learning media, learning, video, Interest*

### Introduction

Along with the times, technology is increasingly sophisticated and has a very big influence in life, one of which is in the world of education. The influence of supporting technology in the field of education is the existence of learning media and learning resources that are technology-based or internet-based. In essence, the existence of technology makes it easier for someone to do a job, as well as the learning process. The existence of technology-based learning media will provide convenience for students and teachers in carrying out the teaching and learning process. Examples of technology-based learning media include animated video learning media, games, and many more. The development of this technology also requires teachers to know the use and utilization of technology that is relevant to the learning process.

Learning media is a tool used by a teacher to convey learning to students. The use of appropriate and interesting learning media can support the success of the teaching and learning process that is being carried out. Talking about the use of appropriate learning media, relevant to the research conducted by Dyah Ayu Wulandari. In the study, it was stated that teachers must be able to create innovative and interesting learning media so that they can attract students' interest in learning. Students' interest in learning is closely related to the ways and media used in the learning process. Interest in learning can be raised by the existence of interesting learning media that can give rise to fun classroom and learning situations. Thus providing a favorable reciprocal relationship between teachers and students. With interactive learning media, it makes it easier for teachers to explain learning and students will be easily interested and understand the lesson.

One of the easy and interesting learning media is video learning media. This media can be accessed through the Youtube channel or it can be videos made by the teacher himself. With video media, it gives an interesting learning impression because there are sounds and video animations, so students tend to understand the lessons delivered more easily. However, according to Daryanto, there are still many teachers or teaching staff who still use conventional learning media, such as learning by explaining on the blackboard, student worksheets whose application is by the lecture and discussion method. This learning sometimes makes students bored, while according to research a child's focus on learning is only 15 minutes, therefore, in the world of education in addition to being able to teach, a teacher must also have skills in processing learning media so that learning is more interesting and students can easily receive lessons well,

According to observations that have been made at one of the educational institutions in Wonorejo Village, namely at SDN 01 Wonorejo, students' interest in learning is said to be sufficient. This is because some teachers at SDN 01 Wonorejo still use conventional learning media, namely teachers explaining using blackboard media accompanied by lecture and discussion methods. The use of video-based media is very rare due to the limited facilities of existing LCDs and projectors. This reason makes researchers try to apply video learning media to increase interest in learning in grade VI students of SDN 01 Wonorejo. The existence of this study aims to find out how the use of video-based learning media in language learning. The introduction of video-based learning media to some students of SDN 01 Wonorejo is expected to increase the motivation and interest in learning of SDN 01 Wonorejo students.

## **Methodology**

This research was conducted in Wonorejo village, Singosari District, Malang Regency, more precisely at SDN 1 Wonorejo. The selection of the research site was carried out deliberately, because through the learning of animated videos provided by researchers, it is hoped that it can provide more motivation and enthusiasm for students to study harder. The type of research used in this study is qualitative research. According to Lexy J. Moleong (2017: 6) qualitative research is research that uses natural settings such as behavior, perception, motivation, actions, and so on, which is carried out by people who have natural attention with the intention that the results can be used to interpret phenomena by utilizing various research methods.

This research uses a qualitative descriptive approach. According to Moleong (2014:11) descriptive research is the research of data collected in the form of words, pictures, and not numbers, everything collected is likely to be the key to what has been studied. In this study, researchers followed the instructions on a research procedure so that the research carried out could run in sequence. According to Lexy J. Moleong (2017: 127) There are three main stages in qualitative research, namely the pre-field stage, the field work stage, and the data analysis stage.

The data collection techniques carried out are observation, interviews, and documentation. Research measuring instruments use observation clues, interview instructions, and documentation instructions. The observation instructions include observation of learning activities that occur in class VI at SDN 1 Wonorejo. Interview instructions include an interview with a class VI teacher, a class VI student. And documentation instructions include documentation of student learning activities with teachers while the learning process is in progress. The data obtained from various sources and using various techniques, will then be analyzed by researchers. Miles and Huberman in Sugiyono (2014: 91) stated that activities in qualitative data analysis consist of data reduction, display data, and conclusion drawing or verification which are carried out interactively and take place continuously until complete, so that the data is saturated (Arikunto, 2010).

## **Data Findings and Discussion**

### **a. Descriptive Data**

Descriptive data is a description of the data used in a study. In this data description test, the researcher tried to find out the picture or situation and condition of the respondents who were sampled in this study. From the collection of interview and practical data, with a total sample of 24 students at SDN 1 Wonorejo, Wonorejo District, Singosari Regency, the test was carried out by viewing interactive learning videos.

### **b. Data Explanation**

Teaching is not only developing cognitive abilities, but also includes the development of affective aspects and psychomotor aspects. One of the efforts to overcome complexity and saturation in the learning process is by innovating in using learning media. The learning media packaged in this learning video will help and facilitate the learning process for students and teachers to learn the English Smart Method.

By using learning video media in the form of audio-visual such as power points coupled with video examples, learning will be more fun and interesting so that students can improve their understanding in learning methods of understanding the subject matter correctly and learning English.

Learning video media in development aims to describe (1) The need for learning video media in learning English Smart Strategies that are suitable for grade VI students. (2) The process of developing English learning video media suitable for grade VI students. And (3) The accuracy/ feasibility of English learning video media products that are suitable for class XI students.

The development of explanatory text learning media products using audio-visual media in this study uses the ADDIE model, which is a design model that involves the basic stages of the learning system and is suitable for the basis of developing teaching materials both traditionally (face-to-face), and online learning. In the product trial, a total of 24 students were carried out with the presentation of material and practice by researchers which was then continued with an interview session with respondents, after obtaining data from the interview, the next step was to provide learning video media that had been validated by several experts, both media experts and material experts and then take the results of student and teacher responses from the learning video media that had been given.

Data collection techniques use interviews. Then it is analyzed using qualitative descriptive analysis techniques. In the results of this study, it shows that the results of the analysis of teacher needs reached a score of 88.4% of teachers strongly agreed with the development of explanatory text learning video media in grade VI students. Meanwhile, in the analysis of student needs, 84.6% stated that they strongly agree that students need video media for English learning class VI students.

This shows that teachers and students need the development of English Language Learning video media to facilitate and provide student interest in learning. Therefore, researchers develop learning media products in the form of English learning video media in the form operated by the Youtube application which is packaged in the form of learning videos and operated through computer devices in the form of application programs.

### **c. Data Relationships**

The following is correlation data:

Table 1. Relationships

No.	Gender	Frequency (People)	Percentage
1.	Men	8	33,3
2.	Woman	16	66,6
	<b>Sum</b>	<b>24</b>	<b>99,9%</b>

The students of SDN 01 Wonorejo have a low interest in learning a lesson. This is due to the lack of teacher interaction with students during learning and the use of boring methods for students so that they have a low learning motive. This will greatly affect their grades and when facing exams. Therefore, a learning method is needed that can attract students' attention to learning activities and to the lesson itself. The method is not boring and can also interact with students who have an impression of them.

The use of Learning Video Media aims to improve the learning skills of the students of SDN 01 Wonorejo. The video used is an animated children's video to attract the attention of the students of SDN 01 Wonorejo. The material taught using video to students is English. Using the video as a learning medium, the researchers will interact with the students to increase student activity during the learning activities. The students will be given material in the form of a video that is shown in front of the class. Then they will be asked to watch and understand the material provided by the researchers. During the video screening, the researchers were required to interact with the students and use the *drilling* method, which is to repeat the same thing over and over again to strengthen and perfect a skill so that it becomes permanent (Salahudin, 1987). This method is used in research to train the habits of the students in quick thinking skills and train the habituation of pronunciation in English material. The interview was conducted after a series of material presentations were carried out in class. In this interview, there were 5 subjects taken from English material as samples in this study. We use simple questions. The question is as follows:

Table 2. simple questions

No.	Question
1.	Have you ever learned English before? Where? <ul style="list-style-type: none"> <li>a. How to learn English before using interaction videos?</li> <li>b. What was the reaction when given English material for the first time?</li> </ul>
2.	How does it feel when the presentation of English material takes place?
3.	Is the material given understandable compared to the lesson with the previous method?

4. Is there any interest in learning English more deeply in the future?

The table above is a question posed to the subjects who will be sampled in this study. They consisted of 2 male students and 3 female students of SDN 01 Wonorejo. The questions asked may differ according to the background of the subject whether or not they have ever received the material provided. In this interview activity, the results of each of the questions above will be found. The form of answers below will be presented in the form of a table. Here are the answers to the questions contained in the table given to the subjects:

Table 3. Simple of Subject

<b>Subject 1</b>	
<i>Question</i>	<i>Answer</i>
Question 1	"Learn independent English at home"
Question 1a	"It's a bit difficult to understand"
Question 2	"It is more convenient to use learning video media"
Question 3	"Better understand using Video"
Question 4	"So I want to learn more in the future"
<b>Subject 2</b>	
<i>Question</i>	<i>Answer</i>
Question 1	"Never been an Englishman"
Question 1b	"Shocked"
Question 2	"Spirited and comfortable"
Question 3	"Can't because you don't understand the material"
Question 4	"Want to learn more but if you use video"
<b>Subject 3</b>	
<i>Question</i>	<i>Answer</i>
Question 1	"Once fit 5th grade"
Question 1a	"hard because you don't like English"
Question 2	"Nice to use the video because it's more detailed and clear"

Question 3	"It's faster to memorize if you use a video whether there is an interaction"
Question 4	"Want to learn again because English is important"

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**Subject 4**

<i>Question</i>	<i>Answer</i>
Question 1	"Never at home"
Question 1a	"It's just as hard because it's complicated"
Question 2	"It's exciting because you can watch it"
Question 3	"Understand through video"
Question 4	"So it's even more enthusiastic to learn English more deeply"

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**Subject 5**

<i>Question</i>	<i>Answer</i>
Question 1	"Never been in school but didn't use the fast way"
Question 1a	"I thought because I was counting it for a long time"
Question 2	"It's fun to use videos and get new ways"
Question 3	"Prefer to use a new way"
Question 4	"So I want to learn again using the new way that has been taught"

From the results of interviews that have been conducted by researchers as a sample above, it can be found that many students have low learning motivation. Some of them have never learned the material that has been given before. This is because the school does not have enough energy to provide the material to be taught. Meanwhile, after the presentation of the material carried out in class by researchers can increase the learning motivation of the students so that they feel more understanding of the lessons given. As a result, the students of SDN 01 Wonorejo class have a deeper intention to learn in the future.



Figure 1. Delivery of English Material Using Animated Videos



Figure 2. Practice on How to Quickly Count Using Fingers in English

## Conclusion

Student motivation in learning is a very important factor that must be raised by the teacher in learning activities. This greatly impacts the student's focus when learning and the residual understanding in understanding the material provided. There are not many teachers who can bring out student learning motivation in every lesson. Teachers are not only adequate facilities to explain the material but also need interactive methods that can make students more active.

The results of this study can be concluded that using Animated Video Learning Media can increase the learning motivation of SDN 01 Wonorejo students. Shivas who previously had low learning motivation can increase with animated video media. They finally have a high enthusiasm for learning to learn more at school and at home. However, this study has limitations in terms of facilities and time efficiency in its implementation. Therefore, for further research it is necessary to research more deeply using the same method but using better time efficiency. In addition, students only want to learn when



using animated videos. It should be noted that schools cannot always use electronic equipment during learning. In the future, a method that can make an impression on students is also needed so that they still have high spirits even though they use outside the methods used in research.

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