

# COMPARISON OF SHORT VIDEO AND INFOGRAPHICS AS LEARNING MEDIA TO IMPROVE ENGLISH GRAMMAR DURING PANDEMIC

Aulia Wahyu Khoirunnisa<sup>1</sup>, Zulfa Sakhiyya<sup>2</sup>

*English Education Department, Faculty Language and Arts*

*Universitas Negeri Semarang, Indonesia*

*Email : [auliawahyu@students.unnes.ac.id](mailto:auliawahyu@students.unnes.ac.id)*

**Abstract** : This study aims to compare the effectiveness of using short video and infographics as learning media to improve student's grammar knowledge in teaching present perfect tense. It also aims to analyze the improvement of teaching English ability during pandemics through the use of short videos and infographics at the 9th-grade student of SMP Negeri 25 Semarang. The research design is quasi-experimental research using two types of natural intact groups: experimental and control groups. The data were collected by observation using experimental, pre-test, and post-test techniques. Short videos are more effective than infographics in teaching the present perfect tense to 9th-grade students at SMP Negeri 25 Semarang, and for 9th-grade students at SMP Negeri 25 Semarang there is a significant contribution after teaching with short video and infographics on learning understanding the present perfect tense.

**Keywords** : *Short Video, Infographics, Learning Media*

## INTRODUCTION

In the year 2020, the COVID-19 pandemic first arose in Indonesia. The COVID-19 pandemic is expected to have far-reaching consequences on human development across the board (Pokhrel & Chhetri, 2021). Figure 7.2 shows our estimate that Indonesian students would lose US\$367 in future annual individual income and 16 points on the PISA reading scale owing to the four-month shutdown period beginning March 24 and ending at the end of September 2020. According to (Lone & Ahmad, 2020). Used this World Bank's Country Tool for Simulating COVID-19 Impacts On Learning And Schooling Outcome measures and data from the upcoming Trying to measure The Quality of Education Services In Indonesia Survey, we modeled and contextualized the potential impact of COVID-19 closing schools on educational objectives, proficiency levels, enrollments, and projected income for Indonesian students in grades one through two (Daniel, 2020).

When schools resume gradually over the following eight months, these losses are projected to rise under the eight-month shutdown scenario (and possibly re-close). It is anticipated that children from low-income families may lose more educational ground than children from high-income families during school closures due to differences in access to resources that can promote learning when schools are closed (Watkins, 2020). Everyone should take precautions to avoid becoming sick. The worldwide spread of the Corona virus outbreak has had an effect on education, particularly with the implementation of a policy allowing students to do homework from the convenience of their own homes (Cullen, Gulati & Kelly, 2020). Teachers nowadays are searching the web for tools that will help their students communicate more effectively as a direct response to the study at home policy. One must evaluate the skills and knowledge necessary for online teaching.

If the goal is for students to have an easier time studying, the technology used must be adequate (Padhan & Prabheesh, 2021). One of the benefits of technological progress in the middle of this pandemic is that it is being used as a teaching tool. Online teachers must meticulously organize each step of their lessons to ensure their students learn effectively. This involves picking out the gadgets and programs (digital environments) that will keep their pupils interested (Pranggono & Arabo, 2021).

Short video resources are used both in and out of the classroom to help students learn English as a second language. As a result of the COVID-19 epidemic and technological developments, educators now have more opportunities than ever to use videos into their online lessons, making instruction more interactive and beneficial to students (Ciotti, Ciccozzi, Terrinoni, Jiang, Wang & Bernardini, 2020). To better transmit information, spark discussion, and give illustration for a certain subject and content, videos may be used in a variety of educational and instructional situations, including self-study and assessment scenarios.

In addition, as educators, we should draw from a wider range of materials than only short content films that provide clear information that students would be able to absorb more quickly. Infographics are a visual representation of data that is intended to captivate and instruct the viewer. Infographics are a kind of visual communication used in the field of education to convey information, in this case, knowledge. Infographics are a visual representation of data consisting of visual elements including text, graphics, images, and typography. Teachers and students alike may benefit from infographics' claimed attributes and engaging structural elements if they were used in the classroom (Jaleniauskiene & Kasperuniene, 2022).

Online learning with short films or infographics may help instructors

communicate information more quickly and effectively during a pandemic. My study objective is to compare the efficacy of employing short videos and infographics as learning medium in the context of teaching the Present Perfect tense to 9th graders at SMP Negeri 25 Semarang, and to examine the growth of contribution between the two groups. My research at SMP Negeri 25 Semarang, a junior high school in Semarang, indicates that the effectiveness of teaching English during the pandemic has not improved. This is because students are becoming bored more quickly during teaching and learning activities and they dislike substance that takes a long time and is long-winded. Therefore, researchers are trying to improve English instruction by employing animated shorts and info graphics as learning medium, with the objective of making the content shorter, clearer, denser, and easier to absorb.

My research is motivated by the aforementioned issues in the field, and I intend to use my findings to determine whether or not using short videos or infographics as learning media is more effective in helping 9th graders at SMP Negeri 25 Semarang learn the grammatical concepts behind the Present Perfect Tense.

## RESEARCH METHOD

A quantitative descriptive technique has been used for this research. The study design is quasi-experimental research employing two categories of natural intact groups, namely experimental groups and control groups (Gopalan, Rosinger & Ahn, 2020). In other words, the research was conducted using both types of natural intact groups. The students that are enrolled in the ninth grade at SMP Negeri 25 Semarang are the participants in this study, as well as the topic of the investigation. The sample for this study is from class 9E, which represents an experimental approach to handling short videos, and class 9F, which represents a more conventional approach and serves as a control group for infographics.

After gaining knowledge of the findings of the pre-test and post-test, the researchers analyzed and summarized the data. In this investigation, the researcher analyzes data by entering the outcomes of both the pre-test and the post-test scores into the SPSS 25 application. This allows the researcher to compare the two groups of scores. The researcher will also perform an analysis of the closed-ended interviews that were carried out in order to demonstrate the contribution of learning media such as short films and info graphics as data to assist the study. The form should be completed and signed by one author on behalf of all the other authors.

## FINDINGS AND DISCUSSION

### Statistic Descriptive

		Experimental	Control
Pre	N	32	32
	Mean	48.5938	26.7188
	Minimum	0	0
	Maximum	90	85
	Std. Deviation	27.12677	21.68727
Post	N	32	32
	Mean	79.6875	66.0938
	Minimum	20	5
	Maximum	90	90
	Std. Deviation	15.23671	23.68252

*Data Source: Data Processed with SPSS (2022)*

Based on the table above, it can be concluded as follows, 1) in the Pre-Experiment group, the mean value was 48.5938; the minimum is 0; the maximum is 90; with a standard deviation of 27.12677, 2) In the Pre-Control group, the mean value was 26.7188; the minimum is 0; the maximum is 85; with a standard deviation of 21,68727, 3) In the Experiment-Post group, the mean value was 79.6875; the minimum is 20; the maximum is 90; with a standard deviation of 15.23671, and 4) In the Post-Control group, the mean value was 66.0938; the minimum is 5; the maximum is 90; with a standard deviation of 23.68252.

### Normality Test

When comparing the groups before and after the experiment, the sig values were 0.035 and 0.000, accordingly. Ho is rejected since the sig value is less than 0.05, indicating that neither the pre-experimental

nor the post-experimental data are normally distributed. The obtained sig values in the before and post healthy controls were both 0.000. Due to the p-value being less than 0.05, Ho is rejected, indicating that both the pre- and post-test data are not normally distributed.

### Differential Test

#### Difference Test in the Experiment and Control groups between Pre and Post

Group		Mean	Z	Sig	Conclusion
Experimental	Pre	48.5938	-4.451	0.000	There is a difference
	Post	79.6875			
Control	Pre	26.7188	-4.537	0.000	There is a difference
	Post	66.0938			

*Data Source: Data Processed with SPSS (2022)*

Based on the table above, it can be concluded as follows:

The sig value obtained in the Pre and Posttest in the Experiment group is 0.000, because the value is lower than 0.05 then Ho is rejected or Ha is accepted meaning that there is a difference between Pre and Post in the experimental group. To find out the difference, it can be seen from the mean value, the mean Pre (48.5938) is lower than the mean Post (79.6875) meaning that the learning outcomes after treatment (post) are better than before treatment.

The sig value obtained in the Pre and Posttest in the control group is 0.000, because the value is lower than 0.05, then Ho is rejected or Ha is accepted, meaning that there is a difference between Pre and Post in the control group. To find out the difference, it can be seen from the mean value, the mean Pre (26,7188) is lower than the mean Post (66,0938) meaning that the learning outcomes after treatment (post) are better than before treatment.

#### Different Pre and Post Tests between Experimental and Control groups

Category		Mean	Z	Sig	Conclusion
Pre	Experimental	48.5938	-3.289	0.001	There is a difference
	Control	26.7188			
Post	Experimental	79.6875	-2.840	0.005	There is a difference
	Control	66.0938			

Based on the table above, it can be concluded as follows:

When comparing learning outcomes in the experimental and control groups, the sig value returned from the Pre difference test is 0.001. Since this value is less than 0.05,  $H_0$  is rejected and  $H_a$  is accepted, indicating that there is a variation in Pre scores between the two groups. The difference may be noticed by comparing the two groups' mean Pre values: the experimental group's Pre value (48,5938) is greater than the control group's Pre value (26,7188), indicating that the experimental group's pre-treatment learning outcomes were superior.

Because the 0.005 sig value from the Post analysis of variance between the experimental and control groups is smaller than the threshold for rejecting or accepting the null hypothesis of no difference in learning outcomes, the null hypothesis of no difference in learning outcomes is rejected and the alternative null hypothesis of no difference in learning outcomes is accepted. The difference between the experimental and control groups' post-treatment learning outcomes is shown by comparing their respective means: the experimental group's mean value of Post (79.6875) is greater than the control group's mean value of Post (66.0938).

## **DISCUSSION**

The discussion is focused on analyzing the use of Short Video and Infographics as a medium for learning English at SMP Negeri 25 Semarang.

### **Learning Media Which is More Effective in Improving Students Grammar Learning**

To offer education across computer networks, distance learning makes use of a wide range of tools, including but not limited to the web, email, chat, new groups and messaging, audio and video conferencing, and other tools (Raja & Nagasubramani, 2018). It is imperative that this technology be used in the classroom to condense and simplify course content.

Changing classroom management practices to accommodate the shift from in-person to online instruction is essential. As a result, we need learning materials that can facilitate the learning process for students in online courses. Students at SMP Negeri 25 Semarang may benefit from the use of infographics and short video clips as a means of receiving educational content.

Students studying English may benefit from watching videos for a number of reasons, including exposure to authentic language use, increased cultural awareness, increased creative potential, and increased motivation (Ratheeswari, 2018; Keser & Semerci, 2019). The idea that students can see as well as hear how native speakers use language in real-world settings suggests that video plays a key role in the classroom. Useful classroom videos come in many forms (Mustapha, Van, Shahverdi, Qureshi & Khan, 2021). The learning goals, student demographics, and preferences will all play a role in deciding the film to show in class. The videos displayed in class must be appropriate for the subject matter and contribute to student learning.

Based on the data, we can conclude that our students prefer to study English with the help of infographics and short videos. Based on the comparison between the two learning media shown above, it can be concluded that 9th grade students at SMP Negeri 25 Semarang are more motivated to study English via the use of Short Video, particularly with regard to the Present Perfect Tense material presented therein. Following the viewing of the brief video therapy, pupils performed better than those in the pretreatment graphics class. This suggests that, when it comes to learning the language, short videos are preferable than infographics.

### **Contribution of Short Video and Infographics to Student Learning**

To demonstrate the usefulness of short video and infographic learning media in the English classroom, particularly when instructing on the present perfect tense, the

following four students from SMP Negeri 25 Semarang were interviewed briefly: FebriJayanti and Kumala DwiSutrisni, both in class 9F; Chelsea Olivia Agatha and Arzellia Caroline RaenaSaputra, both in class E. After seeing the videos and reviewing the infographics, they were asked to answer five quick questions on the significance of what they had just learned.

Incorporating media into the teaching - learning activities can result in full conformity and engaging information exchange between the instructor and students, with a variety of benefits (Wan & McAuley, 2018). The four students interviewed above reported that the use of learning media, including short videos and infographics, made lessons more enjoyable and less boring because it was accompanied by pictures that were not monotonous and appeared complicated. With this strategy, students are more motivated to study about the Present Perfect Tense in English since they are able to use various media to do so.

Even while they may seem too quick to be effective for learning, short videos and infographics may really deliver more thorough and consistent knowledge for the sake of learning as a whole. Incorporating infographics into the classroom has been shown to increase students' conceptualization of material, the development of their ability to think critically and creatively, and the retention of what they have learned (Prasetyo, Rachmadtullah, Samsudin & Aliyyah, 2021). Thus, both students and teachers will find the process of using infographics to be simple and basic. The use of infographics in the classroom has the potential to significantly enhance both the quality and quantity of education provided. Some students even resort to using short videos as a means of acquiring proper sentence structure and pronunciation in the English language. The use of learning media, such as education short film and infographics, has been shown to increase students' understanding of the present perfect tense

and to foster a more active learning environment.

## CONCLUSION

Based on the results of the research and discussion that have been explained, it can be concluded that the following conclusions can be drawn: Short videos are more effective than infographics in teaching the present perfect tense to 9th grade students at SMP Negeri 25 Semarang. For 9th grade students at SMP Negeri 25 Semarang, there is a significant contribution after teaching with short videos and infographics on learning and understanding the present perfect tense.

## ACKNOWLEDGEMENT

First and foremost, I am so grateful that I am able to finish this final project. I would like to express my gratitude to Allah SWT for the grace, blessing, and forgiveness that always lead me in my life, especially during my tough times finishing this final project. Prophet Muhammad SAW whose intercession is always expected by mankind, once we all reach the hereafter. My mother, Mrs. UripPuji Lestari. Thank you for everything, mom. Your support, compassion, and prayers help me through all this. I love you. My father, Mr. Sudarwo. Whatever I do, wherever life takes me, I will always be thankful to you my Dad. Because I know without you my life would be worthless. I love you so much. My final project advisor, ZulfaSakhiyya, S.Pd., M.Tesol., Ph.D., who has given me guidance, directions, advices, critics, solutions, and everything that was needed to finish this final project. Thank you, Ma'am. My lecturers in English Department who shared the all knowledge and experience during my study. My little brother, DafaLuhungPradipta, I just couldn't get the concept of how you could ever love someone who annoys you 24/7. Thank you for being you. My boyfriend, Muhammad NizarAkrom. Thank you for all the countless things you have done for me, for all the strength you have given me. I owe you so much, Mas. I love you. My

bestfriends; AnggiYulisca and AnggunKartika, It's hard saying thanks to a person who deserves so much more than mere words.

## REFERENCES

- Ciotti. M., Ciccozzi. M., Terrinoni. A., Jiang. W. C., Wang. C. B., & Bernardini. S. (2020). The COVID-19 pandemic. *Critical reviews in clinical laboratory sciences*, 57(6), 365-388.
- Cullen. W., Gulati. G., & Kelly. B. D. (2020). Mental health in the COVID-19 pandemic. *OJM: An International Journal of Medicine*, 113(5), 311-312.
- Daniel. S. J. (2020). Education and the COVID-19 pandemic. *Prospects*, 49(1), 91-96.
- Gopalan. M., Rosinger. K., & Ahn. J. B. (2020). Use of quasi-experimental research designs in education research: Growth, promise, and challenges. *Review of Research in Education*, 44(1), 218-243.
- Jaleniauskiene. E., & Kasneriuniene. J. (2022). Infographics in higher education: A scoping review. *E-Learning and Digital Media*, 20427530221107774.
- Keser. H., & Semerci. A. (2019). Technology trends: Education 4.0 and beyond. *Contemporary Educational Researches Journal*, 9(3), 39-49.
- Lone. S. A., & Ahmad. A. (2020). COVID-19 pandemic—an African perspective. *Emerging microbes & infections*, 9(1), 1300-1308.
- Mustanfa. I., Van. N. T., Shahverdi. M., Oureshi. M. I., & Khan. N. (2021). Effectiveness of digital technology in education during COVID-19 Pandemic. A bibliometric analysis.
- Padhan. R., & Prabheesh. K. P. (2021). The economics of COVID-19 pandemic: A survey. *Economic analysis and policy*, 70, 220-237.
- Pokhrel. S., & Chhetri. R. (2021). A literature review on impact of COVID-19 pandemic on teaching and learning. *Higher Education for the Future*, 8(1), 133-141.
- Pranggono. B., & Arabo. A. (2021). COVID-19 pandemic cybersecurity issues. *Internet Technology Letters*, 4(2), e247.
- Prasetyo. T., Rachmadtullah. R., Samsudin. A., & Alivvah. R. R. (2021). General Teachers' Experience of the Brain's Natural Learning Systems-Based Instructional Approach in Inclusive Classroom. *International Journal of Instruction*, 14(3), 95-116.
- Raja. R., & Nagasubramani. P. C. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, 3(1), 33-35.
- Ratheeswari. K. (2018). Information communication technology in education. *Journal of Applied and Advanced research*, 3(1), 45-47.
- Wan. M., & McAulev. J. (2018, September). Item recommendation on monotonic behavior chains. In *Proceedings of the 12th ACM conference on recommender systems* (pp. 86-94).
- Watkins. J. (2020). Preventing a covid-19 pandemic. *Bmj*, 368.