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## MEDIATING MULTILINGUALISM IN ENGLISH LANGUAGE CLASSROOM: PROSPECTS AND CHALLENGES

### **Improving Students' Understanding Through Learning Media Using Video Learning Materials on Google Classroom in English Lessons In SMA Case Study: Students of Class X Science SMA Negeri 1 Malingping**

*Pinkan Nahrul Hakim*

*Pinkanhakim1@gmail.com*

*Universitas Sultan Ageng Tirtayasa*

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#### **Abstract**

This research will focus on video as a learning medium in the Google Classroom application on the improvement variable student understanding. 2. Learning using internet-based learning media, and the use of the Google Classroom application is a demand for the world of education in today's digital era, and especially for student's teacher. 3. Lack of use of digital-based learning media in schools the technique used in this research is data collection through observations, interviews, questionnaires and documentation. In addition, the data analysis technique will be descriptive which is contained in this research.

Conclusions were obtained from this study when using learning videos in Google classroom. This matter it can be seen based on table 4.3, most of the respondents' answers from each item agreed with a percentage of 79%. And the item strongly disagrees with the lowest percentage, which is 4%, indicating that Google Classroom is an effective learning media, but the teacher must further improve the post test by using learning videos. And Based on the data on table 4.4.the majority of respondents' answers, namely from each item, agreed with the percentage of 72%. And on the items strongly disagree with the lowest percentage, which is 4%, it shows that Google Classroom is an effective medium for learning and it can be seen that the percentage on items strongly agree has increased from 17% during the pre-test and increased to 24% during the post-test. Test and concluded that learning videos can improve students' understanding in Google classroom.

*Keywords:* students' understanding; video; google classroom

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#### **1. Introduction**

We know that online learning is becoming a necessity in every school, therefore as facilitators we must provide appropriate media for online learning, for example Google Classroom for study rooms and videos as learning media in online classes for students.

Learning English, which was originally often carried out using the communicative method, has turned into English language learning online learning. Learning languages online for high school students is a challenge. For that we must use learning media that will make it easier for students, one of which is a video that contains an explanation of English subject matter.

Learning video is a medium that presents audio and visuals that contain messages good learning that contains concepts, principles, procedures, theory of application of knowledge to help understanding of a learning material (Riyana, 2007).

Thus, the use of English learning videos is expected to attract attention students and improve their memory skills in English vocabulary. Videos the learning is shared through the Google Classroom application. Google for Education is the most interesting innovation from Google because it is a product created to assist teachers and students in carrying out teaching and learning activities. As written on its official website, Google for Education has several services that are very helpful in the teaching and learning process at school, like Google Classroom, Google Mail, Google Calendar, Google Drive, and Google Docs.

## **2. Theoretical Review**

### **A. Definition of understanding**

Syamsudi (Nurhayati, 2005) suggests that understanding is a process result level learning whose indicators are learning individuals can explain or define an information by using words alone. Interpretation above summarizes that understanding is one of the results of the process learning whose main indicator is able to learn individually and can explain or define an information by using words yourself or your own opinion.

### **a. Understanding Learning Media**

Judging from the meaning of the word, media is the plural of medium which means intermediary or introduction to the occurrence of communication. Medium is intermediary or delivery of messages from the sender to the recipient of the message. In Arabic media is an intermediary or delivery of messages from the sender to the recipient of the message. Arsyad (2002:3), suggests that the media are people, matter, or events that create conditions that enable students to acquire knowledge, skills and attitudes.

Media as a learning tool and resource also has an important role like other components. With media, teachers can use a variety of appropriate learning resources to support learning so that the learning process becomes more effective and is expected to improve the quality of learning. Learning media can be in the form of: print media, audio media, audio-media in learning is adjusted to the objectives, characteristics, and facilities that support the ongoing learning process.

Brinton (2001) provides an overview of how such media constitute integral elements of various language teaching approaches ranging from the audiovisual method to experiential language learning approaches.

b. Learning Video Media

Richard Caladine (2008) argues that video is unique from other media because it can not only capture and display movement, but can also show the progressive development of a phenomenon. For example, time-lapse effects can describe the development of storms and other meteorological phenomena or any development that occurs at speeds not visible in real time.

Video is one of the types of audio-visual media. Because Video is able to convey subject matter through images and sound. Video is an information storage system in the form of image or sound on a disc. There are two systems that developed in video, namely optical system and capacitance system. Daryanto (1999:15) provides a definition that "video media" is anything that allows an audio signal to be combined with sequential moving images".

c. Advantages of Using Video

The advantages of using video include: size video display is very flexible and can be adjusted according to needs, video is a rich non-print teaching material information and straightforward because it can reach students directly live, videos add a new dimension to learning. In addition to the advantages above, the video can make easier teachers in terms of delivering subject matter. Videos too provide benefits to students in receiving the material easily and the learning process becomes more varied and fun.

According to Romiszowski (1998), that video is wrong a learning media that is quite impressive because in it there is a good combination of multimedia elements such as audio, visual, motion, color and three-dimensional impression. The advantages of the video can directly attract students' interest and attention through the use of elements of motion, sound, color, and light well organized into videos and so on can encourage student learning.

The use of video can manipulate space, time and measures to support learning. A natural phenomenon can be explained from different perspectives microcosm or macrocosm. For example, regarding the process of metamorphosis in a butterfly in close-up, or macrocosmic like the motion of a ship that is getting farther and farther away disappear.

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Learning videos can be used to help teacher explaining an abstract or difficult concept explained only in words. Troubled presence actually to a certain place with things that have passed or what is happening without limitation of time, distance and place can be found in the

use of videos. Besides, videos too believed to be able to improve students' understanding, avoid mistakes or branching interpretations to facilitate learning.

d. Weaknesses of Video Media:

- Requires a projection tool to be able to display images which is in it.
- The cost of making learning videos costs money which is not small.

e. E-learning

As stated by Jaya Kumar C. Koran (2002) cited by Rusman, E learning is learning that uses electronic circuits (LAN, WAN, or internet) to deliver learning content, interaction, or guidance.

As stated by Smaldino quoted by Dewi Salma Prawiradilaga, E-learning is a learning process that utilizes learning resources are electronic, and computer-assisted, but not always have to be connected to the internet.

As stated by Som Naidu (2006) quoted by Dewi Salma Prawiradilaga, E-learning as the intentional use of the network information and communication technology in the learning and teaching process.

Other terms that refer to the same thing, namely online learning, virtual learning, distributed learning, or web-based learning. By Fundamentally, according to Prawiradilaga, e-learning is an educational process that utilizes information and communication technology to mediate learning activities both synchronously, namely learning that carried out by teachers and students at the same time as asynchronous, namely learning by teachers and students not at the same time.

As stated by Rashty (1999) quoted by Dewi Salma Prawiradilaga

There are several e-learning methods are as follows:

- Adjunct model. This model can be regarded as a process traditional learning. This means that traditional learning supported by an online delivery system as enrichment. The existence of an online delivery system is an addition.
- Mixed/Blended Models. Blended model put system online delivery as an integral part of overall learning process. It means good face-to-face process Face-to-face and online learning is one unit intact.
- Fully Online Model (Fully Online). In this model all learning interactions and the delivery of learning materials occur automatically on line

B. Google Classroom

a. Understanding Google Classroom

As stated by Abdul Barir Hakim, Google Classroom is a service Internet-based services provided by Google as a system e-learning. This service is designed to help teachers create and

distribute assignments to students paperless. User This service must have an account on Google. Besides Google Classroom can only be used by schools that have Google Apps for Education.

Thus, Google Classroom is one of the applications provided by Google For Education to create space classroom in the virtual world (the world of online learning). and this application can help make it easier teachers and students in carrying out the learning process more deeply even online. Learning by using a class design that applying Google Classroom is actually environmentally friendly. This is because students no longer use paper in writing collect the task but collect it in the form of documents, files and others.

b. Google Classroom Functions

The Google Classroom is a product of the Google For Education which is specially designed for online learning, because this product has many facilities in it such as giving announcements or tasks, collect assignments and see who's who which already collects tasks more easily.

c. Steps to create Google Classroom

- Go to [www.classroom.google.com](http://www.classroom.google.com) then click Sign In to start opening a classroom on Google Classroom Or it can be done by opening a gmail email later select the top right tab. Or go to [gmail.com](http://gmail.com), then login and select the checkered option in the upper right corner then scroll to down and click google classroom/google class
- Click continue to start creating a class with using Google Classroom
- Next, to start creating a digital class of choice marks (+) in the tab, then write the class name, then click (create) to start a new class
- Invite students to join the class by displaying class code.

d. Advantages and Disadvantages of Google Classroom

Advantages of Google Classroom According to Janzen M and Mary quoted in Shampa Iftakhar stated that the advantages of Google Classroom are:

- Easy to use: Very easy to use. Google Design Classes intentionally simplify the instructional interface and options used for shipping and tracking tasks, communication with the whole course or individuals as well simplified through announcement notifications and e-mail.
- Save time: Google classrooms are designed for saving time. It integrates and automates use of other Google applications, including documents, slides, and spreadsheets, the process of providing distribution of documents, assessment, formative assessment and feedback simplified and simplified.
- Cloud based : Google Classroom brings technology more professional and authentic for use in learning environment because the Google application represents

a part great cloud-based enterprise communication tool that used throughout the professional workforce.

- Flexible: This app is easy to access and usable by instructors and students in face-to-face learning environments advance and fully online environment. This matter enables educators to explore and affect the reversed learning method easier and automate and manage distribution and task collection and communication within a few miles instructional.
- Free: Google Class itself can already be used by anyone to open a class on Google class as long as have a gmail account and is free. Besides that, you can access all other applications, such as Drive, Docs, Spreadsheets, Slides, etc. Just sign up for an account Google.
- Mobile friendly: Google Classroom is designed to be responsive. Easy to use on any mobile device. Access mobile to interesting and easy-to-use learning materials interacting is very important in the learning environment currently connected to the web.

e. Disadvantages of Google Classroom

- Web-based Google Classroom requires students and teachers to connect to the internet
- Learning in the form of individual so as to reduce social learning of students.
- If students are not critical and material errors occur will have an impact on his knowledge
- Requires hardware, software and network specifications high internet.

### **3. Research Methods**

#### **A. Type of Research**

The type of research used in this research is research qualitative and included in classroom action research (Classroom Action). Research), but using quantitative data, namely data that based on numbers and numbers. According to (Arikunto, 2007:58), classroom action research is action research conducted with the aim of improving the quality of learning practices in the classroom. Study This is a problem solving strategy that utilizes action and the process of developing capabilities in detecting and solve the problem. In this study, classroom action research applied to English subjects. Classroom action research is conducted by applying a learning model using learning videos in the Google classroom application.

#### **C. Research Procedure**

Operationally, classroom action research is applied in this research is described as follows:

- Student observation

Anecdotal observations of student behavior can reveal various interesting things. Each individual (student) can individually observed before, during, and after finishing online learning in Google Classroom. Observation of students includes pre-learning activities (students are ready to learning), core activities (students pay attention to the teacher's explanation in the video that has been attached to Google classroom, students respond to the discussion of learning through comments provided on Google Classroom, students record things important), closing activities (students do the task well, individually or in groups) and attached or sent via Google Classroom in the form of files, pictures, or videos according to the teacher's instructions.

- Observation in class

This observation is very useful because it can find out firsthand their opinion about learning using learning videos in Google Classroom. Besides that, Such observations can show the strategies used by the teacher in dealing with obstacles and learning barriers that occur in class. Class anecdotal observations include descriptions of the environment physical class, its layout, and the atmosphere of learning in the classroom (cooperation and relationships between students).

- Observation

Observation is defined as the activity of observing directly without mediator of an object to look closely at the activities carried out the. Observation in research is to observe directly interaction of students and researchers. The observations used in This research is participatory observation. In qualitative research Observation instruments are more often used as a complement to other instruments. Observations in this study were carried out to observe the activities of teachers and students students. The observation sheet in this study is intended to observe the activities of learning in class X IPA SMAN 1 Malingping semester I year lesson 2020/2021 which refers to the lesson plans that have been made. Observation conducted 6 times / 6 meetings for each class.

- Study Procedure of Study

Researchers used classroom action research procedures based on Kurt Lewin's design. And consists of two cycles where each cycle contains four phases, namely: planning, acting, observing, and reflecting

It aims to obtain data about the problems faced by students in learning, learning activities and need to be solved (the problem). The researcher observed that the class was conducted in October 2021 to students in second place in class X IPA 3. In addition, researchers conducted interviews and

observations with students regarding activities in online learning using learning videos in Google classroom.

a. Researcher Design

Classroom Action Research Procedure Adapted from Kurt Lewin After the first study was completed, the researcher started research that includes several stages: planning, action, observation, and reflection.

b. Planning Stage

In this phase, the researcher makes some plans based on class studies that have been done in class. The following activities in this case action planning is designing lesson plans, preparing materials and media, and determining success criteria on student understanding. and organized planning will be made into a lesson plan based on the syllabus used today at SMAN 1 malingping school. Lesson plans provide teachers with guidelines for teaching and learning activities. It mentions the following:

items: specific instructional objectives, teaching materials and media, presentation procedures, and assessment procedures. Then, preparing a model of online learning techniques using learning videos in google classroom, researchers using pre-test and post-test to measure students' understanding. The next stage is the preparation of materials and media. Based on the results during classroom action research learning and currently used syllabus, the author uses recount text as a learning video material. Including personal recount, and procedural recount, taken from English textbooks for students of class X IPA 3 SMAN 1 Malingping, and using English worksheets written by R. Widjaja khairunissa Luthfi Afnan Agung. The media used in the action are several learning videos in google classroom. The last step, the researcher discusses to determine action success criteria. The criteria for success are emphasized on process and product of teaching and learning activities. This study is called successful if (1) 75% of students achieve the same or greater score of 70 as Minimum Completeness Criteria- Minimum Completeness Criteria (KKM) or more. If the research does not meet the criteria, it is called no successful and need improvement to meet the targets that should be achieved during the research.

- Acting Phase

In this phase, the writer does the acting phase based on the lesson plans drawn up in the planning stage. The author acts as an English teacher who teaches writing through Learning Techniques using English learning videos in Google classroom, and students act as observer. The implementation of the action involved two meetings in every cycle. The time table for the implementation of the action can be seen in the following table:

- Observation Phase



In this phase, the researcher observes all the activities that occur in the class. Aspects in observation are data sources, instruments used in data collection, and data collection techniques. So this phase discusses the process of recording and gathering all relevant data that occurs during the execution of the action. The author uses field notes or unstructured observation sheets as a guide when making observations.

- Reflection Phase

This reflection stage aims to reflect on the data that has been collected to determine whether the action was successful or not research at the previous stage. He needed for evaluation to conduct the next cycle needs to be completed.

- Measurement Scale

Measurement Scale in this study using a Likert Scale. Likert scale is a common psychometric scale used in the questionnaire, and is most widely used scale in research in the form of a survey. There are two forms Questions that use Likert are: positive questions to measure interest positive , and negative question form for measure negative interest. Positive question given a score of 4, 3, 2, and 1; while the shape Negative questions were scored 1, 2, 3, and 4. The form of the Likert scale answer consists of strongly agree, agree, disagree, and strongly do not agree.

- Population and Sample

The population that the author uses as object of research students SMAN 1 Malingping. There are 29 classes, namely IPA and IPS classes. Based on data students in 2021 the number of students totaling 1000 students. The sample is divided into two parts, namely: Sampling and sampling techniques. Techniques in sampling in This research is purposive proportional random sampling. As for the steps to take the subject to be this sample is done by:

- Determine how many classes will be used place of research with consideration of location and time

- Determine the subject that will be the respondent in the this research are students who SMAN 1 Malingping. While the samples taken there is this study of the population using Purposive Random Sampling. Purposive Sampling is a data collection technique with certain considerations (Sugiyono, 2012:218). To find out the sample size representative obtained based on The simple formula is as follows:

- Rumus

Where:

N : population size

n : sample size

d : the level of confidence / accuracy

10% desired. With this formula it can be calculated sample size of a population of 1000 people by taking the confidence level (d) =

10%, as follows:

Rumus

Questionnaire Data Analysis Techniques

- Descriptive Analysis

This analysis is descriptive or explanation using tabulation table data. In this analysis, it will be explained what is the actual condition of each variable.

- Data Verification

That is, re-checking whether all the statement has been answered completely by the respondent.

- Calculating Respondent's Answer Value The results of the respondents' answers are necessary calculated are:

Percentage of respondent characteristics

Frequency distribution of respondents' answers on the questions asked.

The formula used is:

$$P = (F/n) \times 100\%$$

Information :

P = Percentage of results obtained

F = Frequency of the results obtained

n = Number of sample respondents

100 Fixed number percentage

Calculating the average total item score

Using the formula: RS

Information:

RS = Average Score

f = Frequency

n = Number of respondents

SS = Strongly Agree

S = Agree

R = Hesitating

TS = Disagree

STS= Strongly Disagree

Calculate the TCR value using

Formula as follows:

To test whether the regression model

Found that there is a correlation on the variable

$$TCR = (Rs/n) \times 100$$

Information :

TCR = Respondent's Level of Achievement

RS = Average Score

n = Number of Answers

The researcher has proposed 10 statement items to the respondents . To calculate the value and analyze the data, in this research, using a Likert scale and each answer is given a score of each. Score item research for 10 statements with 5 alternative answers SS (very agree) score 5, S (agree) score 4, RR (undecided), TS (disagree) score 2, STS (strongly disagree) score 1. The statement is to find out the response students about online learning using google classroom learning videos at SMAN 1 Malingping, This questionnaire is useful for getting data and then going to processed or processed, the results of the respondent's answers are then recapitulation and analyzed with the following percentage formula:

Formula :  $P = F/N \times 100\%$

Description: P= Percentage

F= Frequency / number of respondents' answers

N= Number of respondents

After the results of the analysis, the researcher uses the formula as following:

Rumus

Student Respondents SMAN 1 Malingping

No. Respondents P L Total

Respondent

- Student class X
- Grade XI
- Class X11
- Quantity 20

#### **4. Research Findings**

##### **A. Data Description**

## 1. Discussion of the Preliminary Study

### a. Pre-Interview Results

In the pre-interview, the researcher used unstructured interviews in conduct a preliminary study. Held on Tuesday, August 24 The year 2021 starts at 08.50 WIB. and finish at 09:00. Researcher ask students some questions which are divided into three category. They are a common condition in English classes in particular when learning online, the difficulties faced by students in online learning, and prepare strategies for online learning using the video learning method in google classroom. The first category discusses the general condition in English classes, especially in online classes, the researcher also argues that every students have different attitudes when learning English. Most students who don't like English lessons because they get low grades competence in English, and still face obstacles in participating in English lessons. Moreover, the teacher stated that most of them were barely passed the Minimum Completeness Criteria- Minimum (KKM). (See items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) in the interview sheet)

The teacher said that writing skill is one of the most difficulties faced by students in learning English. Teacher mentions difficulties for some students of grades 8-3 in writing skills because students are confused in generating ideas, compiling into paragraphs, and less vocabulary. As a result, they are lazy to do the task writing and their lack of score in passing Minimum Mastery Minimum Completeness Criteria (KKM). (See item number 10interviews)

you will know what points we have to improve and we know about google classroom and learning media. Conclusion from the interview in terms of students difficulty in writing is that the students of class X IPA 3 still have difficulty in writing in terms of generating ideas, and organizing ideas Into paragraphs. (Details of the pre-interview results can be seen in the appendix which the researcher will attach.

### b. Post-Interview Results

After applying the learning video in Google Classroom, the researcher did the following: Conduct unstructured interviews with students. It was done on 26 October 2021. Starts at 08.50 and ends at 09.00 The first criterion talks about online learning using learning videos in Google Classroom (action). It was found that the condition of the students is better than before using the learning video in google classroom (see item number 10 in the interview sheet). The second category is the teacher's difficulties in apply Grouping Techniques during Class Actions Research (CAR) and its solutions. The researcher advised students to bring a dictionary (see item numbers 1, 2, 3, 4, 5, 6,

7, 8, 9, and 20 of the interview in appendix).

Sources of respondents' answers from the questionnaire

There are respondents' answers to online learning using learning videos in Google Classroom during the pre-test.

No. Respondent's Answer Frequency Percentage

1. Strongly Disagree 00
  2. Disagree 4%
  3. Agree 79%
  4. Strongly Agree 17%
- Total N= 20 100%

Source of processed respondent data it can be seen that the respondents who stated very disagree 0% or no students who strongly disagree, while those who disagree as much as 4% and calculated from the number of student answers. Meanwhile, those who agreed were 79%, and those who stated strongly agree as much as 17%.

Based on the data above, the majority of respondents' answers, namely from each item, agreed with the percentage of 79%. And the item strongly disagrees with the lowest percentage, which is 4%, indicating that Google Classroom is an effective medium for learning, but the teacher must further improve the post test by using learning videos.

There are respondents' answers to online learning using learning videos in Google Classroom during the post-test.

No. Respondent's Answer Frequency Percentage

1. Strongly Disagree 00
  2. Disagree 4%
  3. Agree 72%
  4. Strongly Agree 24%
- Total N= 20 100%

Source of processed respondent data it can be seen that the respondents who stated very disagree 0% or no students who strongly disagree, while those who disagree as much as 4% and calculated from the number of student answers. Meanwhile, those who agree as much as 72%, and those who agree stated strongly agree as much as 24%.

Based on the data above, the majority of respondents' answers, namely from each item, agreed with the percentage of 72%. And on the items strongly disagree with the lowest percentage, which is

4%, it shows that Google Classroom is an effective medium for learning and it can be seen that the percentage on items strongly agree has increased from 17% during the pre-test and increased to 24% during the post-test. Test and concluded that learning videos can improve students' understanding in Google classroom.

## **5. Conclusion**

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