

**EFFECT OF POWER DIRECTOR VIDEO ON VOCABULARY
COMPREHENSION FOR SEVENTH GRADE STUDENTS IN MTSN 1
PADANG PARIAMAN**

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ABSTRACT

The main problem in this research is "Does the PowerDirector video affect the vocabulary comprehension of seventh grade students at MTsN 1 Padang Pariaman?" This research aims to know the results of vocabulary comprehension of seventh grade students at the MTsN 1 Padang Pariaman before using the PowerDirector video, to know its use, and to analyze the effect of the PowerDirector video on the vocabulary comprehension of the seventh grade students at the MTsN 1 Padang Pariaman. The research method used quantitative approach with an experimental approach at Quasi Experimental Design. As for the results of vocabulary comprehension for seventh-grade students at the MTsN 1 Padang Pariaman using Video PowerDirector in the experimental class before using Video PowerDirector is 61.09 and after using 85.87. Based on the analysis of the test results in the experimental chapter, the "T" test indicates the results of the "T" of count 16.629 and the "T" of Table 1.71714. The results of "T" of count" are higher than the "T" of Table. From the results of Sig. (One-Sided p, Two-Sided p) which is 0.05 which is higher than <0.001. That is, the use of PowerDirector video has an impact on the vocabulary comprehension.

Keywords: Video;Power Director; Vocabulary Comprehension.

INTRODUCTION

Education is the teacher's delivery of science and knowledge to the minds of students, learners or learners in a correct way, and it is the economic method that saves both the teacher and the learner time and effort in order to obtain science and knowledge. Second-language instruction in particular is any intentional activity undertaken by an individual to help another individual communicate with a system of linguistic symbols different from the one he or she is familiar with and reconnect. In other words, it exposes students to a situation in which they communicate in a language other than their first language. In terms of learning, there is an urgent need to learn Arabic right now, especially for students. Because the Quran and Hadith There are some scholars books written in Arabic. Then students can only get an understanding of the Qur'an, Hadith and scholars' books. As Umar bin al-Khattab said: "Learn Arabic, for it is part of your religion".

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Teaching Arabic is learning four language skills, listening, speaking, reading and writing. The elements of language are sounds, vocabulary, grammar and structure. A vocabulary alone is a word or word that consists of two or more letters and denotes a meaning. So Ta'imah said that vocabulary is the tools for carrying meaning. A vocabulary is a set of words that will make up a language. Mohamad Kamal Naqa said that vocabulary is a tool for carrying meaning as well as a way of thinking. The speaker can think and then express what comes to mind with words that respond to it. When one learns Arabic, the first stage you learn is vocabulary, because it is impossible for one to understand Arabic without teaching Arabic vocabulary. Vocabulary is one of the most important linguistic elements that a person must possess in teaching a foreign language, as well as Arabic.

Teaching vocabulary is not just teaching vocabulary and then telling students to memorize it, but more than that, students are able to understand vocabulary if they reach some existing indicators. Students are able to translate vocabulary well, students are able to pronounce vocabulary and rewrite well and correctly, and students are able to use vocabulary in the correct sentence form, both in speech and in writing.

The goal of teaching vocabulary is that teaching vocabulary does not mean that students in learning the second language are able to translate it into the mother tongue and find a corresponding to it, or be able to determine its meaning in Arabic dictionaries, but the criterion of competence in teaching vocabulary is that students are able to use the appropriate word in the right place, so that they can communicate with Arabic and the number of patterns and structures that control it, and can use it efficiently.

Learning requires strategies, methods and teaching method that support the teaching and learning process in order to create effective learning. A teaching medium is a tool that serves to convey learning messages. Communication will not work without the help of a messaging medium or medium. An educational medium is one way to improve learning activities. The position of the didactic medium is a tool for teaching. The educational medium is the forms of literal and audiovisual communication and its equipment, said the NEA (National Education Association). Mohammed Ziad Hamdan defined it as an educational method that is used to bring about educational science.

Hamdan said that the educational method is all the means that can be used to achieve the desired educational goals of the educational process, whether this means is technological, such as films, simple such as blackboards and illustrations, or environmental means such as monuments and natural sites. The teaching method helps the teacher to take into account the differences of students because the diversity of experiences and the multiplicity of methods that learners pass through lead to their good response, each according to his abilities and what suits him.

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After knowing about the concept of the teaching aid, the researcher mentioned the types of teaching aid. The types of teaching aids are 3, which are audio, visual, audiovisual. An audio teaching aids are means that cannot be heard or that contain only sound elements, such as radio and sound recordings.

1. The visual learning method, which is used through the eye window, the most important of which are: the textbook and the like, and the blackboard.
2. The visual teaching aid, a visual medium that can only be seen and does not contain audio elements, such as images, paintings, and film slides.
3. An audiovisual teaching aid, a medium that contains audio elements and images that can be seen, such as videos, movies, and slides that are given sound.

This audiovisual capacity is better and more interesting because it contains both elements of the types of medium, audiovisual. The advantage of using audiovisual means and especially video means is that it can save time and can play recording repeatedly, can adjust the loud weak sound, and can attract the attention of students because there are images accompanied by sound. There are many interesting audiovisual teaching methods that can be used in technology-based Arabic language education. One of them is Power Director.

Power Director is a video editing programming with a variety of impressions, such as adding images, comes with background music, sounds, special effects, transmission effects and more. Power Director is a list of the best video editing apps for Android this app is easy to use in editing video tutorial and creating animations from photo files in user gallery.

The advantages of Power Director programming are: 1) It produces videos with fairly good quality up to 4000 resolutions, 2) It doesn't use too much phone memory, and 3) It has professional features that can be enjoyed for free. 4) Can be used by the teacher to teach vocabulary in the form of instructional videos, 5) You can use photos or videos on Android so that we can adapt to the vocabulary material to be taught, 6) Editing from Power Director is enough to drag and drop, so editing is very easy. The features introduced in this programming are completely complete for editing professional videos. Power Director programming provides backgrounds and templates that can be selected and changed at will. In addition, after exporting it, users can also upload it to social media such as Youtube, Instagram, and others.

Based on what the researcher observed about teaching vocabulary at the Islamic State High School 1 Padang Pariaman, the researcher found that in vocabulary teaching students had difficulty memorizing vocabulary and understanding students' vocabulary was low. The teacher does not use the diverse medium. However, the teacher uses the medium such as the course book and the blackboard. While teaching vocabulary, the

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teacher records the vocabulary on the board, then the teacher asks the students to record the vocabulary in a book, then the teacher reads the vocabulary and the students follow together. The teacher then asks the students to memorize the vocabulary and deposited. After interviewing one of the Arabic language teacher, Professor Ain Al-Mardia, the researcher stated that the method he used was an image medium and was not used by the electronic means because the limited facilities and infrastructure are an example of concentration used by other teachers.

After the researcher interviewed one of the Arabic language teacher in the seventh grade of the Islamic State High School 1 Padang Pariaman about understanding the students' vocabulary. Professor Ain Al-Mardi stated that students find it difficult to memorize vocabulary and understand students' vocabulary low. This is indicated by the low value of students in vocabulary teaching.

This is evidenced by students' low vocabulary comprehension, because the teacher did not use the teaching medium that could arouse students' enthusiasm for learning or was not able to attract students' attention to learning. Students are less motivated at teaching vocabulary, because teaching vocabulary is less interesting, less interactive and monotonous so students are boring when learning. This is proof that they need the teaching aids that offer vocabulary teaching in a fun way.

The researcher chose to teach vocabulary because the seventh grade students at the Islamic State High School 1 Padang Pariaman that the results of observation and interview, found it difficult to teach and understand vocabulary, the students did not focus on teaching vocabulary, the students were less enthusiastic, and the students felt bored when teaching. Therefore, the results of education and goals do not match what is expected. Students' ability in vocabulary is low, and this is evidenced by the students' low score in the average value of vocabulary teaching in the seventh grade. When you ask students about the vocabulary they learned last week, they were silent and the students couldn't answer. Students are given a list of vocabulary and asked to memorize the vocabulary. However, when the lesson ends, students forget the vocabulary they memorized so they can't read it aloud. This problem shows that students find it difficult to understand vocabulary. While the Vocabulary is one of the most important elements of language and language is the most important means of human communication.

The researcher chose the Power Director's video medium, because in teaching vocabulary, the teacher at the Islamic State High School 1 Padang Pariaman did not use it as an interesting medium. However, the teacher uses the traditional teaching aid, such as blackboard, picture and textbooks and does not use the technology-based method, so education is not interesting because the teaching method used by the teacher was not able to help students understand vocabulary. In teaching Vocabulary, a technology medium is needed that helps students understand Arabic vocabulary. With the results of

the video programming by Power Director, it is hoped that the teacher will help create an enjoyable learning atmosphere, help the teacher achieve the goals of teaching Arabic vocabulary, and help students understand vocabulary.

Accordingly, the researcher wanted to use an audiovisual medium on the vocabulary comprehension of students under the topic: "Effect of Power Director Video on Vocabulary Comprehension for Seventh Grade Students in MTsN 1 Padang Pariaman". Specifically, the objectives of the research are: 1) To know the results of vocabulary comprehension seventh grade students at the MTsN 1 Padang Pariaman before using the Power Director's video, 2) To learn how to use the Power Director's video to understand the vocabulary of seventh grade students at MTsN 1 Padang Pariaman, 3) To analyze the effect of the Power Director's video on the vocabulary comprehension of seventh grade students at MTsN 1 Padang Pariaman.

METHODOLOGY

The type of research used by the researcher is field research, with quantitative approach and the research method is experimental. The researcher used the core of the research is the relative experimental (Quasi Experimental Design) with the type of nonequivalent control group design, in this design, where the experimental group and the control group were not randomly selected. The two complexes were subjected to pre- and post-testing. Data collection tools are testing and observation. But before testing T, the researcher used SPSS 29 for a normal test and a homeopathy test, because the data must be normal and homogeneous.

The population used in this research is the seventh grade students at the MTsN 1 Padang Pariaman, with a total of 145 students. The sample used is the grades in the seventh grade, consisting of the control VII.4 and the experimental row VII.5

What is meant by the techniques here are the logical steps and reasonable stages that then the researcher to collect data related to the research and those steps and stages are: 1) With regard to the vocabulary understanding data of students, the researcher uses the test, which is the pre- and post-test, 2) With regard to the use of the Power Director's video to understand the vocabulary of students, the researcher uses the observation sheet. What is meant by certification is the process that the researcher follows and proves to achieve the tools used to collect the data collected to it, as well as that certification is a measure that appears to the levels of validity or validity of the tools, and in this certification, it is directed to the supervisor of the scientific thesis and the investigation of the parts of this research is the research tools. Certification of research tools, established by the research as follows: 1) Test questions were written from research variables, previous theories, and basic sources, 2) After the correct sedition, the researcher tools get the correct and true data, 3) As for the proof of the

tools, the researcher compared the first and second experimentation. If the data is found in the normal state, there is no long difference between the result of the first and second experimentation, the correct and friendly tools, and the certification of the tools in a statistical way, are tested by the researcher with material tests for each test questions with the help of SPSS.

As for the data, the researcher makes it the type of data of Rasio and Normal. Before the analysis, the researcher evaluated it with the conditions of the analysis, namely the tests of normality and hamogenetes. 1) The test is normality Kasmadi said: The natural test was intended to know whether the data comes from data that has a normal distribution or not. And the formula that the researcher used in the natural test, which is the Shapiro Wilk. To facilitate the calculation, the researcher used a borrowing of: if $0.05sig >$ its normal distribution, and if $0.05sig <$ its abnormal distribution, 2) Homogeneity test, The researcher then used 29 SPSS to test homogeneity. The goal of the homogeneity test is to find out whether the data is released from group types by borrowing or not, and the researcher used the Levene test. To facilitate the calculation, the researcher used a borrowing of: if $sig > 0.05$ its distribution is homogeneous, and if $sig < 0.05$ its distribution is heterogeneous, 3) The T test is included in the parametric statistics set. With sample $n > 30$

RESULTS AND DISCUSSION

a. Data Description

Based on the research conducted in grade 7 4 and grade 7 5 as the sample category, the experimental class and the control class were determined.

Research Data

Statistic Descriptive	Pretest class control	Pretest class Experimen	Posttest class Control	Posttest class Experimen
Mean	61,74	61,09	71,30	85,87
Median	60	60	70	85
Modus	60	60	70	95
Standar Deviasi	10,83016575	9,45483,685	12,08091953	9,729544
Minimum	80	80	95	100
Maximum	40	40	45	65

From the previous table, statistical research data from the experimental and control classes show the mean value (Mean), median, frequently occurring values (Modus), standard deviation (standar deviasi), lowest value and highest value, in mean value., the pre-test in the trial semester was 61.09, and the post-test in the trial semester was 85.87. The pre-test in the control class was 61.74, and the post-test in

the control class was 71.30. The pre-test in the experimental class is 60, and the post-test in the experimental semester is 85. The pre-test in the control class is 60, and the post-test in the control class is 70. For frequently occurring values (Modus), the pre-test in the experimental class is 60, and the post-test in the experimental class is 95. The pre-test in the control class was 60, and the post-test in the control class was 70. And for standard deviation (Standar Deviasi), the pre-test in the experimental class was 9,45483685, the post-test in the experimental semester was 9,729544, the pre-test in the control class was 10,83016575, and the post-test in the control class was 12,08091953. The highest value of the pre-test in the experimental semester is 80, the post-choice in the experimental class is 100, the pre-test in the control class is 80, and the post-test in the control class is 95. And for the lowest value of the pre-test in the class The experimental is 40, the post-test in the experimental class is 65, the pre-test in the control class is 40, and the post-test in the control class is 45.

b. Analysis Tests**1. Test Patch (Uji Validitas)****Test Results Correction**

Number test	r count	r Table 5%	Criteria
1	0.5175949	514	Valid
2	0.5738	514	Valid
3	0.53849	514	Valid
4	0.517483	514	Valid
5	0.648493	514	Valid
6	0.555459	514	Valid
7	-0.24262	514	In Valid
8	0.93849	514	Valid
9	0.573839	514	Valid
10	0.56839	514	Valid
11	0.6305968	514	Valid
12	0.6295955	514	Valid
13	0.580758	514	Valid
14	0.528593	514	Valid
15	0.5738229	514	Valid
16	0.52484	514	Valid
17	0.455736	514	In Valid
18	0.1798957	514	In Valid
19	0.5781283	514	Valid

20	0.5781283	514	Valid
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From the previous table, the "t" test indicates that the "t" calculation results are higher than the "t" value of the table. It can be concluded that all elements of the variable are correct.

2. Natural test or normality

The goal of the normal test or normality was to find out whether the sample was normal or not. If Sig Shapiro Wilk is higher than 0.05 it is normal, and if it is lower than 0.05 it is extraordinary. This is the results of the normal test:

Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Eksperimen	.152	23	.178	.959	23	.452
Kontrol	.129	23	.200*	.960	23	.464

As in the table Test of Normality, the researcher used a type of it, which is the Shapiro Wilk test. SPSS 29 The researcher found the results of the normal test or normality in the experimental class 0.452 and in the control class 0.464 it is higher than 0.05 until this data was normal, and therefore the normal condition is acceptable.

3. Homogeneous Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
	Based on Mean	.325	1	44	.572
	Based on Median	.289	1	44	.594
	Based on Median and with adjusted df	.289	1	43.919	.594
	Based on trimmed mean	.329	1	44	.569

As the goal of the homeopathic test to take the correct feed. Therefore, the researcher used the test as it is homogeneous with the type of levene test using SPSS 29. If the levene value is higher than 0,05 it is homogeneous. The following are the results of the homogeneous test:

Based on the results of the serogeneous test in the table using the Levine test, the Sig value is 0.572. above 0.05. It shows that this data in the experimental chapter and the homologous control separation

c. Hypothesis tests

The hypothesis in this research is divided into two hypotheses, the alternative hypothesis (Ha) and the hypothesis of zero (Ho) as follows:

1. Alternative Hypothesis (Ha): The Power Director's video effect the vocabulary comprehension of seventh grade students at MTsN 1 Padang Pariaman.
2. hypothesis of zero (Ho): The Power Director 's video does not affect the vocabulary comprehension of seventh grade students at MTsN 1 Padang Pariaman.

This analysis is based on the conclusion of the "T" test, which is:

1. If the calculation T is above the table T, then the null hypothesis (Ho) is returned from and the alternative hypothesis (Ha) is acceptable, meaning that the difference between two sets indicates a real difference.
2. If the calculation T is lower than the table T, then the null hypothesis (Ho) is acceptable and the alternative hypothesis (Ha) is returned, meaning that the difference between two sets does not indicate a real difference.

Paired Samples Test

		Paired Differences					T	Df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Test Eksperimen 1 - Test Eksperimen 2	-24.783	7.148	1.49	-27.873	-21.692	16.629	22	<,001	<,001

From the previous table, the T test refers to the results of T account 16,629 and T to Table 1.71714. The results of T account 16,629 are higher than T of Table 1.71714. It is the results of Sig. (One-Sided p,Two Sided p) is 0.05 higher than 0.001< The researcher concluded that the zero hypothesis (Ho) is returned and the alternative hypothesis (Ha) is acceptable. That is, the Power Director's video is active or affects the vocabulary comprehension of seventh grade students at the MTsN 1 Padang Pariaman.

CONCLUSION

The results of vocabulary comprehension for seventh grade students at Islamic Government High School 1 Padang Pariaman before using the Power Director's video in the control class had an average value of 61.74 and a pilot class with an average value of 61.09. In the experimental semester, the average value before is 61.09, and after using it is 85.87. The use of an audiovisual medium was influential on vocabulary comprehension, because the researcher found a difference between the results of

vocabulary comprehension before and after using the Power Director's video. Based on the analysis of test results in the experimental chapter, the T test refers to the results of the account T 16,629 and T in Table 1.71714. The results of the "T" calculation 16,629 above the "T" of Table 1.71714. It is the results of Sig.One-Sided p,Two Sided p) is 0.05 higher than 0.001<, the researcher concluded that the null hypothesis (Ho) is returned and the alternative hypothesis (Ha) is acceptable.

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