



THE TECHNIQUES OF USING VIDEO IN TEACHING IMPLEMENTED BY ENGLISH TEACHER AT SMKN 1 PADANG PANJANG

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Abstract

In this research, the researcher discuss about how does the teacher implement techniques in using video as media in teaching English and how effective that techniques using during teaching and learning process in classroom especially for English teachers. The design of this research was the descriptive research. The researcher described and analyzed the phenomenon in the school. English teacher in SMK N 1 Padang Panjang used active viewing technique when the teachers used video as media in teaching English and it is effective to use video as media and active viewing as the technique. The teacher used active viewing technique during teaching and learning process and the teacher used all the steps in indicators for active viewing technique. The students understand about the material that has explained by a video in English teaching. The result of the research finding prove that the teacher has implementation active viewing technique in teaching and learning process at SMK N 1 Padang Panjang, especially in teaching English is running well in implement active viewing technique.

Key words: *Video, techniques of using video.*

A. Introduction

In curriculum 2013, the teacher does not have to describe objectives and materials in detail for a teaching learning process in the classroom. The teacher is given freedom to use an approach that is relevant to the curriculum 2013. This approach places students in the center of learning process. There are some schools have implemented curriculum 2013.

Media are tools that used by teachers during teaching and learning process to help the teachers to clarify the subject matter that will be taught in the classroom. Media can give easier the material to the students through media, it means that by using media the teachers can provide the material that they will be taught in the classroom. By using media the students can understand the material in teaching and learning process easily. During teaching and learning process, the teachers can use many media in the classroom.

There are many kinds of media that can be used in teaching English. Basically they are divided into three kinds: visual aids, audio aids, and audio-visual aids. The visual aids can be in the forms of boards, models, real objects, miniatures, puppets, clocks, time board, pictures, photos, wall charts, flannel boards, flash cards, poster and slides. The second one is audio aids such as radio and tape recorder. The last one is audio-visual aids such as television, video, and powerpoint. Although there are various numbers of instructional media, the teacher should select and consider the appropriateness of the media with the techniques used in the teaching and learning process. Many media can be used by English teachers that appropriate with the subject material during teaching and learning process. Nowadays, the students prefer to study by using media which is enjoyable. It is widely known one of the media which frequently used is video.

Video is one of audio-visual aids that teacher can use in teaching and learning process. Video has become an important part of every level education. It can be an effective media and can be more effective of communicating between the teachers and students. Video can help the teacher to give explanation about material that student will learn. When a video played, the students can enjoy the learning process because the students are interested to study by watching the video. Video can give a good motivation to students in learning English. Video is a combination of electronic picture and audio.

In using video as media in teaching and learning process there are several techniques can be applied for teaching English in the classroom. In this research the researcher discuss about how the teacher used the techniques in using video as media in teaching English especially for English teachers. Nowadays, many techniques can be applied by English teachers during teaching and learning process. By using video in teaching and learning process have several techniques that teachers can apply.

In using video as media during teaching and learning process there are several techniques that can be applied for teaching English in the classroom. In this research, the researcher discuss about how does the teacher implement techniques in using video as media in teaching English and How effective that techniques using during teaching and learning process in classroom especially for English teachers. Nowadays, many techniques can be applied in using video by English teachers during teaching and learning process. Video in teaching and learning process has several techniques that teachers can be applied.

Based on the researcher's pre-observation did in SMK 1 Padang Panjang, dealing with the informal interviewed with an English teachers, the students get the motivation when the teachers used video during teaching and learning process. Based on their enthusiastic during video played by the teachers in the classroom, it could be assumed that video can motivated for the students during teaching and learning process. Then the teacher can get a good feedback from their students by using video. In other hand, video is the most effective and best media for teaching and learning process in classroom especially for English Subject.

Based on the explanation above, the researcher can conclude that so many media can be used in teaching and learning process in the classroom but at SMK 1 Padang Panjang the teachers used video as media such as active viewing, freeze

framing and prediction, silent viewing, sound on and vision off activity, repetition and role-play, reproduction activity and dubbing activity. In this case, the teachers used video as media to help the teachers during teaching and learning process. When the teachers used a video as audio-visual aid in teaching English, the students got more motivation and interest to study because they learn by see something directly in the video. On the other hand, video is a good audio-visual aid that can be used in teaching English and it can be provided by creative teachers then the students can get information from that video by using a technique.

B. Research Methods

The design of this research was the descriptive research. The researcher described and analyzed the phenomenon in the school. In this research, the researcher took the data from English teachers as participants. In this research, the researcher used observation checklist as the instrument. In this research, the researcher did observation to observe the English teacher in teaching English. When doing observation the researcher used observation tools that can help the researcher to collect the data accurately. Observation checklist is raw questions (simple questions) where is the participant that is evaluated by the researcher using match mark (√). It means that, the researcher wanted to identify types of a teacher technique in using video by English teacher at SMK 1 Padang Panjang.

C. Result and Discussion

In this part, the researcher described the data description connected to the English teacher ways in implementing techniques of using video by English teachers at SMK N 1 Padang Panjang. The participants of this research were the English teacher in the school. The researcher took the English teacher who taught the classes with the Curriculum 2013. Thus, the researcher just took one teacher who taught ten and eleven grades.

1. Result

The result of observation checklist

No	INDICATORS	PARTICIPANT			
		X AKL 1	X AKL 1	X AXL 1	X AKL 1
1.	Active Viewing	√	√	√	√
2.	Freeze framing and prediction	X	X	X	X
3.	Silent Viewing	X	X	X	X
4.	Sound on and Vision off Activity	X	X	X	X
5.	Repetition and Role-Play	X	X	X	X
6.	Reproduction Activity	X	X	X	X
7.	Dubbing Activity	X	X	X	X
8.	Follow-Up Activity	X	X	X	X

As a result, by using observation checklist and field note the researcher could gather the data that needed optimally. From the result of the observation

checklist, it could be seen that there were all the indicators was done by the participant in teaching learning process is running well when the teacher used video as a media. The result of research finding prove that English teacher at SMK 1 Padang Panjang that used video as a media during teaching and learning process the teacher used active viewing technique.

2. Discussion

From the research finding above, it can be interpreted that English teacher in SMKN 1 Padang Panjang used active viewing technique when the teachers used video as media in teaching English and it is effective to use video as media and active viewing as the technique. The teacher used active viewing technique during teaching and learning process and the teacher used all the steps in indicators for active viewing technique. The result of the research finding prove that the teacher has implementation active viewing technique in teaching and learning process at SMK N 1 Padang Panjang, especially in teaching English is running well in implement active viewing technique. It continually during four times observation that was done by the researcher in teaching and learning process.

D. Conclusion and Suggestion

By implementing an active viewing technique, there are some procedures that teachers should apply in teaching and learning process, the teacher should be implemented all the procedure in active viewing technique to make sure about the material will be taught to the students. In this activity, the teacher just facilitates students in the teaching-learning process. Also, by implementing an active viewing technique in using video as media, students are active in the learning process because they shared their ideas orally, and improved their vocabularies and speaking too. To improve it the researcher conducted the descriptive research at SMK N 1 Padang Panjang. With the purpose to describe what the teaching techniques used and how effective the teachers implement techniques in using video during the teaching and learning process in the classroom at SMK N 1 Padang Panjang. In doing this research, the researcher used an observation checklist, video recorder, and field note on gathered the data from the English teacher.

After doing the investigation phase in the field and analyzing the collected data, based on the significance of the research that is stated in the previous chapter, the researcher informs insightful suggestions at this point. First, all of the English teachers should know the procedures each technique when the researcher wants to teach English by using video in the classroom because it can help the teacher in the classroom and also students in the learning process. By implementing media video, the teacher can make students more active in the teaching and learning process also can develop their skills. And then for the students, they will know if the video that teachers used can make them more active and independent. For the readers: they can get new information about how the teachers teach students well in using video. And the last for the

researcher, it can be guideline later if the researcher wants to be a teacher and the researcher can implement it well and correctly.

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