

Student's Learning Outcomes in Online Fun Learning using Video at SMP Wahidiyah Kediri

Jenny Ika Misela¹, Mahendra Puji Permana Aji²

¹Universitas Wahidiyah Kediri

²Universitas Nusantara PGRI Kediri

Correspondent Email: jennyikamisela@gmail.com*, mahendrapuji@unpkediri.ac.id

ABSTRACT

The pandemic has changed the way of teacher delivering material to the students. SMP Wahidiyah Kediri has supported the online learning for its students in order to bring new learning experience to the students and also in order to make the teaching learning process better in this new pandemic era. English as one of the compulsory subject at Junior High would also use online learning as media in teaching learning process. The online learning should make the students gain the knowledge better but also in a fun way. Video is used as one of the media in teaching English as it is bring joy and fun to the students. The study involved the seventh grade students of SMP Wahidiyah Kediri. It was completed in eight meetings. The researcher used quantitative method with t-tests to analyze the data. The result showed that there were significantly different levels of learning outcomes between the students who were taught by online fun video learning with the students who were not. The data showed that $t\text{-test} > t\text{-table}$ ($3807 > 1993$) so that H_a is accepted and H_o is rejected. The average score showed that the class control has lower value than the class experiment. So it can be concluded that online fun video learning could improve the students' learning outcome (Calibri 10)

Keywords: *Online Learning, Students' learning outcome, Video.*

INTRODUCTION

The Pandemic era because of COVID-19 has changed the world.. The government is urging to implement the physical and social distancing and it is recommended to stay at home to minimize the rate of viruses' transmission. Because of the limitation of the traditional face-to-face teaching learning process, It also changed the way teacher gives material to the students Teacher should find another way to delivering the material well to the students. Online learning is one way to solve this problem in teaching learning process. The covid-19 pandemic highlights the need to use online models and applications to achieve learning goals (Amal, 2019 in Susilawati & Supriyatno, 2020). Through online learning, the teacher could provide media that is more interesting for students so that the students be

able to gain the knowledge in a more fun way. Since the expose of technology is so massive and it is new for the students, it can bring a sense of curiosity and bring excitement to the students so that it will improve teacher – students' engagement and also improve students' learning outcomes.

One of the learning methods that can be applied to the students is the fun learning method. Fun learning is the strategy to create effective learning, applying curriculum, presenting. The teacher must have strategies for learning. Strategies are "easier, faster, more self-directed, enjoyable, more effective and more transferable to the new situation (Oxford 1990:8 in Getasan et al., 2020).

To convey the material, there is a media needed. In fun learning, one of the media that could be used is video. Videos can make students interested because provide image features and make it easier for teachers to give information learning materials to students effectively. The Students are more interested in learning and activities in the use of video media to improve student learning outcomes. The use of video learning media is very useful for students. Teachers will be easier to convey the material, and students will be easier to capture the content of the material because the video media stimulates the student's dance power. The hearing and eyesight involved making it easier for learners to follow the learning process. So the video is very useful in the learning process and improving students' learning outcomes in English

The improvement of the students' learning outcomes can be measured by the learning scores obtained during the teaching learning process and evaluated by exams or tests. Students' learning outcomes are related to measurement, then there will be research and evaluation either using tests or non-tests. When associated with seventh grade students of SMP Wahidiyah Kediri, the students are less focused on online learning and sometimes they give slow respond to the teacher. These because the teacher give them recording in native English voice so they feel insecure to answer, they afraid they give wrong answer. The unsureness is coming from the less of understanding what the speaker says in the recording that they have heard. Therefore, to change this, it takes efforts to invite students to be happier in learning and pay more attention to the material presented. One of them is by using fun learning methods to take their focus to online learning and improve students' learning outcomes.

METHOD

This research will take experimental research used a quasi-experimental design with quantitative research. Quasi-experimental is the subject of control and experimental classes are not randomly selected. The experimental and quasi-experimental design allows the researchers to draw unambiguous conclusions as to causal relationships between two variables (Marsden & Torgeson, 2012 in John & Revesz, 2019).

This research is expected to show the effectiveness of the fun learning method using video as media through online learning can improving English students' learning outcomes for seventh grade students of SMP Wahidiyah Kediri. This research uses a quasi-

experimental design with a Pre-test and post-test design. The researcher will use two classes they are experiment class and control class.

Group pretest and posttest independent variable

Table 3.1 Research activity

Experiment	Y1	X	Y2
Control	Y1	-	Y2

The researcher wants to know students’ learning outcomes with online fun learning through video by giving a pre-test (Y1). So, the researcher will get the result from the post-test given to students. Before giving a post-test, the researcher gives treatment or experiment for students (X). In treatment, the researcher will give 8 meetings. After the researcher gives treatment using online fun learning through video, the researcher gives a post-test (Y2) to take the last action. Its purpose is to know how the effectiveness of improving English students’ learning outcomes especially listening and vocabulary after getting treatment.

In Experimental studies have treatment is the independent variable and dependent variable (Sugiyono, 2013:39). Variable independence is the cause of the changes to the variable dependent. Variable dependent is a variable affected or resulting from or output of the variable independent. This research has two variable it mentioned below:

Table 3.4

Variable dependent	Variable Independent
(Y) Students Learning Outcomes	(X) Fun learning using video

The instrument of the research is English especially listening and vocabulary tests to know how to improve English students’ learning outcomes. The researcher gives a question test with multiple choice for pre and post-test. For pre-test, each listening test has 10 multiple-choice questions, and each vocab test has 10 multiple-choice. Then, for post-test each listening test has 10 multiple-choice and the vocab test has 15 multiple-choice questions.

$$\text{Score} : \frac{\text{Number accepted}}{\text{Maximum Score}} \times 100$$

The data was collected procedures as follows:

No	Activity
1	Interviewing teachers and students of seventh grade in SMP Wahidiyah Kediri through WhatsApp
2	Pre-test the control class and experiment class
3	Giving material for experiment class by applying online fun learning using video by sharing to WhatsApp Group for 8 meetings with 4 treatment materials.
4	Giving material for control class by sharing materials through recording on WhatsApp group for 8 meetings with 4 treatment materials.
6	Post-test the students of control class and experiment class after giving treatment with the same problem
7	Data Analysis

FINDING AND DISCUSSION

After conducting pre-test and post-test in control class and experiment class, researchers get scores from each student of control class and experiment class and group in the descriptive statistic table below.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	33	0	70	50.00	20.156
Post-test Experiment	33	60	96	77.58	10.341
Pre-test Control	42	0	70	52.02	18.678
Post-test Control	42	48	88	68.10	10.981
Valid N (listwise)	33				

The descriptive statistic table above can be explained the value of the minimum and maximum values for pre-test and post-test in experiment class and control class. And there is a mean in each class. In the experiment class, the mean pre-test value is 50 and the mean post-test value is 77.58. The mean control class in the pre-test is 52.02 and the mean in the post-test is 68.10. The mean has a mean difference in pre-test and post-test. It means, there are results of post-test and pre-test that is a higher post-test class experiment after given treatment than the results of the post-test control class. So that it could be shown the improvement of student learning outcomes through pre-test and post-test in class control and class experiment.

After the researcher gets the result from the pre-test and post-test, then the researcher will perform a data calculation with statistics to analyze the research data that has been obtained by the researcher. Researchers used normality test, paired t-test, homogeneity test, and independent-sample t-test to determine the effectiveness of online

fun learning using video by not using online fun learning using video on improving student learning outcomes in control class and experiment class. There are differences or not between the two treatments. In terms of data calculations and tests on the data, researchers used SPSS application version 25.

A. Normality test

Normality tests are conducted to know whether the data obtained is a normal distribution or not. This needs to be done because in a normal statistic parametric data distribution is a must and absolute requirement that must be met. The normality test in this research used the Shapiro- Wilk test because the sample was less than 50 with a significance level of 0.05 (5%) with the decision making that is if the significance of the Shapiro-Wilk test > 0.05 (5%), then the data is normally distributed and if the Shapiro-Wilk test < 0.05 (5%) then the data is not normally distributed. The table below is the results of the normality test of pre-test and post-test control class and experiment class:

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre-test Experiment	.150	29	.093	.935	29	.074
	Post-test Experiment	.127	33	.196	.950	33	.133
	Pre-test Control	.140	38	.059	.945	38	.061
	Post-test Control	.123	42	.115	.957	42	.119

a. Lilliefors Significance Correction

The normality test produced significant results for control class and experiment class in pretest and posttest, in pre-test class experiments significance scores of 0.074 out of 29 students and significance scores on posttest 0.133 out of 33 students. as for the class control significance score on the pretest 0.61 of 38 students and the posttest significance score of 0.119. The results show that the significance value of control class and experiment class > 0.05, it can be concluded that the data of pretest and post-test results in control class and experiment are normally distributed.

a. Paired Sample test

Test paired sample t-test is used to know the difference in the average of the bound sample, the requirement to conduct a test paired sample t-test is normally distributed data.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experiment - Post-test Experiment	-27.576	16.338	2.844	-33.369	21.782	-9.696	32	.000
Pair 2	Pre-test Control - Post-test Control	-16.071	18.148	2.800	-21.727	10.416	-5.739	41	.000

Based on the output pair 1 obtained sig value (2 tailed) $0.000 < 0.05$, it can be concluded there is a difference in the average student learning outcomes for pre-test experiment class with post-test experiment class.

Based on the output of Pair 2 obtained a sig value (2 tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average student's learning outcomes for pre-test control class with post-test control class. Then it can be concluded that there are changes in student learning outcomes.

b. Homogeneity test

A homogeneity test aims to determine a variant or diversity of data from two or more groups of the same (homogeneity) or heterogeneous nature. In this research, a homogeneity test is used to find out if the variant of post-test data of the experiment class and post-test data of the control class is homogeneous or not. Below is the table of the homogeneity test table.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students	Based on Mean	.121	1	73	.729
Learning	Based on Median	.143	1	73	.706
Outcomes	Based on Median and with adjusted df	.143	1	72.974	.706
	Based on trimmed mean	.128	1	73	.721

Based on the output, the value of significance (sig) Based on Mean is $0.729 > 0.05$. So it can be concluded that the variants of the data post-test experiment class and data post-test control class are the same or homogeneous.

c. Independent samples test

An independent test is used to determine if there is an average difference between the two unseeded samples. In this research, an independent samples test was conducted with post-test data of the experiment class with post-test control class data.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students Learning Outcomes	Equal variances assumed	.121	.729	3.807	73	.000	9.481	2.490	4.518	14.444
	Equal variances not assumed			3.835	70.579	.000	9.481	2.472	4.551	14.410

Based on the output, the independent sample test uses the equal type because the data owned by the researchers is normally distributed, so the value of significance (sig) is $0.000 < 0.05$. So it could be concluded that there is an average difference in student learning outcomes with online fun learning using video with no online without video. The average result can be seen in the descriptive statistic table that already exists at the beginning of chapter VI.

e. Testing hypotheses

The analysis of this research hypothesis proposes H_0 : there is no significant effect for the application of online fun learning using video to improve students learning outcomes. H_a : There is a significant effect for the application of online fun learning using video to improve English students' learning outcomes. the basis of decision making with the significance level of testing this hypothesis is 0.05 (5%). that is:

- If $t_{\text{-test}} > t_{\text{table}}$ then H_a is accepted and H_0 is rejected
- If $t_{\text{-test}} < t_{\text{table}}$ then H_a is rejected and H_0 is accepted

The results of t count can be seen from the independent sample test table that has been discussed above. There is (t) column in Equal variances assumed. Furthermore, to

determine the result, the α 0.05 with degree freedom (df) 73 (α 0.05 (5%) / 2 = 0.025 (2.5%)) is 1,993. then t 3.807 > t 1.993 so that H_a is accepted and H_o rejected. Therefore, online fun learning using video is effective in improving the students learning outcomes of seventh grade students of SMP Wahidiyah Kediri.

CONCLUSION

From the results of research findings and discussion of the results of the study in chapter IV, given the results of the analysis of data calculation shows improvements in student learning outcomes through pre-test and post-test for experiment classes and control classes. So it can be concluded that online fun learning using video affects the learning outcomes of grade VII students of SMP Wahidiyah Kediri. In the research that has been done that using fun learning that is guessing word has a positive effect on students. due to the current pandemic Covid 19, the learning is done online, therefore researchers use video as a learning medium for students so that students do not feel bored and enjoy the teaching and learning process online.

The results of the treatment conducted by researchers with post-tests and pre-tests in the control and experiment classes so that it can be concluded that H_o was rejected and H_a accepted which means that research with online fun learning using video effectively in improving the English students' learning outcomes of grade VII students of SMP Wahidiyah Kediri rather than not using the method.

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