USING PROJECT BASED LEARNING VIDEO

MENINGKATKAN PENGUASAAN KOSA KATA SISWA DI ERA PANDEMI MENGGUNAKAN VIDEO PEMBELAJARAN BERBASIS PROJECT BASED LEARNING

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Abstract

One of the essential things in English besides writing, speaking, listening, and reading and skills is vocabulary. Vocabulary was one of the essential things that must be mastered in order to be able to master the other four essential skills. The use of project-based learning-based learning videos can be a solution in improving students' vocabulary skills. The study aimed to determine the video used as a learning media in boosting students' vocabulary skills in the pandemic era. The current research utilized a quasi-experimental design. The group which given the pre-test and post-test scenarios were treated as a control group. The group got two different treatments at once. The subject was primary school students in fifth grade. To collect the data, the instruments used included video, pre-test, and post-test. All data obtained were calculated using the SPSS 20 version. Data statistics revealed that the mean score was improved from the pre-test (63.23) to the post-test (84.52). After the normality and homogeneity test, the data obtained were categorized as standard and homogeny. In addition, according to the data analysis, the null hypothesis was rejected, which means that the use of educational learning video was very effective for boosting and improving students' vocabulary skills.

Keyword: Vocabulary, Video, Project based learning.

Abstrak

Salah satu hal terpenting dalam Bahasa inggris selain kemampuan menulis, berbicara, mendengar dan membaca adalah kosa kata. Kosakata merupakan salah satu hal penting yang harus dikuasai untuk dapat menguasai keempat keterampilan penting lainnya. Penggunaan video pembelajaran berbasis proyek dapat menjadi solusi dalam meningkatkan kemampuan kosakata siswa. Penelitian ini bertujuan untuk mengetahui penggunaan video sebagai media pembelajaran dalam meningkatkan kemampuan kosakata siswa di era pandemi. Penelitian saat ini menggunakan desain kuasi-eksperimental. Kelompok yang diberikan skenario pre-test dan post-test diperlakukan sebagai kelompok kontrol. Kelompok mendapat dua perlakuan berbeda sekaligus. Subjeknya adalah siswa sekolah dasar kelas V. Untuk mengumpulkan data, instrumen yang digunakan meliputi video, pre-test, dan post-test. Semua data yang diperoleh dihitung menggunakan SPSS versi 20. Data statistik menunjukkan bahwa nilai rata-rata meningkat dari pre-test (63,23) ke post-test (84,52). Setelah dilakukan uji normalitas dan homogenitas, data yang diperoleh dikategorikan sebagai data yang standar dan homogen. Selain itu, menurut analisis data, hipotesis nol ditolak yang berarti bahwa penggunaan video pembelajaran pendidikan sangat efektif untuk meningkatkan dan meningkatkan keterampilan kosakata siswa.

Kata kunci: Kosakata, Video, Project based learning

Introduction

Globalization has led to rapid advancement in information and communication technology, including in the field of education. Technological advances have brought the education sector to be more assisted by many innovations that can support the learning process. Technology in education is an effective solution when the corona virus pandemic hits the world. The COVID-19 outbreak has spread rapidly worldwide, giving effect on human life, including the education system. In the COVID-19 epidemic, the education system in Indonesia has been changing. As a result, all departments are ordered to implement an online classroom to deal with this COVID-19 outbreak. During this pandemic, students and students did not carry out the teaching and learning process from schools or campuses like traditional learning before but were replaced by online learning (Rahim et al., 2020). Teachers were to apply online classes in conducting the teaching and learning process. The government enacted a public policy to shift face-to-face learning in formal classrooms to online learning outside formal classrooms, including English as a foreign language (EFL) instruction.

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English become one of many courses that the students should learn towards e-learning. As an international language, English allows us to communicate with people on the other side of the world. English is one of the international languages widely used in all fields of knowledge and is used as a means of communication in international relationships (Sukarno, 2008). As a result, in Indonesia, all students are expected to be fluent in English. To speak English, students should learn the basic knowledge and the components of English. Four principal abilities, namely listening, speaking, reading and writing, must be mastered in learning English. One of the main components of English is vocabulary. So that teaching vocabulary as early as possible to children will help students' mastery of English skills. According to Pratiwi Rahmadhani (2015), better to teach vocabulary as early as possible to young learners because it is an essential component of language learn. Students required English vocabulary to support their skills and they will be capable of communicating bot in written and spoken English.

Teaching English as a Foreign Language (EFL) in elementary school level an Indonesia is mainly directed to teaching language components, such as vocabulary. Students require English vocabulary to help them with these skills, and they can communicate in both written and spoken English if they have a large vocabulary (Hariyono, 2020). In this case, students' vocabulary aspect is the foundation for developing students' language skills in the higher level of EFL language learning, such as writing, speaking, listening, and reading. However, in Junior High School, students tend to get limited exposure to vocabulary learning. The student learning process on vocabulary during the pandemic seems less compelling. This is because the student learning process uses an online learning system that only works on assignments given by the teacher. The learning process that only relies on an assignment system can only be overwhelming for students. Moreover, through E-learning, the students rarely can practice their speaking, communicate with their friends and teachers, and share their ideas in the class. It means the teachers should provide exciting materials for building the students' interest in studying the materials, doing the tasks, and practising confidently speaking to communicate with others.

Based on these problems, effective solutions are needed. To solve these problems, exciting and contextual learning videos can be used as a solution. Video as a learning medium can be an appropriate and innovative strategy in helping teachers and students solve English language learning problems in elementary schools. According to Deni (2020) stated that teachers need effective strategies to facilitate the teaching and learning process. Many students in the digital era prefer

to study in their way, which makes teachers have to change the way they teach to suit students' needs in the digital era (Rini et al., 2019). In use, video learning needs to be developed so that the learning process that occurs can run more effectively and efficiently. Learning videos can be developed by collaborating with project-based learning methods. Project-based learning is one of scientific methods which promoted in schools as part of the K13 curriculum, emphasising the scientific methods used in the classroom activity.

Project-Based Learning (PJBL) method is a learning method centred on learning activity with concrete project results (Baş & Beyhan, 2010). According to KİMSESİZ et al., (2017). PJBL is a student-centred, constructivist approach, where students will actively discover and produce both collaboratively and individually, which can then develop their academic and social-psychological skills. Project-Based Learning (PBL) become the most widely used strategies to maximise students' learning role (Astawa et al., 2017). Project-based learning can improve creative thinking skills by involving students in actual or simulated experiences and becoming autonomous and independent learners.

In conclusion, instructional videos that use project-based learning can be utilized as medium to assist in the teaching of English. The use of instructional videos during a pandemic is essential because it can help students and teachers. In line with the urgency of the K13 curriculum, which focuses on using scientific approaches, this learning video was developed using project-based learning. Many educators have applied this media in their learning activities because of the many advantages of using instructional video media during the Covid-19 epidemic. The current research was conduct to carried out the effect of using video toward student's vocabulary ability in the 5th of elementary school.

Research Methods

This research refers to a quantitative research approach. Specifically, this current research used quasi-experimental design research. The researcher employed quasi-experimental design because of external variables that the researcher in this study could not control. One group pre-test and post-test design is a quasi-experiment with two characteristics (Fraenkel et al., 1996). First, only one group of participants is used, and no control group is required because comparisons are made between the two groups. In this case, all participants were given the same treatment and evaluation. Second, the use of a linear ordering system necessitates measuring the dependent variable both before and after treatment.

The current research was implemented by administering a vocabulary pre-test to determine how students mastered the vocabulary. The researchers administered treatment to the experiment class. Following the researcher's treatment of the experiment class, the next step is to administer a post-test to the class to determine the outcome of the educational video-based project-based learning used to mastery vocabulary. The research involved two variables comprising the independent and the dependent variable. The independent variable was the use of educational video. Meanwhile, the dependent variable was the students' vocabulary skill.

Population and Sample of The Research

SDN 2 Kaliuntu in Buleleng was used as the location for the study. The population is all the subjects present in one area and possess distinct characteristics relevant to the problems of the research that will be studied (Arikunto, 2010). The population was all students at SDN 2 kaliuntu. The group or subset of the population being studied is known as the sample. The sample was 5-grade students at SDN 2 kaliuntu.

Research Instrument

During the data collection, the researcher utilized a vocabulary test as the instrument. The data collection method was defferentiaed into two parts: pre-test and post-test. The pre-test was done to locate the starting scores, or general vocabulary capabilities, of all students who have the same level of vocabulary competence. The post-test result was compared toward the pre-test results, and SPSS 20 version for analyzing all the data.

The technique of Data Analysis

 Several analyses, each with its unique steps, were used to analyze the experiment's data.

1. The spread normality test was utilized to check whether the data are obtained from each standard distribution variable or not. The calculation of the normality test in this study uses the Kolmogorov-Smirnov data normality test, which is calculated with the help of SPSS for Windows Release 20.
2. The homogeneity test is to find out whether the two groups have the same average or not. The homogeneity test used in this study is the ANOVA test with the help of SPSS for Windows Release 20. The assumption used in this test is that if the data is of a quantitative type, be it intervals or ratios, the data is usually distributed, and the data is small in number.

3. T-test (Independent Sample Test) is completed regarding the normalization of test class and control class data. The Independent Sample T-Test was used to test the mean difference between the two groups. This test is also used to test the influance of the independent variable on the dependent variable.

Results and Discussion

Results

Table 1. Students' speaking scores

Name	Pre-test	Post-test
Students 1	64	84
Students 2	61	89
Students 3	62	85
Students 4	71	87
Students 5	59	80
Students 6	68	81
Students 7	67	79
Students 8	59	89
Students 9	70	97
Students 10	59	80
Students 11	68	89
Students 12	65	79
Students 13	63	87
Students 14	57	82
Students 15	68	88
Students 16	58	80
Students 17	49	79
Students 18	66	84
Students 19	68	89
Students 20	60	88
Students 21	66	92
Students 22	64	88
Students 23	65	79
Students 24	70	88

Students 25	57	87
Students 26	58	89
Students 27	59	81
Students 28	69	84
Students 29	60	82
Students 30	70	79
Students 31	60	75

Based on the table above, the vocabulary test results conducted on 31 students as the results in the pre-test and post-test. The results which gained before and after the treatment in learning videos have generally changed several times. In order to see how far the students' vocabulary improves, these values were next calculated using the SPSS 20 formula. The statistics for detailed data have been calculated as follows:

Data Statistics
Descriptive Statistics

In a study, description of all data is essential to give an overview of the data. Descriptive statistics provide an overview or description of data by the average, standard deviation, maximum, and minimum score. Table 2 described the detailed calculations.

Table 2. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	31	49	71	63.23	5.175
PostTet	31	75	97	84.52	4.905
Valid N (listwise)	31				

Based on table 2 above, the amount of data obtained is 31 students. The average value obtained at the pre-test was 63.23, and the post-test was 84.52. The standard deviation obtained by the pre-test was 5.175, and the post-test was 4.905.

Normality Test

A normality test to determine the normality of data is conducted in order to test the data collected or not. The calculated details were described in Table 3.

Table 3. Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.121	31	.200[*]	.940	31	.083
PostTet	.145	31	.094	.944	31	.107

According to the table 3, it showed the value of the normality test using the Kolmogorov-Smirnov. The data used in this study can be said to be normal if the significant value is more than 0.05. Based on the calculations carried out at SPSS, it can be seen that the significant values got in the pre-test and post-test are 0.200 and 0.094. Then based on the above calculations using Kolmogorov-Smirnov, it was possible to conclude that the average data is normally distributed because it has Asymp. Sig> 0.05. The learning outcomes of the experimental class have a sig. Big 0.200 and 0.094. So It is possible to conclude that the data was normally distributed.

Homogeneity Test

The homogeneity test was carried out to establish that Two or more sample data groups come in the same variance populations (homogeneous). A homogeneity test was conducted to check the homogeneity of the current data. The calculated details were described as followed:

Table 4. Test of Homogeneity of Variances

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.093	1	60	.761

The above table presented a homogeneous student data test. Based on the test table using SPSS 20, it can be seen that the significance value is 0.761 because the significance value is more than 0.05, namely 0.761> 0.05, so that the data can be said to be homogeneous. So the class used for research is homogeneous.

One-sample Test

The objective of a single sample test was to determine whether a particular value differed significantly from a sample mean. The one-sample test has also been used to test a study hypothesis. The calculation result is described in detail in Table 5.

Table 5. One-Sample Test

					95% Confidence Interval of the Difference	
One-Sample Test						
			Test Value = 0			
				Mean		
	t	df	Sig. (2-tailed)	Difference	Lower	Upper
PreTest	68.024	30	.000	63.226	61.33	65.12
Postest	95.938	30	.000	84.516	82.72	86.32

The results of the t-test analysis on students' learning outcomes can be clearly seen in the table above. From the table, it was found that the value of t in the pre-test and post-test is 68.024 and 95.938, with a significance of 0.000 and 0.000. The significance value showed 0.000 <0.05, so that H0 was rejected. This is also supported by the mean post-test value of 84.52, which is greater than the pre-test, 63.27. Based on Table 5, an influence exists between project-based learning video used on the vocabulary skills of fifth-grade students at SDN 2 Kaliuntu in Buleleng.

Discussion

According to the results on this study, it showed that the vocabulary skill of fifth-grade students of SDN 2 Kaliuntu who were taught using project-based learning videos showed improvement. The average value obtained during the pre-test before being given the learning video treatment was 63.23. The mean score on the post-test after being given the learning video treatment was 84.52. The difference in the mean score was 21.29. It means that the score obtained by students on the post-test (after treatment) was higher than the pre-test (before treatment). Furthermore, the significant (2-tailed) of the one-sample test was lower than 0.05, and the null hypothesis (Ho) was found to be false and was rejected. Based on these findings, it is possible to conclude that the use of

learning videos based on project-based learning effectively improved and increased students' vocabulary skill score.

The current study examines research on videos in language education, focusing on their effects on learners' vocabulary skills. It was discovered that learning vocabulary skills through videos significantly increased students' vocabulary ability. This could imply that using videos to help students improve their vocabulary skills was beneficial. Videos contain visual elements, which may be the essential factor in assisting students in increasing their vocabulary abilities. According to Hadijah (2016), videos can make students' learning more attractive because they get different learning styles. Video can be creative ways to enhance learning outcomes and produce positive results in the classroom (Kamelia, 2019). They could easily understand what the information was because of the visual elements. Overall, the findings indicate that students generally enjoy using video and prefer to learn English through video.

Conclusion

The findings of this research study support the study's conclusion. The mean score of the pre-test revealed that it was 63,23. In the meantime, the mean score on the post-test was 84,52. It increased by 21,29 gain. It is possible to conclude that the students' vocabulary ability was significantly improved. According to the t-test calculation, the student's vocabulary ability to fifth-grade students of SDN 2 Kaliuntu is significant. (2-tailed) The one-sample test was lower than 0.05. The null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) is accepted. The study's findings showed that there was a significant different in vocabulary ability. Using video is more beneficial and helpful. Based on the findings, it is possible to conclude that, in general, video is an effective teaching medium for teaching English, particularly for teaching vocabulary. Video as teaching media is more efficient than audio. The opportunity of students to learn at their own time is part of the reasons for positive perceptions. Finally, video media have an impact on the vocabulary of students.

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