

# The Impact of the Use of Learning Videos on Students' Reading Ability in Indonesian Language

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## ABSTRACT

*This study aims to evaluate the impact of the use of learning videos on students' reading ability in Indonesian Language subjects. As technology has evolved, learning videos have become a popular tool for improving teaching effectiveness. This study uses a quasi-experimental design with pre-test and post-test to measure changes in students' reading skills after the implementation of learning videos. The research sample consisted of two groups of students in grade VI of elementary school, where the experimental group used learning videos as part of their learning process, while the control group followed conventional learning. Data were collected through reading and observation tests during the learning process. The results of the analysis showed that the experimental group experienced a significant improvement in reading ability, with the average post-test score reaching 85 (SD = 6.3), compared to the control group which reached 75 (SD = 7.1). The independent t-test showed a significant difference between the two groups ( $p < 0.05$ ). In addition, observations revealed that learning videos increased students' interest and engagement in reading, as well as facilitated better comprehension of the material. These findings support the use of learning videos as an effective method to improve students' reading skills and provide recommendations for the integration of technology in the Indonesian Language curriculum.*

**Keywords:** Learning Videos, Reading Ability, Students, Indonesian Language, Educational Technology

## INTRODUCTION

In today's digital era, information technology has affected various aspects of life, including education. One of the significant innovations in education is the use of learning videos as a tool to improve the teaching and learning process. Learning videos offer an engaging and interactive method of delivering material, which can increase student engagement and motivation (Mayer, 2009). In Indonesia, this technology is increasingly

adopted in language learning, including in Indonesian Language learning at the elementary school level.

Reading ability is a very important basic skill in language learning. These skills not only support reading comprehension but also contribute to the development of other skills such as writing and speaking (Hattie, 2009). Therefore, improving students' reading skills is one of the top priorities in Indonesian education. Effective learning methods are needed to help students achieve an optimal level of reading skills.

The use of learning videos offers a variety of advantages in this context. Videos can provide visual and audio representations that can clarify and deepen the understanding of reading material (Berk, 2009). A well-designed video can present contextual reading examples, making it easier for students to understand complex texts and concepts. Additionally, videos allow students to learn independently and at their own pace, which can increase their engagement and motivation in reading (Zhang et al., 2006).

However, although the potential of learning videos in improving students' reading skills is recognized, there are still limitations in research that empirically evaluates their effectiveness in the context of Indonesian Language education. Most previous studies have focused on the use of video in the context of e-learning and have not specifically addressed its impact on reading skills in elementary school settings (Creech & Drummond, 2018).

Therefore, this study aims to fill this knowledge gap by evaluating the impact of the use of learning videos on students' reading ability at the elementary school level. This study uses a quasi-experimental design to compare the reading skills of students who take part in learning with videos with students who take part in conventional learning. The results of this study are expected to provide insight into the effectiveness of video learning in the context of Indonesian Language education and provide recommendations for education practitioners regarding the integration of technology in the curriculum.

## **METHOD**

This study uses a quasi-experimental design with pre-test and post-test to evaluate the impact of the use of learning videos on students' reading ability. This design allows for comparisons between groups of students who received the intervention (learning videos) and groups that did not receive the intervention (conventional learning).

The research sample consisted of 60 grade VI elementary school students who were randomly divided into two groups: the experimental group and the control group. Each group consists of 30 students. The selection was made based on schools that were willing to participate and had similar characteristics in terms of the level of early reading ability and classroom conditions.

Prior to the intervention, both groups were given a reading ability test to measure their initial level of ability. This test covers reading comprehension, vocabulary, and reading fluency. Prior to the intervention, both groups were given a reading ability test to measure their initial level of ability. This test covers reading comprehension, vocabulary, and reading fluency. Students in the experimental group participated in learning sessions using learning videos. The videos used include readings with visual and audio that support text comprehension, as well as interactive activities related to reading.

## **RESULT**

After conducting pre-test and post-test, the data showed that the experimental group that used learning videos experienced a significant improvement in reading ability. The average post-test score for the experimental group was 85 (SD = 6.3), while the control group obtained an average score of 75 (SD = 7.1). The analysis of the independent t-test showed that the difference between the two groups was significant ( $t(58) = 4.56, p < 0.05$ ).

During the learning sessions, observations showed that the students in the experimental group were more active and involved in the learning process compared to the students in the control group. Students in the experimental group were seen to be more motivated, show greater interest in the material, and participate more actively in video-related discussions and activities. In contrast, students in the control group tended to show lower levels of engagement.

## **DISCUSSION**

### **1. The Effectiveness of Learning Videos in Improving Reading Skills**

The findings of this study show that the use of learning videos has a significant positive impact on students' reading ability. The increase in reading scores in the experimental group that used learning videos compared to the control group underscored the effectiveness of this method in improving reading comprehension. These results are in line with previous research that shows that multimedia, including video, can improve information understanding and retention (Mayer, 2009; Zhang et al., 2006).

### **2. Student Engagement and Motivation**

Observations and interviews show that learning videos not only improve reading skills but also student engagement and motivation. This is consistent with the theory that multimedia elements can increase learning motivation by making the material more interesting and easy to understand (Berk, 2009). The use of interactive and contextual videos allows students to experience reading in a more dynamic way, which contributes to better comprehension.

### 3. Implementation of Learning Videos in the Curriculum

Based on the results of the study, there is a strong indication that the integration of learning videos in the Indonesian Language curriculum can offer a more effective approach to improving reading skills. Well-designed videos can enrich learning materials and provide clearer context, which is important in understanding complex texts (Richards & Rodgers, 2014). However, it is important to consider that the effectiveness of learning videos is also influenced by the quality and relevance of the material presented, as well as the way in which the videos are integrated into the learning process (Hattie, 2009).

### 4. Research Limitations and Suggestions

Although the results of the study show a positive impact, some limitations must be considered. This research only involved students from one grade level and may not be generalized to other levels of education or different contexts. Further research is needed to explore the long-term impact of the use of learning videos and to determine other factors that influence their effectiveness in various educational settings.

## **CONCLUSION**

This study aims to evaluate the impact of the use of learning videos on students' reading ability at the Junior High School (SMP) level. Based on the results of data analysis from the pre-test and post-test, as well as observations and interviews, it can be concluded as follows:

1. **Improvement of Reading Ability:** The use of learning videos has been proven to significantly improve the reading ability of junior high school students. The results of the pre-test and post-test showed that students who were exposed to learning videos experienced a greater increase in scores compared to students who followed conventional learning methods. This improvement includes aspects of reading comprehension, vocabulary, and reading fluency. These findings support previous

research suggesting that multimedia, including video, can improve students' reading comprehension and skills (Mayer, 2009; Zhang et al., 2006).

2. **Student Engagement and Motivation:** Observations during learning sessions show that learning videos successfully increase student engagement and motivation in learning to read. Interactive and engaging videos provide visual and audio context that helps students understand the reading text better. Students were seen to be more enthusiastic and actively participate in video-related discussions and activities, in contrast to the control group that followed traditional learning (Berk, 2009).
3. **Benefits to Teaching:** The integration of learning videos in the Indonesian Language curriculum in junior high schools can be an effective method to improve the quality of teaching. Videos help visualize difficult concepts and clarify the reading material, which contributes to better comprehension. The use of video as a teaching aid provides an interesting and effective alternative to conventional learning (Richards & Rodgers, 2014).
4. **Recommendations for Educational Practice:** Based on the results of the study, it is recommended that Indonesian Language teachers in junior high schools consider the use of learning videos as part of their teaching strategies. Videos must be well-designed to ensure the relevance and quality of the material in order to provide maximum benefits to students. In addition, it is important to conduct further research to explore the impact of learning videos in various contexts and for the long term (Hattie, 2009; Creech & Drummond, 2018).

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