



Improving Students' English Learning Outcomes through Video Based Learning Model

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Abstract

This article discusses learning outcomes through video-based learning. Video Based Learning method is a teaching method that focuses on student activities in learning. In the learning process with this method, the teacher only acts as a guide and facilitator who directs students to find concepts, arguments, procedures, algorithm. It is aim to improve student's English outcomes through video based learning.

Introduction

The learning process is an activity undertaken by students in an effort to achieve educational goals (Bernacki et al., 2020). This learning process takes place in interaction between the components of students and educators with a load of educational objectives. Teaching Profession Consolidation Program, this program requires the writer as a researcher who has to review the learning process virtually. The selected class is a class that is heterogeneous. So that what will be studied clearly shows the changes that have occurred. The selected class is 7 grades of middle school. This class is one of the classes that is heterogeneous, namely students with more abilities, moderate and low abilities, gather in one class compared to several classes in the school (Gupta 2020; Estrada et al., 2020). The condition of the students varies greatly, some are indeed smart in English, some are moderate or mediocre, some even don't like learning English at all, because in English lessons there are material that is a scourge for participants students (Praveen & Rajan, 2013).

The number of students in the class under study was 32 students. In the teaching and learning process carried out, a learning model was chosen which was considered in accordance with the situation and condition of the students. Previously, according to the English subject teacher at the school, most of the students were less interested in learning English or lack of interest in learning about language subjects English. The learning model that is trying to be applied is the Video Based Learning Model (Kennedy, 2006).

The learning process takes place by prioritizing giving virtual actions to students. In accordance with the research to be carried out, namely Virtual Action Research. Giving action to students even though it is done online, is expected to further increase students' learning motivation, activities, creativity, and especially in improving student learning outcomes which so far have been considered lacking (Rust et al., 2003). Thus, the researcher considers the need for a method or learning model that is given in the form of an action. So that online learning is not boring and occurs in only one direction, namely from teachers to students (Borup & Evmenova,

2019). But more than that, the researchers hope that with the application of this learning model, it is hoped that two-way communication will occur between teachers and students and vice versa and with this communication it will make it easier for teachers to guide students to obtain knowledge as desired by the teacher (Choy et al., 2009).

Video-based learning methods are teaching methods that convey knowledge or skills using a video where the video has two elements, namely an attractive visual element and audio so that information is conveyed to students properly and easily understood (Guo et al., 2015) In Video Based Learning, the learning process carried out by the teacher is to provide videos that are short and interesting in duration but do not reduce the meaning or information to be conveyed to students. This learning method can support students in increasing student motivation because they feel entertained by the interesting pictures. In addition, this learning model is very effective and efficient, it can add new insights and new experiences that are not easy for students to forget because they find themselves (Brown, 2018; Mufit et al., 2018).

Through this learning model, it is hoped that the learning outcomes of students will increase (Maziriri et al., 2020). Therefore, the researcher felt the need to use the video-based learning model because by looking at the conditions of previous learning, and seeing the situation of students who had heterogeneous individual abilities and current conditions that did not allow the learning process to be carried out directly in class. The teaching and learning process in grade VII is a bit of a concern (Madeiros et al., 2018). This can be seen from the minimum number of students who are enthusiastic in undergoing teaching and learning activities (Kaffenberger 2021). Most of the students who are not actively involved in the teaching and learning process in the classroom are due to lack of motivation to learn, lack of understanding of the material provided by the teacher and always think that English lessons are difficult (Hao et al., 2019). So that this can trigger the learning outcomes of students, which can be seen from the semester average score which still has not reached the minimum completeness criteria applied by the school, which is 8.00.

Departing from this problem, in this study the authors took the initiative to apply a learning model that emphasizes the activities of students even though the learning process is carried out online. The research title raised by the author is "Efforts to Improve Students' English Learning Outcomes through Video Based Learning.

Learning Model

Learning Syntax Model

Video Based Learning method is a teaching method that focuses on student activities in learning (Weeks & Horan, 2013; Giannakos et al., 2016; Hmelo-Silver 2004). In the learning process with this method, the teacher only acts as a guide and facilitator who directs students to find concepts, arguments, procedures, algorithms and the like. The three main characteristics of learning to discover are: (1) exploring and solving problems to create, combine and generalize knowledge; (2) student-cantered; (3) activities to combine new knowledge and existing knowledge.

Some of the advantages of the discovery method Taguchi & Turki, (2020) were also expressed by as follows: Students are active in learning activities, because they think and use the ability to find the final result; Students really understand the learning material, because they experience the process of finding it themselves. Something that is acquired in this way is long remembered. Finding yourself creates a sense of fulfilment. This inner satisfaction encourages wanting to make more discoveries so that the interest in learning increases. Students who acquire knowledge with the discovery method will be better able to transfer their knowledge

to various contexts (Cukurova et al., 2018). This method trains students to learn more on their own. Syntax or video-based learning steps, with roles such as the following preparation for both teachers and students, teacher preparation, namely providing videos according to objectives and learning material, preparation of students, namely following instructions from the teacher. So, the learning process goes well and smoothly. Send videos to students who have been prepared. Give 30 minutes for students to understand the video that has been provided as supporting material (Jeffery & Bauer, 2020). Conducting evaluations such as carrying out a question and answer session from the material that has been presented as a final assessment of the effectiveness of the instructional video media. Give assignments or homework to students to measure their understanding of the material provided.

One method of learning that has recently been widely used in advanced schools, especially in the current state of the pandemic, is the Video Based Learning method. This is because this method: (1) can motivate students and create a pleasant environment regardless of time and space (2) Students can actively learn and develop skills in communicating from videos; (3) by discovering and investigating the concepts learned by themselves, the results obtained will last a long time in the memory and are not easily forgotten by students; (4) a meaning that is found by itself is a meaning that is really mastered and is easy to use or transfer in other situations; (5) by using video strategies students can develop cognitive, affective, and psychomotor skills; (5) students learn to think analytically and try to solve their own problems, this habit will be transferred to real life (Kurakin 2011).

At the beginning of the meeting there were obstacles that occurred in the learning process, namely there were still students who did not have the courage to answer questions, lacked confidence in conveying their respective arguments, and it was still difficult to work on questions that were application questions. And students sometimes feel that their answers or arguments are wrong (Gorichanaz 2022).

The above problems do not last long because educators provide motivation such as appreciating and appreciating every answer or argument of students and continue to encourage students to dare to issue their arguments (Simamora 2020). This can be seen at the end of the first cycle there has been a change in these students. Based on the indicators of success, students are said to be complete if they get a score of at least 75% of the ideal score and complete classical learning if 80% of the total students have finished learning. From the data obtained after the treatment it can be shown that in cycle I there are some students who have not completed so that cycle II needs to be carried out in order to increase the learning outcomes of students who have not been completed. follow UAS.

Methods

In addition to improving English learning outcomes, during the research in cycle I, a number of changes were noted during the teaching and learning process. These changes are qualitative data obtained from observation sheets at each meeting recorded in each cycle and notes from peers as observers to determine changes in the readiness of students in participating in the teaching and learning process during this research.

Results and Discussion

The results and data analysis of the 1 to 4 research meetings were made based on data obtained from research activities on student learning outcomes through the Video Based Learning model that had been implemented. This implementation can only be carried out in one cycle, because students as research subjects are preparing and establishing themselves to take the Final School Examination as a form of action to continue to the next education level. This shows that the

average score of English learning outcomes after the application of Video Based Learning in cycle, I is 80.00 from the ideal score of 100. The number of students who completed 10 people with a percentage of 9.38% which means in this case there are several students. with a standard deviation of 6.00.

Conclusion

Based on the results of online classroom action research, it can be concluded that the application of the Video Based Learning model can increase the activity of the English learning process in. The results of the observations show that there was no increase from cycle I due to the incomplete research carried out because cycle II was not carried out because it prepared students to face the Final School Examination. By applying the Video Based Learning model, English lessons which are usually considered difficult and boring for some students become more enjoyable.

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