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Video Implementation in Learning English in Class VIII MTs Al-Hasanah Islamic Boarding School Bengkulu Tengah

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Abstract

The Implementation of video in Teaching and Learning Process at Class VIII of MTS Ponpes Al-Hasanah Bengkulu Tengah. This research aims to know the use of video in teaching and learning process in MTS Ponpes Al-Hasanah Bengkulu Tengah. The research applied quantitative approach by using questionnaires. The questionnaires shared by 41 students of class VIII containing 5 questions. Based on the data, it was obtained that 59% answered that the video was never used during teaching and learning. 63% of the were interested if video would be used in future learning. They also agreed that the video would make them easily understand English.

Keywords: Implementation, Learning English, Videos

A. Introduction

Technology is an important part that cannot be separated from human life. Whether or not we understand concepts or theories about technology, humans still need and use technology. Then, what exactly is technology? Technology is all infrastructure in the form of software and hardware that can facilitate human life in all aspects of life. That way, of course, each aspect has its own meaning about technology and its use. Technology literally comes from the Greek word "tecnologia" which means a systematic discussion of all arts and crafts. The term has the root word "techne" in ancient Greek means art (art), or craft (craft). From this literal meaning, Technology in ancient Greek can be defined as the art of producing the means of production and using them. This definition then develops into the use of science according to human needs. Technology can also be interpreted as "knowledge about how to make things (know-how of making things) or "how to do things" (know-how of doing things), in the sense of the ability to do something with high value, both the value of benefits and value. sell it [1].

In this era of disruption, there have been fundamental changes due to massive changes in society in the field of technology in every aspect of people's lives [2]. The expansion of technology, which continues to accelerate at this time into the future, apart from bringing many conveniences, also brings a number of challenges from various sides to the world of education. So that the development of scientific capacity, skills and character really needs to be done so that it continues to run in balance for the continuity of life in the future especially Education is the main field that determines the quality of Technology makers and users for various fields. In the field of education, technology actually facilitates the teaching and learning process. Teachers and students can take advantage of advances in internet media to add insight and knowledge that may not be found in books.

Information technology is used to process data, including processing, obtaining, compiling, storing, manipulating data in various ways to produce quality information. The meaning of technology for the world of education should mean the availability of channels or facilities that can be used for educational programs [3]. Educating children must be adapted to their era, what are the trends that are happening so that they pay attention to the teaching and learning process that is being experienced. Currently, the era of technology, especially internet speed, is its trademark.

The above statement is supported by other sources who say that [4] Educational Technology is a combination of three streams of mutual interest, namely media in education, learning psychology and a

systems approach to learning. The flow of media in education in a sentence certainly leads to facilities and infrastructure that can be used in learning, one of which is learning media that uses technology.

Moreover, generation Z students are very close to technology, are not stuttered by technology, students can keep abreast of developments in the world's technological era. Generation Z is the generation after generation Y, born from 1995 to 2014 [5]. This means that the age range for Generation Z is 9-28 years. Those who are currently at the junior high school education level are included in the Z generation category. Based on a digital activity survey, this Z generation is used to digital activities related to information technology. They are used to using various applications connected to the internet [6]. This generation Z activity can be used as a foundation in aligning their characteristics with the learning style carried out in the classroom by the teacher.

Through technology students can be more productive, effective and efficient in terms of time, energy and costs because there are means of communication that facilitate their affairs. As well as students can find material by searching via mobile phones or computers via the internet [7]. One of the lessons that can be mastered through the advancement of internet technology is English. English mainly acts as a global lingua franca. Lingua franca is a language that is used to communicate between different people from different countries [8]. Based on this quote, it cannot be denied that English is very important because English is used as an international official language, and as the language of instruction in the fields of business, education, mass media, and entertainment. By mastering English international information will be easier to obtain, especially information that can increase knowledge and expertise in certain fields so that they become more expert and become more massive solutions to many problems in human life.

Mastering English is unavoidable for this global age. Classroom learning must be able to adapt to the suitability of the characteristics of today's students who are very close to technology, so that learning is fun and easy to master. Some alternative technologies that can be used in the classroom are computers, blogging, software, websites, facebook, edmodo, whatsapp, and you tube. By considering utilizing these technologies, teachers are expected to get many benefits to improve the teaching-learning process [10].

Through the internet with various browsers and applications, various learning videos can be obtained, especially videos from tutors who are native English speakers, so the lessons are easier to understand and easier to pronounce. It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively [10]. Foreign speakers of English will be greatly helped to understand the meaning of English with the help of visual instructions, so there is no doubt that video is an effective medium for mastering English. Another researcher, Brame (2016) emphasized that video has become a very important part of education.

Educational experts have used video media to teach languages since the 1930s. The emergence of YouTube, a video sharing site, revolutionized the way people watch videos. People only need a good internet connection to be able to watch videos on YouTube [11]. In her research, Wijayanti uses videos sourced from YouTube. At present there are many sources for obtaining learning videos, on various social media sites there have been many short videos of learning English circulating. However, Wijayanti's research illustrates how video plays a role in the teaching process.

English has a very broad context according to its fields, there is English which is generally studied as the language itself but English is also used in other fields of life, for example Law, Economics, Health, Agriculture, various engineering fields and others. Language for special purposes like this certainly requires a very rich vocabulary, so the richness of the discussion in today's videos really helps the process of mastering English. Economics, for example, as told by Arianti (2017), he argues [12] The pattern of learning English in economics must be adjusted to what is needed by students in the world of work so that its application can be optimally utilized.

The aim of learning English at the primary and secondary education levels is to prepare students to be able to deal with changing circumstances in an ever-evolving world, through practicing acting on the basis of logical, rational, critical, careful, honest and effective thinking. As well as training ways of thinking and reasoning in drawing conclusions, developing problem-solving skills, and developing the ability to convey information or communicate ideas through oral, written, pictures, graphs, maps, diagrams and so on [13]. This goal certainly requires adequate learning strategies and media so that students can master English well, one of which is with videos.

Based on the background mentioned above, the researcher then conducted a simple research on learning English in class VIII of MTS Al-Hasanah Bengkulu Central Islamic Boarding School. This study aims to find out to what extent current videos from various sources have been used by teachers in teaching English in class. What do students think about the use of video in learning English.

B. Research Methods

Departing from the results of the semester 1 UTS results for class VIII MTS Al-Hasanah Islamic Boarding School which showed that only 29% completed without remedial, the researcher was interested in exploring English learning there. How interesting learning is perceived by students in class. A total of 41 questionnaires were distributed to students of class VIII MTS Al-Hasanah Islamic Boarding School which contained 5 questions; 3 closed questions, 2 open questions namely;

1. How often do English teachers use learning media such as video or audio in the learning process?
2. Do you feel that English material is easier to understand through the use of videos?
3. Are you interested in using video in your next English lesson?
4. Is there anything else that you think needs to be improved or added in teaching English in grade 8 junior high school? If so, please explain
5. Do you have any suggestions or input regarding the use of videos in learning English that you would like to convey?

Then the data obtained were analyzed with a quantitative descriptive method. This quantitative research is research that is used to answer problems through careful measurement techniques for certain variables, so as to produce conclusions that can be generalized, regardless of the context of time and situation and the type of data collected, especially quantitative data [14]. The data obtained from the questionnaire was analyzed and then described to draw conclusions from the search results obtained.

C. Results and Discussion

From the results of the answers to the 3 closed questions asked, the following answers were obtained:

Table 1. Percentage of Answers to Question 1

Always	Often	Sometimes	Seldom	Never
		4 people	13 people	24 people
		10%	32%	59%

The first table answers closed questions regarding the use of video when teaching English in class. As many as 59% answered that they were never used, 32% answered that they were rarely used, and 4 people answered that sometimes videos are used when studying.

Table 2. Percentage of Answers to Question 2

Strongly agree	Agree	Not sure	Don't agree	Strongly disagree
26 people	9 people	6 people		
63%	22%	15%		

Table 2 shows the students' answers about whether the video will make it easier for them to understand English lessons or not. 63% of students chose the answer to strongly agree that videos would make it easier for them to understand English, 22% agreed, and 6% were unsure about using videos to learn English.

Table 3. Percentage of Answers to Question 3

Very interested	Interested	Not sure	Less interested	Not interested
25 people	14 people	1 person	1 person	
63%	34%	2%	2%	

While the question about interest in videos in learning English, the average student answered very interested, as evidenced by 63% of the answers not sure, 34% interested, 2%, 2% less interested.

In addition to the 3 closed questions based on the table there are 2 open questions about how students criticize and suggest about learning so far and their suggestions about videos to be used in learning. On average, they feel bored during learning and want other innovations in the learning process, one of which

is using video. The videos used can be English film videos or live videos related to subject matter that are easy to understand.

The results of research conducted by Budi & Binarkaheni (2017) show that increasing interest in learning English can be done by using interesting media, one of which is through learning videos [15]. According to Fatmawati (2021), learning media in the form of video is also considered a solution to solving distance learning problems [16]. Meanwhile, the results of the research by Premana et al (2021) state that media in the form of videos can improve student learning outcomes in the English subject [17].

From the research results obtained and also supported by relevant previous research results, it can be said that learning media in the form of videos is very appropriate to be implemented in learning English.

D. Conclusion

Based on the analysis of the questionnaire that was distributed to 41 representative students of class VIII, it can be concluded that video is almost never used in the English learning process in class, as many as 59% have answered that it has never been used. This was also reinforced by as many as 63% of students answering that they were very interested if videos were used in learning English, they also believed that using these videos would make it easier for them to understand English lessons for better learning achievements in the future.

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