Improving Students' learning Outcomes Using Vlog Videos on Simple Past Tense Material

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ABSTRAK
The research objective is to examine the implementation of vlog videos in enhancing students' learning outcomes in learning the simple past tense in class VIII A of SMP Negeri 37 Semarang in the first semester of the 2023/2024 academic year. This study employs a Classroom Action Research (CAR) design, conducted in two cycles in August and September 2023. The research subjects are 32 students from class VIII A of SMP Negeri 37 Semarang in the 2023/2024 academic year. Data collection includes tests and observations of students' learning outcomes in English language instruction, specifically in constructing sentences using the simple past tense through the application of vlog video learning media. The analysis technique used is qualitative descriptive. The research findings indicate that based on data analysis in the pre-cycle, cycle I, and cycle II, it can be concluded that the use of vlog videos as a learning media for writing significantly enhances the writing ability of class VIII A students at SMP Negeri 37 Semarang in the 2023/2024 academic year. This is evident from the improvement in students' learning outcomes during the pre-cycle, cycle I, and cycle II. Student learning outcomes in the pre-cycle reached 25%, then increased to 62.5% in cycle I, and reached the highest level of 90.6% in cycle II. Therefore, it can be concluded that the use of vlog videos as a learning media is effective in improving students' writing outcomes.

Keywords: Learning outcomes, Vlog Video, Simple Past Tense

1. INTODUCTION

Education is one of the most vital aspects of human life. It involves efforts to achieve equality and optimize students' potential so they can reach the desired educational standards. The quality of education is a primary prerequisite for achieving educational goals, and to attain it, there is a need for planned, sustainable, and continuous efforts to enhance the quality of education. Stakeholders in the education sector continue to evolve over time. One of the steps taken by the government to address these challenges is through the introduction of the Merdeka Curriculum. Schools have the right to make the curriculum more progressive and have the authority in its management, as well as creating learning experiences that align with the characteristics of educators and students (Badiah, L. I. 2020).

Teaching English is one of the components in the curriculum that must be imparted to middle school students. The objective of English language instruction is to develop oral and written communication skills to prepare students for the advancements in technology and globalization. There are four competencies that students should master in English language instruction: listening, speaking, reading, and writing. Writing sentences using the Simple Past Tense is one of the Basic Competencies that eighth-grade students must acquire. To use the Simple Past Tense correctly, one needs to have a good understanding of verbs in their second form. This is a crucial aspect of the Simple Past Tense. Additionally, attention should be given to the use of adverbs of time, which generally refer to past time (Rosidi, R. A. 2021). However, a problem that has been identified is the suboptimal utilization of learning media in teaching Simple Past Tense to the eighth-grade class. So far, the learning media used have not catered to the diversity of learning media preferred by students, such as video vlogs.

The use of video vlog learning media is one way to attract students' interest in learning. Considering the current global era, all students are already proficient in using electronic media. Vlog is a video-based learning media that features moving images accompanied by audio. An effective learning media is one that can engage students through both visual and auditory senses, and one of them is video-based learning media (Fitriyani, 2017). By using video vlog as a learning media, it means that teachers invite students to directly observe real-life events through images, which can stimulate students' critical thinking in interpreting the values being conveyed.

In this case, the researcher is interested in applying the Video Vlog technique to simple past tense learning as an effort to enhance student learning outcomes. The implementation of video vlogs in education is expected to stimulate students' abilities to improve their learning results. Students can gradually acquire knowledge throughout the learning process, which helps them achieve their learning goals.

2. METHOD

This is a Classroom Action Research (CAR), which is a type of research conducted inside the classroom to improve the teaching process carried out by the teacher. According to Arikunto (2006), Classroom Action Research aims to enhance the teacher's or researcher's abilities because it is conducted by the teacher themselves and is reflective in nature, with the goal of improving students' learning outcomes in the subject of English.
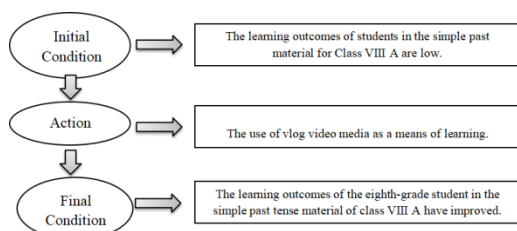
Picture 1. Classroom Action Research Design

This research was conducted at SMP Negeri 37 Semarang, Central Java Province, in the academic year 2023/2024, during August and September 2023, with a total of 32 participants (18 males and 14 females) from class VIII A with varying abilities. The data collection instruments used in this study were tests and observations. The parameters of this research are learning completeness, both on an individual and a class-wide basis. Data regarding students' learning completeness is determined by looking at each student's individual learning completeness in students who participated in the application of Audio Visual learning media. In this study, students are considered to have completed their competence when they achieve a score $\geq$ KKM, which is 75.

To assess individual student learning achievement in the learning process, the formula is used:

$$\text{Individual Completeness} = \frac{\text{The total correct individual answers}}{\text{Number of questions}} \times 100\%$$

With the criteria that if a student (individual) has achieved a score of 75% of the total number of questions provided or a score of 75, the individual is considered to have completed it (Depdiknas, 2006). Classical completeness is determined by the formula:

$$\text{Classical Completeness} = \frac{\text{Number of students who completed}}{\text{Number of student}} \times 100\%$$

In accordance with the criteria, if a class has achieved a score of 85% of the total number of students who have completed or a score of 75, the class is considered to have met the passing standard (Depdiknas, 2006). The improvement in student learning outcomes can be observed by comparing the learning outcomes of students obtained from the baseline score, the results of cycle 1 tests, and the daily quizzes in cycle 2, which represent progress scores. The success indicator of this research is marked by a minimum of 85% of students being able to achieve the Minimum Mastery Criteria (KKM), which is 75 for the Simple Past Tense material.

3. RESULTS AND DISCUSSION

In this section, the researcher aims to present the results of a study conducted on the 8th-grade students of SMP Negeri 37 Semarang to address the issue. The purpose of this research is to prove whether the use of Vlog videos can improve students' learning outcomes or not.

Table 1. Student Learning Achievement Completion Data in Pre-Cycle

No	Classification	Frequency	Percentage %
1	Complete	8	25%
2	Incomplete	24	75%
	TOTAL	32	100%

From the results of the pre-cycle test, out of 32 students in class VIII A, the average score of the students is 70.09. The number of students who achieved a passing score of 75 (KKM) is 8 students, which can be interpreted as only 25% of the students who passed. Meanwhile, students who did not pass are more numerous than those who passed the KKM, with 24 students, or 75% of the students. After the problem was identified, the researcher analyzed the issue and consulted with teachers and colleagues. It can be said that the students' learning outcomes are still relatively low.

Table 2. Student Learning Achievement Completion Data in Cycle 1

No	Classification	Frequency	Percentage %
1	Complete	20	62.5%
2	Incomplete	12	37.5%
	TOTAL	32	100%

From Table 2, it can be seen that in Cycle I, there are 12 (37.5%) students who did not pass, and 20 (62.5%) who passed. This indicates that learning with Video Vlog media can improve students' learning outcomes, although classical mastery has not been achieved according to Depdiknas (2006), which is reaching a score of 85% in accordance with the standard criteria for subject mastery.

The learning outcomes test conducted in cycle II showed an improvement compared to the test results in cycle I. The improvement in students' learning outcomes can be seen from the following table.

Table 3. Student Learning Achievement Completion Data in Cycle 2

No	Classification	Frequency	Percentage %
1	Complete	29	90.6%
2	Incomplete	3	9.4%
	TOTAL	32	100%

From Table 3 above, it can be seen that there is an improvement in students' learning outcomes in cycle II. The number of students who passed is 90.6%, which already meets the classical completeness criteria of 85% according to the completeness criteria set by the Ministry of National Education (Depdiknas) in 2006. This indicates that the students are motivated and have an interest in learning English. The improvement in learning outcomes has also reached the Minimum Criteria of Mastery (KKM), even though there are 3 students who did not pass. The development of learning outcomes in cycles I and II can be seen in the table below:

Table 4. Student Learning Achievement Completion Data in Each Cycle.

Achievement	Pre-Cycle (%)	Cycle I (%)	Percentage %
Complete	25%	62.5 %	90.6%
Incomplete	75%	37.5%	9.4%

The data indicates that the percentage of students who have completed Cycle II has met the minimum classical completeness criteria, even though there are still three students who have not completed it. This will be addressed by providing remedial sessions. Based on the reflection results, there is no need to continue to Cycle III, and the class is considered to have completed the simple past tense material.

The results of observations over 2 cycles show a significant impact on students' attitudes, responses, and motivation while following lessons with the use of Video Vlogs. This research was conducted with 8th-grade students of SMP Negeri 37 Semarang with the aim of proving whether the use of Video Vlogs can

improve students' learning outcomes or not.

Initially, the pre-cycle test results showed that out of 32 students, only 25% of them passed with a minimum passing grade (KKM) of 75, while the remaining 75% of students did not pass. This indicated that the students' learning outcomes were relatively low. However, after the implementation of Video Vlogs in the learning process, positive changes were observed.

In cycle I, there was a significant improvement, with 62.5% of students passing. Although it did not reach the classical passing standard, there was clear progress in students' learning outcomes. This indicates that the use of Video Vlogs has motivated students to learn and respond to the material more effectively.

In cycle II, a greater improvement was observed, with 90.6% of students passing, exceeding the established classical passing standard. This indicates that students have become more motivated and have a higher interest in learning English after involving Video Vlogs in the teaching process. Learning outcomes have also reached the KKM, although three students still did not pass.

This data shows that the use of Video Vlogs has had a positive impact on students' attitudes and motivation. They have become more motivated, responsive to the learning material, and their learning outcomes have significantly improved. Therefore, teaching with Video Vlogs has proven to be effective in enhancing students' learning outcomes in English, and further cycles are not required. The 8th-grade students of Class VIII A can be considered to have successfully completed the material on simple past tense.

4. CONCLUSION

Based on the data analysis in the pre-cycle, cycle I, and cycle II stages, it can be concluded that the writing skills of the 8th-grade students of SMP Negeri 37 Semarang in the first semester of the 2023/2024 academic year can be improved through the use of Video Vlog as a learning media for writing. This can be seen from the students'

learning outcomes during the pre-cycle, cycle I, and cycle II. The students' learning outcomes in the pre-cycle were at 25%, then improved in cycle I to 62.5%, and finally, in cycle II, the students' learning outcomes increased to 90.6%. Therefore, it can be concluded that Video Vlog can enhance students' learning outcomes.

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