

THE USE OF VIDEO AS A MEDIUM FOR TEACHING ENGLISH IN GRADE 7 AT MUHAMMADIYAH 9 JUNIOR HIGH SCHOOL IN YOGYAKARTA

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Abstract

The increasing availability of audio-visual technology provides opportunities for teachers to integrate video into English instruction. However, empirical evidence regarding its pedagogical impact in Indonesian junior high school contexts remains limited. This study aims to examine how video media is implemented in Grade 7 English learning at Muhammadiyah 9 Junior High School Yogyakarta and how students respond to its use. Using a descriptive qualitative approach, data were collected through classroom observation and semi-structured interviews with English teachers. The findings indicate that video media increased students' attention and engagement while facilitating comprehension of vocabulary and pronunciation. Teachers reported observable improvement in student participation and learning outcomes, although the degree of improvement varied between students. The study concludes that audio-visual media hold significant potential to enrich English learning when supported by appropriate facilities and teacher competence..

Keywords: audio-visual media, English learning, video, junior high school



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INTRODUCTION

Education is a means of learning and a process that is expected to bring about change and progress in the field of education. Education is a key means that plays an important role in

improving the intelligence and quality of life of society. In this learning and teaching process, students are expected to have the opportunity to do something with the media and learning methods applied in the teaching process (Amanah, 2023). (Kholmurzaev et al., 2020) Through the use of media and learning methods, it is hoped that the potential within students can be developed. Students who are not yet interested in the learning process will find it difficult to accept the material being taught. Therefore, it is the teacher's job to understand effective ways to get students interested and involved in the learning process.

Technology in this digital era is very popular among the millennial generation, where technology is now increasingly sophisticated and experiencing rapid progress. (Efendi et al., 2023, 2024) Various learning media have emerged that can be accessed easily and effectively in the learning process. The development of science and technology (IPTEK) is progressing very rapidly, especially in the field of communication technology. The learning media currently used by teachers are not limited to the use of blackboards, but can also include posters and pictures. With the development of communication technology, audio-visual media such as films, computers, radio, and so on can also be used as learning media.

Every type of learning media has different advantages and disadvantages. Therefore, the selection and use of learning media must be in accordance with the needs and objectives of the students. The purpose of this is to avoid mistakes in choosing media that can hinder the learning process. Considerations in selecting learning and teaching media depend on the objectives of the material being taught, teaching strategies, and conditions in the classroom. The selection of learning and teaching materials can be accelerated from the learning objectives. Choosing teaching media that is monotonous and uninteresting can make students feel less enthusiastic and lose interest in the learning process.

This is the reason behind the need to apply highly attractive learning media devices so that they can increase students' interest in learning. In addition, can be fulfilled in the predetermined learning objectives. (Gill et al., 2024; Janson & Ernst, 2024; P. et al., 2024) One solution to this problem is to apply video media as a learning medium, which can make students more interested in learning and can improve their understanding. Students' interest in learning is very important for the smooth running of the learning process. Students who have a high interest in learning can uphold the learning process to make it better. (Borhani et al., 2024; Janson & Ernst, 2024)

In today's education, teacher creativity is key to successful learning, supported by the use of media in learning so that the learning process does not feel boring. With various types of learning media, audio-visual media is an easy way to engage the senses of sight and hearing

RESEARCH METHOD

Research Design

This study employed a descriptive qualitative design to explore natural instructional practices. This approach allows the researcher to document how video media is implemented during English lessons and how students respond during actual classroom activities.

Research Target/Subject

The subjects of this study are seventh-grade English teachers who were selected using purposive sampling. This sampling technique was chosen because the participants possess specific characteristics relevant to the research focus, particularly their direct involvement in the use of audio-visual media in English instruction. Seventh-grade classes were selected because

students at this level are in their initial stage of adapting to junior high school, making media-based learning an important component of their engagement.

Research Procedure

The research procedure consisted of several sequential steps:

1. Preparation Stage: identifying research needs, selecting participants, and preparing interview guidelines.
2. Data Collection Stage: conducting offline interviews with English teachers and making observational notes related to classroom practices.
3. Data Organization Stage: transcribing interview results, compiling observational records, and categorizing data based on emerging themes.
4. Description and Interpretation Stage: describing the application of audio-visual media and comparing supporting and inhibiting factors found during observation

Instruments, and Data Collection Techniques

The primary instrument in this qualitative study is the researcher, who functions as the planner, data collector, interpreter, and analyst. Supporting instruments include interview guides, audio-recording devices, observation sheets, and field notebooks. Data were collected through the following techniques, Offline interviews with English teachers to obtain detailed insights about their experiences and perceptions, Observation to understand real-time classroom practices and student responses, Documentation in the form of recordings and written notes to support the accuracy of the data

Data Analysis Technique

Data analysis was conducted using a qualitative analytical model consisting of three main stages:

1. Data Reduction: selecting and summarizing relevant information related to the use of audio-visual media and the challenges encountered.
2. Data Display: organizing the information into descriptive narratives and thematic categories.
3. Conclusion Drawing: interpreting the findings in relation to the research problems and objectives to formulate clear and coherent conclusions.

This analytical process ensures that the data are interpreted systematically and aligned with the goals of the study.

RESULTS AND DISCUSSION

As the world continues to advance, education is constantly undergoing changes and evaluations so that it can support students to become more creative, enabling them to learn well, reach higher levels of education, and produce a high-quality generation (Anaktototy, 2023; Cahyaningsih et al., 2025). This involves doing more than just expanding its reach, both domestically and abroad. Therefore, since elementary school, students have been introduced to foreign languages, particularly English. It is hoped that students will become successful individuals who are proficient in foreign languages. However, many of them face challenges in learning foreign languages, given the significant differences between foreign languages and their

native languages. It is therefore not surprising that many students experience difficulties in learning. This is evident in the low scores and lack of interest among students.

However, technology is advancing, and teachers are becoming more creative, with many now using audio-visual learning methods. Audio-visuals are a very helpful communication tool for effective learning. Other benefits of audio-visual media in terms of effectiveness and efficiency in the learning process include: 1. Overcoming time constraints 2. Videos/films can be played according to our needs 3. The message conveyed is easy to understand and remember 4. Explaining concepts that are difficult to grasp and providing more realistic illustrations 5. Every student has the opportunity to learn through videos/films, thereby developing an interest in learning.

One form of audio-visual learning media is video and film. Just like films, videos can also be described as moving objects accompanied by natural sounds that have been adjusted. The ability of videos and films to display vivid images and sounds makes them appealing. Both can provide information, explain processes and complex concepts, teach skills, shorten or lengthen videos, and influence attitudes. There are several advantages to watching videos and films in learning, namely:

1. Videos and films can complement the basic experiences of learners when they discuss, read, and practice.
2. Videos and films can illustrate a process accurately so that it can be viewed repeatedly if necessary. For example, how to pronounce English vocabulary words.
3. In addition, videos and films can provide encouragement and increase motivation, instilling attitudes in terms of and other effectiveness.

To ensure that the learning process is effective in the selection of learning media, it is important to pay attention to the criteria that must be met in choosing learning media, including:

1. The media chosen must be appropriate for the learning objectives to be achieved.
2. The media used must be in line with the budget that will be spent.
3. The learning media must be in line with the quality standards applied.
4. The selection of media must be tailored to the learning material to be delivered, the language, and the number of participants in the learning process.
5. Learners must be aware of the characteristics of the learning media.
6. The selection and use of learning media play an important role in improving the effectiveness of learners. The selected learning media must be appropriate for the material being taught and the characteristics of the media.

The use of audio-visual media, such as showing short videos in English, for example, conversations in English. When showing short videos, students who were initially uninterested became interested in listening to and watching the videos shown by the teacher. Students who were initially noisy and disruptive in class became focused on their learning after the use of audio-visual media. The availability of adequate facilities and infrastructure, such as projectors, in every classroom. There is no difficulty in using them because every teacher already understands and has been equipped with IT skills.

In line with the results of a study entitled "The Use of Video as a Medium for Learning English," it shows that the use of video in learning supports the needs of students in understanding English, especially in *listening* comprehension. Observations show that some students are less enthusiastic about participating in learning.

Not only that, the results of the interviews conducted showed that there were still students who tended to play around and showed a lack of interest in participating in English learning. This lack of interest was evident from their level of attention, enjoyment, interest, and active involvement. Every educator has conducted similar research on the use of audio-visual media. The rapid change in students' interest in audio-visual media is also reflected in the improvement of learning outcomes compared to before. Audio-visual media has been implemented by teachers in accordance with the Lesson Plan (RPP).

CONCLUSION

The findings demonstrate that video media can positively influence students' English learning in Grade 7 by enhancing attention, motivation, and comprehension. When supported by appropriate facilities and teacher competence, video enables more effective instructional delivery and provides meaningful exposure to English. Nonetheless, improvement varies among students, suggesting the need for differentiated instructional strategies. Future research may examine long-term learning outcomes and compare video use with other multimedia platforms.

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AUTHOR CONTRIBUTIONS

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing..

CONFLICTS OF INTEREST

The authors declare no conflict of interest. The funders had no role in the design of the study, in the collection, analysis, or interpretation of data in the writing of the manuscript or in the decision to publish the results

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