THE EFFECT OF USING ONLINE VIDEO IN LEARNING MATERIAL OF PREPOSITION (AT,IN,ON)

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Abstract
This study describes the effect of using online videos in teaching time preposition skills in English (at, in, on) in grade VIII at Junior High School . The formulation of the problems that must be answered in this study are: (1) How is the use of online video in improving students' time skills in prepositions (at, in, on)?, (2) How is the ability of students to remember time preposition material without using online videos and using online video?, (3) Is there a significant difference between the ability of time preposition (at, in, on) without online video and using online video? . There are two hypotheses in this study, the hypotheses are (1) there is a significant difference in the use of online video in learning English in class VIII Junior High School (2) there is no significant difference in the use of online video in class VIII Junior High School. in this study were 3 grade VIII junior high school students. Data collection was carried out using several techniques, namely: quisionaries inetrview and tests (pre-test and post-test). Then, all data were analyzed by descriptive qualitative approach . The results showed that students' abilities increased after using online video learning which was applied in teaching time prepositions (at, in, on). This indicates that the mean score increased on the post-test (50 to 80). The u-test calculation shows that there is a significant difference between the experimental class and the control class in using online video learning in the preposition of time (at, in, on).

__Keywords:__ Online Video Learning , Grammar, Student's Ability.

A. Introduction

English is one of the most widely spoken languages in the world and is accepted as a foreign language that is widely used in many countries.

In learning English, there are four skills that students need to master. The four core language skill are listening, speaking, reading and writing where writing is obviously the most difficult skill for second language and foreign language learners to master. (Anindya Choudury, Of Speaking, Writing and Developing Writing Skill in English. Language in India, (2013),13, p27-32) media can provide better results and more benefits because it is directly connected to students' lives in today's era. (Butarbutar & Simatupang, 2020).,

In terms of writing, it takes sufficient knowledge and hard thinking so that students produce words, sentences and paragraphs with correct grammar and proper vocabulary. Therefore, teachers must give a perfect understanding of how to write correctly, the first step is to tell students the structure of the sentence structure or commonly called grammar (Sudarmaji et al., 2020).

Researchers know very well that

grammar is the most difficult part when learning English is grammar. Eventough they had something in mind, they very inhibited by not being confident since they were afraid of making mistakes in grammar an they were worried if other students laugh at them when they make mistakes. (Syamsurizal , M 2015)

A preposition is a word that shows the relationship between two words in a sentence. Meanwhile (Adawiyah, n.d.) expresses that preposition is a relationship between entities: they indicate a relationship in space (between one object and another) and a relationship in time (between events), in addition to other relationships such as instrument and cause.

There are some kinds of preposition, namely, preposition of time, place, manner, position, etc. In this research focused on preposition of time because the preposition is divided into several and for students it is not easy to remember.

Therefore, the researchers tried to help students in solving problems about prepositions, but the researchers focused the discussion only on the preposition of time (at, in, on) material.

First, the researcher asked the students to say which part they did not understand. Students answered that the thing that confused them with the preposition of time was when to use and were it was the placed in the sentence.

Actually, preposition is always used before a noun or pronoun and shows the relation of the noun or pronoun to the other words in sentence.

The researcher provided online video(YouTube) as a media ICT so that they could easily understand the material. And then A video can have a strong effect on your mind and senses(Berk, 2009) as explained by the previous academics , they have perfomed their research in different environments within the south African context, by concertaining on YouTube as an academics tool for ICT lectures.(Cloete et al., 2009). YouTube was found in february 2005 by Chad Hurley, Steve and Jawed Karim and can be found online at www.yotube.com (Hansen & Erdley, 2009). Then YouTube has grown steadily from 30.00 viewers in April 2005 to 100 Million video viewers per day in July 2006(Cloete et al., 2009). As a (Wattenhofer, M., Wattenhofer, R., & Zhu, 2012) report that YouTube is a key international platform for socially-enabled media diffusion.

Using YouTube in the classroom can also pose as a challenge, because locating Appropiate and class-related material in YouTube's huge video storage can be both difficult and time consuming, especialy if the lecturer has no spesific video clip in mind. (Burke et al., 2009).

YouTube can also provide educators with the opportunity to present content interactively. Students that actively engage with the content are more likely to understand and retain

information(Clifton & Mann, 2011). A benefit to using YouTube as a learning resource is ubiquity, the fact that it can be accessed anywhere at any time. It is like having a digital TV running several thousand ondemand channels at once which are never switched off(Clifton & Mann, 2011).

In addition, according to (Moghavvemi et al., 2018 YouTube as an effective tool that can enhance the learning experience if the video is indeed relevant to the subject at hand. Youtube just like most technologies also has advantage and disadvantages.(Cloete et al., 2009). Because YouTube is an environment where every user is free to share what he or she whatns, thiscan create a scenario where student's acces misleading, incorrect or potentially harmful information(Tan & Pearce, 2011). A further limitation in using YouTube in education is techonolgy availability.(Jones & Cuthrell, 2011)

However, As a millennial generation Indonesian students especially in junior high school now is mostly accessing YouTube. We acknowledge there are some constraints to using YouTube for teaching and learning. The main risk here is that of authorship — YouTube is a resource of user-generated content with no quality regulation.(Clifton & Mann, 2011) According to (Sianipar 2013) in

the journal(Samosir et al., 2018) YouTube is a database containing video content that is popular on social media as well as a provider of various helpful information YouTube has a function to search for video information or view videos directly. After the researcher gave online video shows to the students, they looked enthusiastic and went through the learning and teaching process with fun but seriously.

Then, another study has describe, using multimedia technology , student's interest in learning can be improved and by using useful and auxiliary teaching tools, teacher's teaching task become much easier and teacher's passion in teaching is recalled.(Guan et al., 2018) In another hand, the majority of a the videos examined for this study lack the comprehensive approach necessary to safely guide someone seeking information.(Selvi et al., 2019). There is a creative tension within YouTube as a platform for mainstream broadcasters (maybe even including universities) and as a community of individual content creators who see the site as a social network(Moran et al., 2011) The potential impact of YouTube on teaching has begun to be explored in the academic literature. A recently published literature review examined 188 peer reviewed journal articles and conference papers with 'YouTube' in the title(Snelson, 2011).

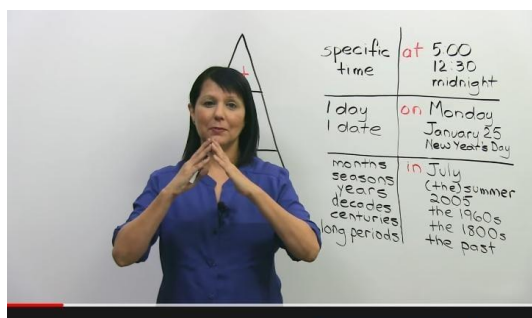**Fg 1. online videos for understanding the material.**

Fg 2. Watching online videos about the triangle method to make it easier for students to understand

The purpose of this research is to help students learn using media Online Video (YouTube) and understand the material *preposition of time (at,in,on)* Thus, the researcher is interest to conduct this research in teaching material preposition of time through online video (YouTube).

B. Research Methodology
1. Research Design

The researcher uses qualitative descriptive methods as the method of the research. Qualitative research is intended to understand phenomenon of what is experience by subject of research such as behavior, perception, motivation action holistically and by way of description in the form of words and language, in a specific natural context by utilizing various scientific methods
(Setiani & Utami, 2018).

The research uses an online questionnaire structure, pre-test and post-test and interviews with eighth grade students in Junior High School.

The online questionnaire contains 8 statements about how much influence online video has on teaching and learning activities. The answer choices for each statement are *yes or no*. In addition, the researchers also distributed pre-test and post-test questions. Where the pre test is a question that is bonded before teaching and learning activities and post test is a question that is given after the process of learning and teaching activities is complete. And the last is a short interview with students from junior high school.

The researcher only gave 3 questions regarding students' opinions and constraints when learning to use online video media.

This research was adapted based on a journal entitled "The Effect Of Yotube On High School Students' Second Language Acquistion (2019).

2. Place Of The Research
This research was conducted in one of the students' homes in the area of Babakan, Cikupa sub-district, Tangerang Regency. The study started from April 24 to April 25. A total of 2 meetings.

3. Population And Sample

The population of this study were eighth grade students in Junior High School. A total of 3 students from junior high schools in Tangerang district were the samples of this study. They are students who participate in microteaching activities. These students followed the teaching and learning activities carried out by the researcher in 2 meetings.

4. Procedure

The research used descriptive qualitative method. Then the steps of the data were that firstly the researcher asked permission to conduct the research requiring eighth graders and attending Junior High School. Then, after selecting the sample, the researcher treated the students by giving pre-test questions. And after 2 meetings, the researcher gave post-test questions to find out the extent of students' understanding of the material that had been delivered. Then the researchers conducted open interviews about opinions and obstacles when learning to use online video learning media. And finally, the researcher gave 8 questionnaires that must be filled out because to find out how much influence online video learning has on students' learning motivation and learning activities.

5. Instrument

"Research instruments are data collection tools used to measure observed natural and social phenomena" Sugiyono (2014, p. 92). To get satisfactory research results, the researcher developed a grid design of research instruments.

The instrument used in this research is questionnaires containing 8 questions, pre-test and post-test containing 10 multiple choice questions, open interviews containing 2 questions.

6. Technique of Collecting Data

The research data were collected through several techniques, namely quisionaries, pre test post test, and interview.

1. Questionnarie

Questionnaire is a data collection technique by which researchers provide a list of questions or written statements to be answered by respondents Sugiyono (2014: 230)

In this research, the researcher gives closed questions that can only be answered by the respondent and is direct, where the respondent is required to choose YES or NO on one of the answers deemed appropriate by the respondent. Questionnaires distributed to respondents are instruments of research activities.

2. Pre test and Post test.

Pretest-Posttest design fall under the broad category of paired data analysis. Paired data arise when the same ex-perimental unit,such as person or laboratory animal, is measured on some variables on two different occasions or at the time
under differ-ent testing conditions (Peter L. Bonate 2000:1).
In this research, the researcher gave 10 questions for each test. Which aims to determine the

extent to which students' understanding of the learning material. The learning process consists of three stages, namely assimilation, accommodation and equilibration (balancing) (Laget in Suciati 2001:11). The assimilation process is the process of unifying (integrating) new information into new cognitive structures that already exist in the minds of students. The accommodation process is the adjustment of cognitive structures into new situations, the equilibration process is a continuous adjustment between assimilation and accommodation. According to (Anas Sudijono 1996:69), The pre-test or initial test is a test carried out with the aim of knowing to what extent the material or subject matter to be taught has been mastered by students. While the post-test or final test and according to Anas Sudijono (1996:70), This is a test that is carried out with the aim of finding out whether all material that is classified as important can be mastered as well as possible by students.

3. Interview

According to (Lexy J. Moleong 2009: 186) "interview is a conversation with a specific purpose. This conversation is carried out by two parties, namely the interviewer (interviewer) who asks questions and the interviewer who provides answers to the questions posed."
The purpose of researchers using interview techniques is to develop a wider range of information obtained from informants and through interview techniques researchers will

understand how the implementation of learning to use online video is, are there any obstacles when learning to use online video media. In addtion, The researchers used interview techniques to get valid answers from informants so that researchers share the interview question by using *google form*. In this case, the people who have the information/respondents are 3 eighth grade students in Junior High School.

C. Result and Discussion

The data listed is divided into three section; the first is the data from the pre test and post test,the second is questinnaire result and the last is the data from the interviews of eighth grade students in Junior High Schools who have attended English classes (microteaching) for two meetings. (2x45 minutes).

1. Result Data Pre test & Post test.

A test is a set of questions that must be answered, the purpose of which is to measure a person's ability as stated in the question.
"Test is a tool or procedure used to
knowing or measuring something by means and rules that have been determined" (Suharsimi Arikunto (2013:67
Thus, it can be concluded that the test is a student measuring tool to collect information in order to determine student learning outcomes.
Based on the statement above, the researcher decided to use pre-test and post-test in

the form of multiple choice as an instrument in this study. The targets were eighth graders in Junior High School. The researcher will divide the table into 2 parts. Table 1 for the results of the pre-test and table 2 for the results of the post-test.

Based on the test results with the preposition of time (at , in and on) material carried out by eighth graders in junior high school, the following results were obtained:

Tabe 1. Eight Grade Students Pre-test Result

No	Name	Score
1	Restu Fitriyani	50
2	Anisah Yuliyanti	50
3	Silvana Sagita	70

From table 1, it can be seen that from a total of 3 students who took the pre-test there were still students who got scores below 70. this shows that before the teaching and learning activities were carried out students still had difficulties or did not understand the prepositional material of time (at, in, on). In other words, only 1 student is quite able to understand the material.

Tabel 2. Eight Grade Students Pos-Test Result

No	Name	Score
1	Restu Fitriyani	50
2	Anisah Yuliyanti	100
3	Silvana Sagita	80

From table 2 it can be seen that from a total of 3 students who took the post test there were 2 students who experienced an increase in grades, and quite well understood the material. However, there was 1 student who still had a score below 70. After being confirmed through a questionnaire distributed to 3 students who took the test, students admitted that they were confused about learning by using online videos and having difficulty distinguishing between at, on and in.

This can be seen from the statements obtained from the questionnaire as follows:

2. Questionnaire Result Data

1. I understand the material quickly if I learn using online videos.
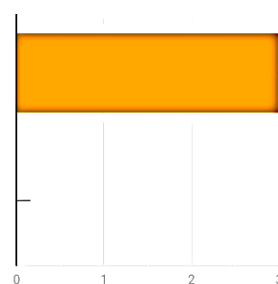
Fg.1 Questionnaire result data number one

2. I feel that online video learning makes it easier for me to understand English material
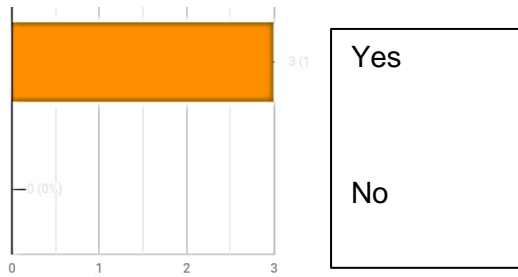

Fg.2 Questionnaire result data number two

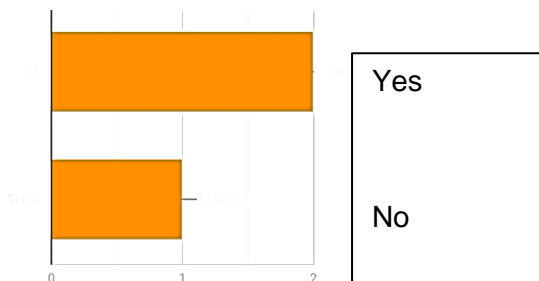**3.** My score better in English lessons when learning using online videos

Fg.3 Quistionnaire result data number three

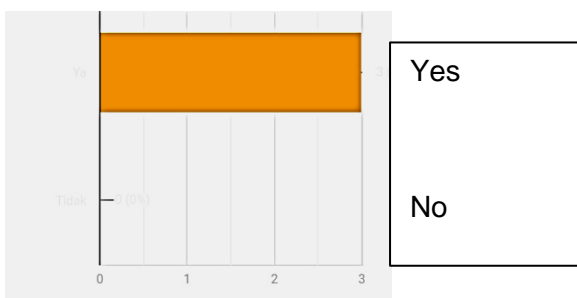**4.** I feel relaxed and happy when learning to use online videos

Fg. 4 Questionnaire result data number four

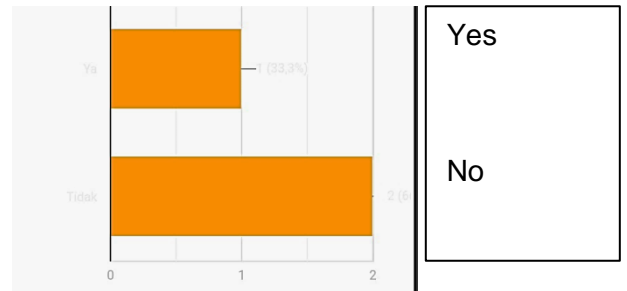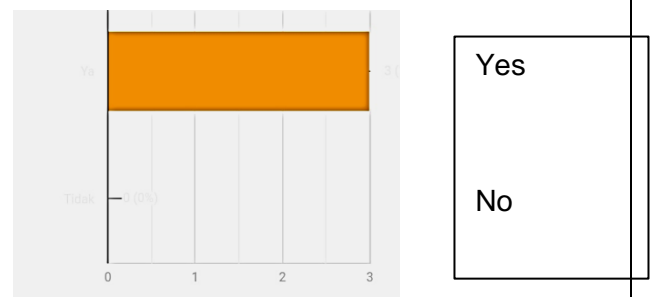**5.** Learning to use online videos makes me and the teacher discuss more

Fg.5 Questionnaire result data number five

6. Online video learning saves my study time (because only watching videos

7. Online video learning makes me motivated to study English more actively
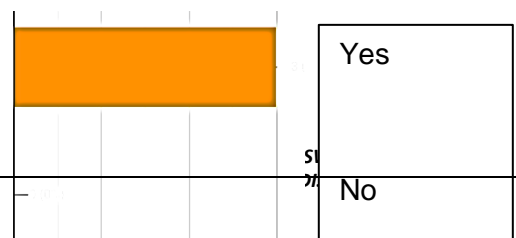
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Fg. 7 Quistionnaire result data number seven

8. I feel online video learning is the right choice as an effective learning method metode.
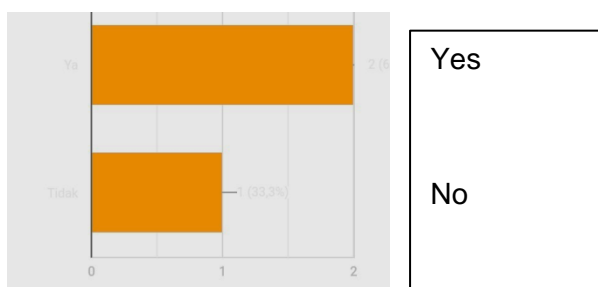

Fg.8 Questionnaire result data number eight

Result data Questionnaire Discussion

The results of the questionnaire data collection showed that all respondents with a total of 3 people gave a positive response, and chose *"yes"* for statement number 1 in the questionnaire. All respondents agreed that:

Learning to use the online video learning method makes it easier for students to understand the material faster. A total of 3 respondents chose

"yes".

Furthermore, 3 respondents gave a positive response and

chose *"yes".* for statement number 2 in the questionnaire. All respondents agreed that:

Online video learning makes it easier for students to understand the material in English

All respondents gave a positive response and chose *"yes"* for the questionnaire statement number 3. All agreed that:

students can have good grades in English lessons when learning using online video learning All respondents gave a positive response and chose "*yes"* for questionnaire statement number 4. All agreed that:

Online video learning makes students feel relaxed and happy when learning

Then, for statement number 5. A total of 1 respondent gave a positive response and chose *"yes"*, but as many as 2 respondents chose *"no"*.1 respondent agreed that:

Online video learning makes students and teachers discuss more about the subject matter.

A total of 2 respondents **did not** feel that online video learning made students and teachers discuss more about the subject matter.

Furthermore, for the questionnaire statement number 6, as many as 2

respondents gave a positive response and chose *"yes"* and as many as 1 respondent chose *"no".* 2 respondents agreed that:

Online video learning saves students' learning time because they only pay attention to the material in the video.

As many as 1 respondent does not feel that online video learning can save students' learning time.

Then, all respondents gave a positive response and chose *"yes"* in the questionnaire statement number 7. All respondents agreed that:

Online video learning makes students motivated for more English learning materials.

A total of 2 respondents gave a positive response and chose *"yes"* and 1 respondent chose *"no"* for questionnaire statement number 8. A total of 2 respondents agreed that:

Online video learning is the right choice for an effective learning method.

As many as 1 respondent **did not** agree that online video learning is the right choice for an effective learning method

Interview Data

To find out the reason the respondents chose *"no"* in the previous questionnaire and to examine the difficulties faced by each student when participating in teaching and learning activities using online video media. Researchers conducted online interviews using google form and gave 3 open questions regarding the ability to remember the material that had been delivered, then the ability of students when learning to use online video media or not by using online videos, and asked students' problems when learning to use online video learning. The following interview data has been collected:

1. Are you able to remember the preposition of time material when we learn using online video learning?

A total of 3 respondents claimed to be able to remember the preposition of time material when learning to use online videos.

*2. Are you able to remember the preposition of time material when studying **without** using online videos*

From interview question number 2, as many as 2 respondents said that he could not remember the material when studying by not using online videos, then he said that the lesson was boring so it was difficult to absorb the lesson

A total of 1 respondent claimed to be able to remember the preposition of time material when studying by not using online videos

3. What obstacles did you experience when learning the

preposition of time using online videos?

As many as 3 respondents admitted that the problem they experienced was the unstable network so that the video was hampered.

In this modern era, students can take advantage of many media to help students understand the material, besides that students can also subscribe to a number of learning applications such as duolingo, hello English, etc. Students can also freely find out in various online-based media as a form of utilizing e-learning.

According to (Sabar & Rahman, 2011) e-learning is learning by utilizing electronic technology as a means of presenting and distributing information, such as radio, television and the most popular today is the internet.

As mentioned by (Snelson, 2011) one of the most popular sites today is YouTube. With YouTube everyone can watch videos online for free. In addition to videos that are entertainment, there are also videos that are educational. Like education about English. Many videos are designed very neatly, interestingly and also informative. Many students are interested in watching educational channels, but there are also many students who are not interested in watching educational channels.

There are many English education channels on YouTube, such as the *Learn English with Tv Series channel, ESL Library, TakeLessons* and many more.

In addition, online videos can have a negative impact on students, especially students who are still underage. Therefore, parents should supervise their children.

In addition, as discussed in the results of the questionnaire data, students admitted that they quickly understood the material using online videos, this was because online videos gave teaching in the easiest way and of course it was accepted by all ages.

Teachers and students both benefit from learning using online videos, because the teacher will only re-explain the material that has been watched by students. This makes it easier for students to ask questions and discuss directly with the teacher, so students can become more active.

Despite all the advantages and benefits of using online videos as a medium for learning English, students and parents consider using online videos only as the most helpful and effective alternative for learning.

In addition, based on the results of the interview, to overcome network problems, it is better to download the

online video that you are going to watch first, or it can be saved as "Watch later" so that the online video will automatically open even if the network is not stable.

D.Conclusion

Most students still cannot understand and know the meaning and concept of using preposition of time (at, in, on) material well so that the results seen in the test are not satisfactory. With the limited time delivered by the teacher in the classroom, the researcher hopes that online video will be a complement to the learning media used by students. Lots of unique and interesting online videos so that the learning atmosphere is not monotonous. all can be downloaded and watched for free by students easily. Most students also have a positive perception of the use of online video learning in helping them understand the preposition of time (at, in, on) material. Then most students can still learn by not using online video media, he feels that learning can be done anywhere and using any media. Constraints that are often experienced by students in learning to use online videos are network problems which are sometimes unstable so that online videos are often hampered. Therefore, researchers hope that teachers can enrich the learning media used, to help students understand the

material.

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