



IMPLEMENTATION OF VIDEO IN ENGLISH CLASS AT GRADE FIVE IN SDN BUJEL 3 KEDIRI

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ABSTRACT

This study aims to describe the effectiveness of implementing video-based teaching in Enhancing literacy interest among elementary school students. The research focuses on exploring how use video step by step in teacher learning process. The visual and auditory elements of videos can capture students' attention and high motivated in reading. The qualitative research design involved interviews to obtain students views, experiences and perceptions, field note, and taking documentation for the video-based teaching. The findings showed that video help to learners vocabulary including meaning pronouncation and spelling showed a significantly higher increase in literacy interest. This suggests that the use of video as a teaching tool can be an effective strategy to increase students' curiosity and motivation to engage with texts. Moreover, the study identified several key factors contributing to the success of video-based instruction, including the relevance of the video content to students' interests, the quality of the video production, and the integration of interactive elements within the videos. These findings highlight the potential of video-based teaching to address the challenges of fostering literacy interest among elementary school students. By providing a more engaging and dynamic learning experience, videos can help to make reading a more enjoyable and rewarding activity for young learners. This all suggests that videos can effectively provoke curiosity and motivation to increase students' interest in reading. Aspects that support success can be seen through the relevance of video content to students' interests, the quality of video production, and the inclusion of interactive elements.

Keywords: video-based teaching, literacy interest, elementary school students, visual learning, Educational

1.0 INTRODUCTION

The implementation of video in English classes for fifth-grade students in elementary schools represents a significant advancement in modern educational practices. As educators strive to engage students in a dynamic and interactive learning environment, video resources offer a powerful tool to enhance language acquisition and comprehension. By integrating videos into the curriculum, teachers can cater to diverse learning styles, making lessons more accessible and enjoyable for technology young learners.

In the current era, the use of videos in learning has become a medium that is often used for teachers to convey their material, one of which is language learning in vocabulary material. Video presents movement, color and sound that can dramatize ideas better than other media. This media has been proven effective in increasing students' interest in learning English vocabulary. For example, videos can provide real examples of language use to students, making it easier for students to understand and remember the vocabulary they have just learned. In addition, videos can be used to display content that students find interesting and enjoyable so as to increase motivation and participation in the learning process. One of the videos most often used to teach vocabulary is animated videos. Because the video combines moving images with specific information, such as vocabulary or fairy tales to create an interesting and interactive learning experience.

By analyzing the feedback from students and teachers, this research seeks to identify the benefits and challenges associated with using video in English instruction. It will also highlight best practices for educators interested in leveraging multimedia resources to enhance their teaching methodologies. Ultimately, this article aims to contribute valuable insights into the effective implementation of video as an educational tool in primary English Language Education.

2.0 METHOD

The researcher used a qualitative research method with a case study type, which means that this research focuses on the understanding, experience, and perspective of individuals. This research shows describes vocabulary teaching using videos and our understanding of how students learn English vocabulary using videos. The findings from this study have implications for the practice of English vocabulary teaching and the development of more effective learning programmes. This study paves the way for further research on the use of videos in language.

3.0 FINDING AND DISCUSSION

The qualitative study on the implementation of video in English classes at Grade Five In SDN Bujel 3 Kediri reveals several critical insights regarding its impact on student learning experiences, engagement, and language proficiency. Data were collected through classroom interviews with student experiences and perceptions, field note, and taking documentation.

Video is considered as an effective aid used by teacher in teaching vocabulary. As mentioned by Hemei (1997), being rich and valuable resource, video is well-liked by both students and teachers. Teachers use video because it provides rich features such as text, picture, and sound that can attract learners' interests and helps teacher in teaching learning activity.

- **Teaching Vocabulary Theory Using Video**

1. Vocabulary: All the words in a language, which is essential for understanding and communication.
2. Teaching Vocabulary: Should be supported by learning pronunciation to ensure students can use the words correctly.
3. Using Video in Teaching Vocabulary:
 - Procedure:
 - Pick a particular video clip to provide content or illustrate a concept.
 - Prepare specific guidelines for students or discussion questions. Introduce the video briefly to reinforce purpose. □ □
 - Play the clip.



- Stop the clip at any scene to highlight a point or replay for in-class exercises.
- Set a time for reflection on what was seen.
- Assign active learning activities to interact on specific questions or concepts.
- Structure a discussion around those questions in small and/or large groups.

Advantages: Engages students, increases motivation, and enhances understanding.

Disadvantages: Can lead to distractions if not managed properly.

• **Role of Video in Teaching Vocabulary**

1. Using video clips can make learning more interesting and interactive, leading to higher student engagement.
2. Video can help students learn vocabulary by showing how words are pronounced and used in context.
3. Video can be used to reinforce learning by providing visual aids and making complex concepts more accessible.

• **Assesment Vocabulary**

To evaluate speaking skills effectively, several criteria are essential, including pronunciation, fluency, grammar, vocabulary, discourse features, and task accomplishment. Here are the key aspects to consider:

➤ **Pronunciation**

- Accuracy: Evaluates the correctness of pronunciation.
- Fluency: Measures the level of smoothness and naturalness in speech.
- Completeness: Reflects the number of words pronounced correctly.
- Prosody: Assesses the use of appropriate intonation, rhythm, and stress.

➤ **Vocabulary**

- Vocabulary Production: Encourages students to use the specific vocabulary instructed.
- Vocabulary Recognition: Assesses students' ability to recognize and understand vocabulary.
- Lexical Complexity: Evaluates the level of vocabulary used and its appropriateness in context.

4.0 CONCLUSION

In this study, the implementation of video in the English classroom at Grade Five SDN Bujel 3 Kediri highlights the transformative potential of multimedia resources in enhancing language learning. The findings show that incorporating videos into the curriculum significantly increased student engagement and motivation, making the learning process more fun and interactive. The students reported that they felt more confident in their language skills, especially in listening and speaking, as they were exposed to authentic English usage through various video formats. Overall, the integration of videos in English language teaching at SDN Bujel 3 is a promising approach to foster a more engaging and enjoyable learning environment. So that educators can further enhance the educational experience for their students.

5.0 REFERENCE

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