

## **The Effect of Learning Videos on Students' Understanding to English Grammar Materials in the New Normal Era for English Education Students UMN Al-Washliyah Medan, Indonesia**

by

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### **Abstract**

This study aims to (1) determine the effect of using learning videos on the understanding of English Grammar material for English Education Students at UMN Al-Washliyah in the new normal era (2) Knowing the differences in learning outcomes of English Education students in English Grammar material between using learning videos with lectures in the new normal era. The research method used in this study is a quantitative research method with a quasi-experimental research design. In the quasi-experimental design research, two groups become the research group, namely the experimental group and the control group. The population in this study was students of English Education in the 7th semester and there were three classes in the 7th semester. The two classes that were sampled in this study were taken using a cluster random sampling technique. Thus, in each class there are 22 students in the experimental group, namely class 7A and 22 students in the control group, namely class 7H. The data analysis technique used in this study was analysis using SPSS. Based on the results of the paired sample T-test, where the output pair 1 obtained the value of sig. (2 tailed) of  $0.000 < 0.05$ , it can be concluded that there is a difference in the average student learning outcomes for the pre-test experimental class and post-test experiment. Based on the output pair 2 obtained the value of sig. (2 tailed) of  $0.000 < 0.05$ , it can be concluded that there is a difference in the average student learning outcomes for the control class pre-test and the control post-test. Therefore, it can be concluded that there is a significant effect before (pre-test) learning videos and after (post-test) learning videos on students' understanding of English Grammar material in the new normal

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era. Based on the results of the Independent T-test, the value of sig. (2 tailed) of  $0.000 < 0.05$ , it can be concluded that there is a difference in the average student learning outcomes between using learning videos and lectures in the new normal era. Based on the average value of student test results that the experimental class is 87.55 and the control class is 79.55 there is a difference of 8. From the description above, it can be concluded that learning with learning videos is better for students' understanding of English Grammar material in the new era.

**Keywords:** Learning Video, Understanding English Grammar, English education, etc.

### **Introduction:**

English at this time has become very important to learn because English is an international language that is generally used to communicate with people who come from abroad. In addition, English in Indonesia has also developed into a medium for self-image intellectually and socially. Added to this is the empirical reality which shows that most of the reference books used in universities in Indonesia are still written or published in foreign languages, especially English. However, in general, the English skills possessed by students in Indonesia are inadequate, especially in understanding English grammar. English grammar has a fundamental locus in language learning (Andriani, Yuniar, Abdullah, 2021). It is also considered the basis of a series of language skills (listening, speaking, reading, and writing). English grammar is a rule that describes the structure of expressions in English, including the structure of words, phrases, clauses and sentences (Debata, 2013). It is also important to acknowledge that students were motivated to learn English caused by two factors, which are an internal stimulus and external stimulus (Djafar, 2021).

The learning process carried out in the New Normal Era as it is today is very demanding that lecturers must be able to convey material in a creative way and also in accordance with the demands of technological developments. Along with the development of the times, especially in terms of technology, the more benefits that can be obtained if we can balance it. Currently, especially amid the COVID-19 pandemic, the teaching and learning process has also changed. There are numerous dynamics influenced the students' perception on the use of E-learning media in COVID-19 pandemic era. One of them is lack of lecturer's methods; lack of students' motivation; limitation of time; and lack of interaction (Sakkir, Dollah, and Ahmad, 2021).

If previously lecturers used to give material through books, now teaching materials are given through online media, it can be in the form of e-books, digital classes, or learning videos, especially during the current Covid period in which lecturers are required to teach material online. Therefore, lecturers should use learning media by applying technology that can assist lecturers in delivering learning materials to students online or without face to face. One of the learning media that can be used by lecturers is to use learning videos. Technology allows teachers to familiarize schoolroom activities, thus augmenting the language learning process. Technology remains to grow in prominence as apparatus to help teachers facilitate language learning for their learners (Ahmadi and Reza, 2018)

A study conducted by Syafiq, Rahmawati, Anwari, and Oktaviana (2021) concluded that the use of YouTube Video is able to improve the students' speaking skill during online learning in pandemic Covid-19. Further study may concern on the use of YouTube Video to teach other English skills like reading and writing. Video is defined as series of motion pictures accompanied by a sound that forms a unit that is assembled into a plot, with messages in it for the achievement of learning objectives that are stored with the storage process on tape or disk media (Arsyad, 2004,

p. 36). Video is an audio-visual media that displays motion. Based on the description above, the researchers will provide a medium that can be used by teachers, both teachers/lecturers in delivering English grammar material to students/students during the new normal era, namely by using learning video media.

It is believed that Video Based Learning method is both practical and effective teaching method that emphasizes on student activities in learning. In the learning process with this method, the teacher acts as a conductor and facilitator who direct students to find concepts, arguments, and procedures. It is aimed to improve student's English outcomes through video based learning (Abidin and Arham, 2021). A study carried out by Lutfia (2021) found that not all of the students have well-intentioned awareness toward English online learning using video. They thought that learning in class is the better one even though learning English using video can increase their English skills. It shows that the English teachers can still provide material in video format. Video gives them broadmindedness and easiness to enhance their English skills especially in discovering new vocabularies and conversing with people in certain circumstances.

### **Methodology:**

This research is quantitative, thus the research method used in this research is experimental research. This study uses two variables and two objects. Experimental research is research carried out by manipulating which aims to determine the effects of manipulation on observed individual behavior (Latipun, 2002). Experimental research in principle can be defined as a systematic method to build relationships that contain causal-effect relationships (Sukardi, 2011). Therefore, experimental research in education is a research activity that aims to assess the effect of an educational treatment/action/treatment on individual behavior or test hypotheses about whether or not the action has an effect when compared to other actions. Consequently, this study was conducted to see how the effect of using learning videos on understanding English Grammar as a medium in delivering the material to students at the English Education Study Program of UMN Al-Washliyah Medan in the new normal era. A research instrument is a tool used to collect data. The instrument used in this study is a multiple-choice test of English grammar which has been processed for validity and reliability. Data collection techniques are the most strategic step in research because the main purpose of research is determined by the data. In quantitative research, data collection techniques can be done through numerical data from test results. The data collection techniques used in this study includes giving an English Grammar test. The data analysis technique used is quantitative data. It is where the test will be given to the sample class, both pre-test and post-test. The test that will be given is a multiple-choice test of English grammar with 30 questions. The scoring system is:

$$\frac{\text{Correct Answers} \times 10}{3}$$

However, this study will be analyzed using SPSS. This study aims to (1) determine the effect of using learning videos on the understanding of English Grammar material for English Education Students at UMN Al-Washliyah in the new normal era. 2) Knowing the difference in learning outcomes of English Education students in English Grammar material between using learning videos and lectures in the new normal era.

### **Results and Discussion:**

Based on data processing of students' English learning outcomes by using learning videos on understanding English Grammar material, the results of the descriptive analysis are as follows:

**Table 1: Descriptive Analysis Results**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
<b>Pre-Test Experiment</b>	22	58	79	69.77	6.332
<b>Post-Test Experiment</b>	22	82	94	87.55	3.582
<b>Pre-Test Control</b>	22	57	86	69.55	7.915
<b>Post-Test Control</b>	22	69	91	79.55	5.369
<b>Valid N (listwise)</b>	22				

The normality test was carried out on two data, namely the pre-test and post-test data for the experimental group and the control group. In this study, the normality test was obtained using the Kolmogorov-Smirnov test or the Shapiro-Wilk test. The normality test is used to determine whether the data is normally distributed or not, provided that the data is normally distributed if it meets the criteria for the value of  $\text{sig} > 0.05$ . For clarity, the results of the normality test for the experimental group and the control group can be seen in the following table:

**Table 2: Normality Test**

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Students' Learning Outcome	Pre-Test Experiment (VP)	.133	22	.200*	.945	22	.250
	Post-Test Experiment (VP)	.121	22	.200*	.948	22	.291
	Pre-Test Control	.109	22	.200*	.965	22	.591
	Post-Test Control	.166	22	.118	.955	22	.396

\*. This is a lower bound of the true significance.  
 a. Lilliefors Significance Correction

Based on the table above, the overall data of the experimental group and the control group as well as the pre-test and post-test shows that the sig value of the Kolmogorov-Smirnov test and the Shapiro-Wilk test  $> 0.05$ , it can be concluded that the research data is normally distributed. Because the research data is normally distributed, the research can be continued by using parametric statistics, namely:

Paired Sample T-Test was conducted to see whether there was a difference in the results of the pre-test and post-test of students from the experimental group and the control group. The results of the calculation of the pre-test and post-test hypothesis tests can be seen in the following table:

**Table 3: Paired Sample T-Test**

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	-17.773	7.764	1.655	-21.215	-14.330	-10.737	21	.000
Pair 2	Pre-Test Control - Post-Test Control	-10.000	5.855	1.248	-12.596	-7.404	-8.010	21	.000

Based on the output pair 1 obtained the value of sig. (2 tailed) of  $0.000 < 0.05$ , it can be concluded that there is a difference in the average student learning outcomes for the pre-test experimental class and post-test experiment. Based on the output pair 2 obtained the value of sig. (2 tailed) of  $0.000 < 0.05$ , it can be concluded that there is a difference in the average student learning outcomes for the control class pre-test and the control post-test. Therefore, it can be concluded that there is a significant effect before (pre-test) learning videos and after (post-test) learning videos on students' understanding of English Grammar material.

Before the independent sample T-test was carried out in the two research groups, the requirements to be carried out were to find the homogeneity value. In this study, the homogeneity value was obtained using the Homogeneity of Variance test. This sample is declared homogeneous if the value of sig is based on  $\text{Mean} > 0.05$ . The results of the homogeneity test of the two groups of research samples can be seen from the following table:

**Table 4: Homogeneity Test**

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Learning Outcome	Based on Mean	1.038	1	42	.314
	Based on Median	1.037	1	42	.314
	Based on Median and with adjusted df	1.037	1	32.319	.316
	Based on trimmed mean	1.037	1	42	.314

Based on the table above, the sig Based on Mean value is  $0.314 > 0.05$ , so it can be concluded that the data variance of the Experimental Post-test and Control Post-Test classes is the same or homogeneous.

An Independent t-test was conducted to see whether there was a difference in the post-test results of students from the experimental group and post-test students from the control group. The results of the calculation of the hypothesis test can be seen in the following table:

**Table 5: Independent Sample T-Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcome	Equal variances assumed	1.038	.314	5.813	42	.000	8.000	1.376	5.223	10.777
	Equal variances not assumed			5.813	36.602	.000	8.000	1.376	5.211	10.789

Based on the table above, the sig value is obtained. (2 tailed) of  $0.000 < 0.05$ , it can be concluded that there is a difference in the average student learning outcomes between using learning videos and without learning videos. From the description above, it can be concluded that learning with learning videos is better for students' understanding of English Grammar material.

**Conclusion:**

Based on the results of the research and discussion that has been presented about the effect of using learning videos on students' understanding of English Grammar material at UMN Al - Washliyah Medan English Education students, it can be concluded as follows that first, there is an effect of using learning videos on the understanding of Grammar material for English students in the new normal era. This can be seen from the results of the Paired Sample T-Test, where based on the output pair 1 obtained the value of sig. (2 tailed) of  $0.000 < 0.05$ , it can be concluded that there is a difference in the average student learning outcomes for the pre-test experimental class and post-test experiment. Based on the output pair 2 obtained the value of sig. (2 tailed) of  $0.000 < 0.05$ , it can be concluded that there is a difference in the average student learning outcomes for the control class pre-test and the control post-test. Students are also helped by the video and they are more active with the video display in the learning process and are more active in the learning process and they are also very enthusiastic in understanding English Grammar so that problem solving is solved by video. Second, the students' ability to understand English Grammar material after applying the use of learning videos has increased. Based on the table obtained the value of sig. (2 tailed) of  $0.000 < 0.05$ , it can be concluded that there is a difference in the average student learning outcomes between using learning videos and lectures in the new normal era. From the description above, it can be concluded that learning with learning videos is better for students' understanding of English Grammar material. Based on the average value of student test results that the experimental class is 87.55 and the control class is 79.55 there is a difference of 8.

**Recommendations:**

After doing research, processing data, there are some suggestions for the lecturers, as follows: First, in carrying out learning, they should teach using varied learning models/media, not only monotonous with lectures and assignments but make the classroom atmosphere more lively and learning objectives are achieved, especially in the new normal era. Second, teaching using

learning videos requires careful preparation so that learning goes well according to what has been planned in the learning plan in the new normal era. Third, educators are expected to be able to master the class and also master management well.

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