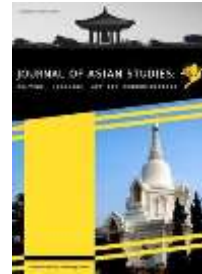




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IMPROVING INDUSTRIAL ENGINEERING STUDENTS' VOCABULARY USING VIDEO AS LEARNING MEDIA

MENINGKATKAN KOSAKATA BAHASA INGGRIS MAHASISWA TEKNIK INDUSTRI MELALUI PENGGUNAAN MEDIA PEMBELAJARAN VIDEO

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Abstract

The presence of learning material that piques students' interest is a critical component of educational activities. Media serves as a bridge between teachers and students, facilitating the dissemination of educational materials and aiding comprehension. The breakout of the Covid-19 epidemic in Indonesia impacted Indonesia's school system. Students and professors must engage in educational activities virtually. As a result, the educational media During the Covid-19 pandemic, educators have the option of using audiovisual media to educate students. This study aims to determine whether or not videos as learning media can help students improve their English vocabulary. Individual action research is used in this study, which includes surveys, observations, interviews, and a class test. Qualitative research methodologies were used to analyze 60 second-year students in the industrial engineering department. The study found that lecturers' use of learning videos to teach during the Covid-19 outbreak had a positive impact. To help pupils learn English during the Covid-19 pandemic, media in the form of educational video was deployed.

Keywords: Industrial Engineering Students, Improving Vocabulary, Video, Learning media

Abstrak

Salah satu faktor penting dalam kegiatan pembelajaran adalah adanya media pembelajaran yang menarik perhatian peserta didik. Media merupakan alat perantara antara pendidik dengan peserta didik dan sangat menunjang dalam penyampaian materi pembelajaran agar lebih mudah untuk mempelajari

dan memahaminya. Mewabahnya pandemi Covid-19 di Indonesia memberikan pengaruh bagi proses pendidikan Indonesia. Kegiatan pendidikan harus dilaksanakan secara virtual antara mahasiswa dan dosen. Sehingga media pembelajaran yang menjadi alternatif pendidik saat pandemi Covid-19 adalah penggunaan media video pembelajaran. Tujuan dari penelitian ini adalah untuk melihat efektivitas penggunaan media video dalam meningkatkan kosakata bahasa Inggris mahasiswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode individual action research yang diawali dengan survey, observasi, wawancara dan tes di kelas. Penelitian dilaksanakan pada 60 mahasiswa semester kedua untuk program studi teknik industri menggunakan metode penelitian kualitatif. Hasil penelitian memperlihatkan bahwa pelaksanaan pembelajaran pada masa pandemi Covid-19 dengan menggunakan media video pembelajaran oleh dosen berdampak baik. Media berupa video pembelajaran efektif digunakan pada masa pandemi Covid-19, karena mampu meningkatkan kosakata bahasa Inggris mahasiswa.

Kata kunci: Mahasiswa Teknik Industri, Meningkatkan Kosakata, Video, Media Pembelajaran

1. INTRODUCTION

In March of 2020, the Indonesian government reported cases of Covid-19. This phenomenon renders many social activities impossible to engage in face-to-face. This has an effect on the Indonesian education system, which is advised not to have face-to-face meetings in class but to switch to distance learning remotely or online so that the learning process may continue and the participants' rights can be satisfied (Apriyanto, M.T. & Herlina, L, 2020). All learning-related activities have been done online with the help of the internet and other computer and communication devices. In fact, learning at a distance is not as easy as it should be. It takes commitment from both the students and the teachers, as well as a computer or smart phone and access to the internet. Also, the teacher should be more creative in his or her role as planner and leader of class activities in order to create a lively learning environment that will encourage students to study hard. The traditional lecture method, which is often used by teachers, could be less effective because it doesn't require students to do as much. Most teachers agree that it's hard to keep students interested, engaged, and focused during a lecture. This is especially true in higher education, where students are in large classes with less interaction (Wang & Tahir, 2020).

The learning from the home system has been in place for more than a year since the pandemic began. Whether we realize it or not, the length of time spent on online schooling affects student psychology. Students frequently feel boredom when implementing virtual learning, which is impacted by internal and external factors that affect their active participation in learning activities. Aspects that originate from students, for instance, include physical and psychological factors. External factors are those that originate from outside the students, such as the selection and usage of learning models, learning media, school infrastructure, the quality of educators, and others (Kurniawan B., 2017).

One of the mental impacts that students may experience is called "learning burnout," which is also sometimes referred to as "learning saturation." Students' complaints of feeling bored in online classes and anxious about attending virtual schools are extensively spread over a variety of social media outlets. Students majoring in industrial engineering find that the English classes that complement their science, which are known as engineering English, are extremely boring. Utilizing different forms of educational media in the right way and at the right time can result in a variety of positive outcomes. Using learning media is one way to boost both the engagement of learners and the quality of their education. The utilization of relevant and appropriate instructional media can be beneficial to the motivation of students as well as their learning outcomes. In addition, the media have the ability to give participants with learning stimulus, which can result in an educational experience that is both enjoyable and fruitful (Ali, 2009).

Both the educational medium and the approach have to be in line with the material that is being taught. That which is communicated The term "instructional video media" refers to a type of media that is used to transmit audio and visual learning messages that include topics such as theories, concepts, methodologies, and more. The application of previously acquired knowledge in order to better comprehend the material being studied (Susiliana & Riana, 2009). instructional videos The combination of music and images in a form of media. The significance of This type of media is more effective than others because it possesses both the audio (sound) and visual (picture) qualities of information; video, also known as audiovisual media, is a means of transmitting information that possesses both of these properties. The information that is provided may be in the form of facts (events, noteworthy events, news), or it may be in the form of fiction (such as stories), and it may serve either an informative, educational, or instructional purpose (Sadikin & Hamidah, 2020). According to Haryoko (2009), in the interim, video may communicate information, explain processes and complicated concepts, educate skills, shorten or lengthen the time, and change attitudes. Video can also shorten or lengthen the time.

It is possible to draw the conclusion that video as a learning medium is one learning medium, with video media being advantageous for presenting difficult-to-understand themes and enhancing student vocabulary acquisition. This conclusion can be drawn from the perspectives that were presented earlier, and it is possible to draw this conclusion. The expansion of a person's vocabulary is both the first step and the final step in the process of honing one's linguistic skills. According to the definition provided by Hiebert and Kamil (2005), vocabulary is the knowledge of words in addition to the meanings of such words. [Citation needed] The vast majority of students who are studying the English language are aware that words can be divided into two primary categories: content words, which have a particular meaning, and function words, which have very little or no meaning when removed from their context but have grammatical meanings between sentences in order to form meaning.

The findings of problems in the field during the pandemic related to the implementation of virtual learning activities, followed by the difficulties of students in increasing their vocabulary, as well as finding various uses of learning media, particularly videos, led the researchers to make the decision to conduct research with the title improving industrial engineering students' vocabulary using video as a learning media. This decision was made because of the findings of problems in the field during the pandemic related to the implementation of virtual learning activities. The results of problems that occurred in the field during the epidemic were used as the basis for this decision.

2. METHODS

This research is on the qualitative variables and employs the individual action approach. It starts with questionnaires, then moves on to observations, interviews, and final exams in the classroom (class action research). In contrast to the previous method of learning, classroom action research aims to improve and/or enhance the quality of classroom instruction directly using various treatments (Suhardjono, 2011: 11). Evaluation is done later to determine the extent to which students' English vocabulary can be improved by learning video media.

This study intends to supply new and valuable references to research practitioners, so encouraging them to innovate and be creative in the instruction that is carried out. Utilizing technology that is up to date with all of the advances in high demand by students, in general, is one way this may be accomplished. It is anticipated that the proximity of student hobbies with learning media and tactics utilized when studying will be able to kindle the excitement of students in learning topics that have been deemed challenging and monotonous, particularly English vocabulary, because teaching with media and techniques that are close to the pattern of

everyday life will be something fresh, a challenge, enthusiasm, and motivation that is exciting for the students. Moreover, teaching with media and strategies close to daily life's patterns.

The informatics students currently enrolled in their second semester of study for the academic year 2018–2019 are the focus of this study. The sample consisted of sixty students who had a substantial interest in westerns and regularly watched westerns whenever they were shown. The first step in conducting research by watching a film is to prepare the film and the equipment used, such as laptops, speakers, and an LCD/Projector to show movies. Afterward, the students watch the movies segment by segment and note any new or uncommon foreign words they hear. After students have gained new vocabulary through viewing films, they consult their notes and an English-Indonesian dictionary to research the meanings of the words and determine how they might be used in context. While students are writing, teachers or researchers can monitor their progress and provide feedback or guidance if they have questions. Some students are allowed to read the writing at the end of the session, while others listen and correct it if there is an error or a vital vocabulary entry. In addition, students are still given a second chance to watch the film and improve the draft that was wrong (if there is time)

3. RESULTS AND DISCUSSION

It was found, based on the findings of a study that was carried out on 60 students with the assistance of SPSS 15.0, and when compared with the findings of the pretest that had been carried out in the past, that the results of increasing the vocabulary of students who were taught by learning video media had an average value of 79.0, with a median value of 82.0. This was discovered based on the findings of a study that was carried out on 60 students with the assistance of SPSS 15.0. When the results of the previous test were examined side by side with the current ones, it was possible to unearth this piece of information. It was feasible to unearth this piece of information when the results of the prior test were compared side by side with the ones from the present test. When all things are taken into account respectively, the value 93.0 is the one that comes up most often.

This conclusion can be understood by considering the observation that it was witnessed that the results were getting better over the course of time. When the value that was acquired from the preliminary test that was carried out in the past is compared to the value that was received from the test that was carried out in the past, this represents a significant improvement that should be noted in the meantime. In classes where procedural semantic mapping and cinematic media were employed as teaching techniques, students performed calculations with the assistance of cinematic media. The group in question had a score of 80.0 as the score that appeared most frequently, 76.0 as the score that served as the group's average, and 80.0 as the score that served as the median.

After finishing the statistical computations, the normality test was carried out in order to assess whether or not the data were distributed in a regular form. This was done in order to draw a conclusion about the reliability of the results. A Kolmogorov Smirnov test was carried out in order to establish whether or not the data were normally distributed. The results of the test indicated that all of the data were, in fact, normal. The levels of significance that were obtained for the aforementioned three groups were, in order, 0.205, 0.522, and 0.333. These three discoveries each have a significance level that is more than 0.05, which is the value that serves as the threshold for significance. In light of the information available, one can draw the conclusion that all of the data follow what is known as a normal distribution. This is an inference that can be drawn.

In addition to that, we carried out a test for homogeneity so that we could determine whether or not the data were consistent with one another. The precise instant when the symbol.

As a result of the fact that the number that was produced by Levene's test in SPSS 15.0 is much higher than 0.05, it is possible to draw the conclusion that the variance can be regarded as being consistent throughout. Making use of the software will make it possible for you to obtain this information. Following the completion of the data analysis, the subsequent stage consisted of continuing to test the hypotheses. In order to determine whether or not the film media and the English language interact with one another or whether or not there is an influence between the two, the hypotheses are put to the test.

In order to verify the accuracy of the hypothesis, a two-way analysis of variance was carried out, and the findings are summarized in the table that can be found below. In the group that made use of video-based learning resources, the value that was already known was 0.007 0.05. Therefore, it is plausible to make the conclusion that there is a growth or learning effect associated with the consumption of cinematic media by students of the English language. This conclusion would be supported by the evidence. The results of the overall calculation allow for the conclusion to be taken that the utilization of instructional video media led to an improvement in the vocabulary of the English language among the students. This is the conclusion that can be drawn from the findings of the overall calculation. The results of the comprehensive computation lend credence to this assertion.

4. CONCLUSION

Research has shown that the usage of video media in learning during the pandemic was beneficial and had a good impact on the public. Covid-19, where students in the industrial engineering department learn through video, has been a success thus far. Students' vocabulary can be improved by lecturers using educational video media, according to most instructors during the Covid-19 pandemic. Other than that, students find video-based learning activities appealing because they can assist them in learning at home and motivate them to learn. The Covid-19 pandemic also encourages instructors to be creative and selective in their learning by encouraging them to find or make innovative films that benefit students while studying at home during the pandemic.

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