

The Effect of KineMaster Learning Videos and Learning Styles on the Results of Learning to Write Negotiation Texts for Senior High School Students

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ABSTRACT

The purpose of this study was to explain and analyse the effect of KineMaster learning videos and learning styles on the learning outcomes of writing negotiating texts for the tenth grade of state Madrasah Aliyah in Lima Puluh Kota. This type of research is a quantitative research using a quasi-experimental method with a factorial design or factorial design (2x2). Data collection techniques were writing tests of negotiating texts. The research sample was taken using a purposive sampling technique. Data analysis was carried out descriptively by testing normality, homogeneity, and hypothesis testing. The results showed 3 things. First, learning through KineMaster learning videos is better than teaching through videos sourced from Youtube. Second, there is a significant difference between the results of learning to write negotiating texts between students who are grouped with learning styles and students who are not grouped with learning styles. Third, there is a significant interaction between KineMaster learning videos and learning styles on the results of writing negotiating texts. Therefore, it can be concluded that KineMaster learning videos and learning styles affect students' learning outcomes in writing negotiating texts.

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1. INTRODUCTION

The world of education requires teachers to improve and innovate in the learning process. The learning process is an essential thing that must be considered by the teacher in order to attract the interest of students. Teachers must be creative and full of innovation in using learning media. Talhah et al. (2019) stated that the advancement of digital technology today makes teachers have to be ready to accept any changes and innovations in the world of education so that innovations in teaching emerge. Teachers are required to keep up with changes and technological developments. Ramadhan

et al. (2021, p.1) state that teachers must be able to use electronic-based multimedia technology in delivering learning materials to students, for example, through the use of videos. The same thing was conveyed by Wahyudi et al. (2021) that to create interesting learning in conveying material, of course, learning video media is needed so that it can be used anytime.

Educators must be good at designing, compiling, evaluating, analysing, revising and developing media for the material presented to students (Dick and Carey, 2006). The role of the teacher in choosing the appropriate media in the learning process is very much needed, along with the varied student learning styles such as visual, audio, and kinesthetic learning styles. This is in accordance with the opinion of Sandy (2014), who states that teachers play an important role in generating successful conditions for learning for their students so that students do not feel bored and bored following lessons so that learning outcomes will increase (Ahmadi and Joko, 2005; Sudjana, 2010; Novan, 2013). Each student has their learning style to absorb, process, and organise the information they or gets.

Learning styles affect students' success in writing negotiating texts (Bire, 2014). Learning to write negotiating texts has been a scary subject for students, even boring and difficult. In addition, teachers are not good at using learning media to provoke students' enthusiasm for writing (Wijayanti, 2019). In line with this, Gani (2020) explained that writing requires a process and takes a lot of time; for that, we need an exciting method from the teacher so that students are interested in writing.

According to Afnita et al. (2021), language is a means used by humans to interact and talk to each other. The participation of various elements of the community is taking the lead and being an educational program organiser is an invaluable contribution that must be recognised and valued. (Ulya, 2019; Ulya, 2018, Erni and Ulya, 2021; Ulya, 2022). Usually, language studies are divided into three areas, namely: linguistics, literature, and skills. Language skills can be both productive and receptive. In addition, writing skills are productive language activities taught in schools based on text genres.

One of the genres of writing texts taught at Aliyah Middle Schools is writing negotiating texts. Writing negotiating texts in some schools is still problematic, such as the ability to master vocabulary and the lack of student interest (Nurpadilah and Kartini, 2018). In addition, students have not been able to generate their own ideas in writing negotiation texts (Dhanita et al., 2019). This is because students cannot determine the main idea in each paragraph and are less able to construct structures and linguistic features in negotiating texts. In addition, teachers still dominate the learning process because they still use the lecture method (Nurmayanti, 2018; Silvia, 2019; Kurbani and Sulissiawan, 2015).

The results of observations showed five causes of the problem of the low learning outcomes of students' Indonesian language in writing negotiating texts. First, the teacher has not used a variety of learning media. Second, teachers still use the lecture/material transfer method. Third, many teachers rely on textbooks as a medium, so learning seems monotonous. Fourth, students' writing learning outcomes are still low, and more than 40% of students have not reached the minimum completeness criteria (KKM) of 75. Fifth, students cannot write negotiating texts independently without being assisted by learning media and paying attention to student learning styles.

Based on some of these constraints, it can be designed and determined alternative problem-solving using innovative learning media. One way is to use digital-based technology, such as the KineMaster application. Learning videos in the form of the KineMaster application can be tailored to the needs and desires of students (Khaira, 2021). In addition, the designed videos are arranged chronologically, for example, referring to the Learning Implementation Plan (RPP), in the form of initial, core, and closing activities so that students can understand and understand them. In addition, the KineMaster application is also equipped with animation and ice-breaking, so it is not boring (Fajariyah, 2018; Puryono, 2020). The learning videos are designed so students and teachers can interact even though they are separated by distance and space.

Previous studies have conducted research on the effect of using instructional video-based media on learning. A study by Rachmawati and Cahyani (2021) on the impact of using youtube videos on improving the pronunciation skills of MKU English students shows that students can enhance their pronunciation skills by watching videos on YouTube. Second, Wahyudi, Astuti, and Harahap's research from 2021 found that students at SMK Negeri 1 Rambah Samo did better in computer systems and network engineering classes when they used the instructional videos that their teachers gave them. Third, Patonah, Syahrullah, Firmansyah, and Fauziya did research that showed (2018). The results of this study show that the final test does better than the first one and that the PBL model is a great way to learn how to write negotiation texts.

Dewi et al. (2015) research on the implementation of negotiation text writing learning based on the 2013 curriculum at vocational high school shows that: (1) the lesson plans made by the teacher are in accordance with the 2013 curriculum. It is just that the subject matter, learning methods, learning steps, activities carried out by students, enrichment and remedial programs need to be updated; (2) the implementation of learning has used a scientific approach and is following scientific steps; (3) the implementation of the learning evaluation is by the authentic assessment. In addition, Farhan et al. (2018) concluded that the use of the field trip method was able to improve student achievement in writing. In addition, Salahuddin's research (2020) shows that there is an effect of learning using the Kinemaster application to increase students' vocabulary mastery skills.

Based on the relevant research, the three novelties of this research can be explained. First, there is no research that specifically conducts research on students' negotiating text writing skills using the KineMaster application. Second, no previous research has analysed the effect of learning videos through the KineMaster application and student learning styles on students' learning outcomes of writing negotiating texts. Third, previous research focused on one to two variables that focused on action research, while this research is three-variable and experimental research. Therefore, it is important for researchers to conduct this study with the aim of analysing the effect of KineMaster learning videos and learning styles on learning outcomes of writing negotiating texts for students.

2. METHODS

The method used in this research is using Quasi Experiment research. Quasi Experiment research was chosen to know for sure the effect of learning videos using KineMaster and learning styles on learning outcomes of writing negotiating texts for students of class X IPA 2 MAN Limapuluh Kota. This research was conducted using a factorial design (2x2). Sampling in this study used a purposive sampling technique consisting of two classes, namely: class X IPA 1 and X IPA 2 for the academic year 2021/2022, to be used as a control class and an experimental class. There are two independent variables and one dependent variable in this study, namely, the independent variables are KineMaster learning videos (X1), and student learning styles (X2). In comparison, the dependent variable is the result of learning to write negotiating texts (Y).

Data collection in this study used quantitative data in the form of writing tests. The data of this research is the writing test scores of students who have visual, audio, and kinesthetic learning styles taught with KineMaster learning videos. To determine the validity of each test item, the researcher used the product moment correlation technique with calculations using the SPSS 26 application (Arifin, 2012). The reliability test in this study used Kuder-Richardson (KR-20) with calculations using the SPSS 26 application. Furthermore, the t-count value was consulted with the t-table at a 95% confidence level (Prajitno, 2017). If t-count > t-table, then there is a significant difference between classes that use learning videos using the KineMaster application and without using KineMaster learning videos. On the other hand, if t-count < t-table, then there is no significant difference between classes using learning videos using KineMaster and without using learning videos from Kinemaster.

3. FINDINGS AND DISCUSSION

This section describes data on the effect of KineMaster learning videos and learning styles on learning outcomes to write negotiating texts. The experimental class is taught using KineMaster learning videos with visual, audio, and kinesthetic learning styles, while the control class is taught using videos from youtube. The data from the daily test results for writing negotiating texts for experimental and control class students shows that the results of the daily test writing experimental class using KineMaster learning videos are 84.90 while using learning videos taken from Youtube are 74.6.

Furthermore, the results of calculations using the dependent F test can be seen in the level of significance of the three learning styles (audio, visual, and kinesthetic) with a significant value of 0.012 or less than 0.05 so that student learning styles affect the learning outcomes of writing negotiating texts in the experimental class. The results of the study stated that it was significant because $\text{sig } 0.012 < 0.05$ and $\text{chi-square } 8.909 > 3.592$, so it can be concluded that there is a significant effect of learning style in the experimental class on students' learning outcomes of writing negotiating texts. In addition, the results of the significance of the control class showed that the chi-square was $12.197 > 3.634$, so it can be concluded that there is a significant effect of learning style in the control class on student learning outcomes.

Based on the results of the t-test of hypothesis 1, it can be seen that the value of sig (2-tailed) 0.000 is smaller than 0.05 with a significance level of 0.05, and the data is normally distributed and homogeneous, then H_0 is rejected and H_1 is accepted. Therefore, it can be understood that there is a significant influence on the results of learning to write negotiating texts between students who use KineMaster learning videos and students who use videos taken on Youtube. In addition, the results of the t-test of hypothesis 2 show that the value of sig (2-tailed) 0.000 is smaller than 0.05 with a significance level of 0.05 and the data is normally distributed and homogeneous, then H_0 is rejected and H_1 is accepted so that it can be understood that there is a significant difference learning outcomes of writing negotiating texts between students whose learning styles are grouped with students who are not grouped by their learning styles. Furthermore, the results of the t-test of hypothesis 3 show that the significant value of 0.008 is smaller than the value of 0.05 with a significance level of 0.05, then the data is normally distributed and homogeneous, and H_0 is rejected, and H_1 is accepted. This shows a significant interaction between KineMaster learning videos and learning styles on the results of writing negotiating texts.

Treatment differences between Class X IPA 2 (Experimental) and Class X IPA 1 (Control) revealed substantial differences in learning outcomes after the introduction of instructional videos. Class X IPA 2 students who master the use of learning films made with KineMaster videos have an above-average certification level (82.5) and get a maximum of 95 on the assessment. Using Youtube videos as a teaching tool, students in Class X IPA 1 achieved an impressive mean score of 74.6 (range: 75–85). Compared to the mean performance of both groups, studying with KineMaster videos significantly outperforms studying with YouTube videos.

The effect of using Kinemaster learning videos on learning styles and students' learning outcomes to write negotiating texts based on the results of the experimental class analysis obtained $\text{sig } 0.012 < 0.05$ and $\text{chi-square } 8.909 > 3.592$, it can be concluded that there is a significant effect of learning style in the experimental class on learning outcomes. The results of the analysis of the control class obtained $\text{sig } 0.002 < 0.05$ and $\text{chi-square } 12.197 > 3.634$, so it can be concluded that there is a significant effect of learning style in the control class on learning outcomes. This shows that with the use of Kinemaster learning videos, there is a significant interaction between KineMaster learning videos and learning styles on the results of writing negotiating texts.

This study's results prove that using Kinemaster learning videos has a significant effect on student learning outcomes. In line with the opinion of Wahyudi, Astuti, and Harahap (2021, p.40). The results showed an increase in student learning outcomes in learning Computer Systems in class X in the Computer and Network Engineering subject after utilising the learning video media provided

by the teacher at SMK Negeri 1 Rambah Samo. In line with Arsyad's opinion (2011, p.15) suggests that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students. With learning media, students can see and hear the messages conveyed by the teacher compared without media (Dhania et al., 2019).

According to Ramadhan, Saleh, and Permana (2021, p.34), students' learning achievement by using multimedia-based media (video) is significantly better or can affect the learning achievement of class III students in Indonesian subjects on theme 8 sub-theme 3. Next, Midun in Asyhar (2011, p.41) states that learning media can increase the attractiveness of the display to increase motivation and interest and take the attention of students to focus on following the material presented so that learning effectiveness is expected to increase as well (Andi, 2011; Ariesto, 2012; Hamzah and Nina, 2011; Arif et al., 2011; Amra, 2010; Munir, 2012). Teachers provide conditions such as regulating processes, regulating teaching and learning activities, or assisting students in developing their desires, and also motivators and facilitators in learning (Ardiansyah, 2019). As a facilitator, the teacher provides facilities in the form of media to teach students about a process and explain existing phenomena (Sandy, 2014, p.13). It is proven that students' learning styles are related to the use of learning videos (Bire, 2014).

The effect of using KineMaster learning videos on learning styles and learning outcomes of writing negotiating texts for students of class X IPA 2 MAN Lima Puluh Kota, it can be seen that the results of the experimental class analysis obtained $\text{sig } 0.012 < 0.05$ and $\text{chi-square } 8.909 > 3.592$, so it can be concluded that there is a significant effect learning style in the experimental class on learning outcomes. The results of the analysis of the control class obtained $\text{sig } 0.002 < 0.05$ and $\text{chi-square } 12.197 > 3.634$, so it can be concluded that there is a significant effect of learning style in the control class on learning outcomes. That is, the use of Kinemaster learning videos affects learning styles and student learning outcomes in the experimental class because the value of $\text{count} > t \text{ table } (10.220 > 1.984)$ and $\text{significance} < 0.05 (0.008 < 0.05)$, then H_0 is rejected. So it can be concluded that there is a difference in the average value of learning outcomes between before and after treatment. For classes that use Kinemaster learning videos, the percentage of student learning outcomes is higher than students in classes that do not use Kinemaster learning videos. This study's results prove that using Kinemaster learning videos has a significant effect on student learning outcomes. This is as stated by Rachmawati and Cahyani (2021, p.43) stating that the study results show that Youtube videos can positively affect the pronunciation skills of IAI Al-Khoziny Sidoarjo English MKU students. This means that Youtube videos can be used as a learning medium so that the learning process runs smoothly and learning outcomes also increase (Nurpadilah and Kartini, 2018; Harmadi, 2010; Ali and Komarudin, 2018).

Furthermore, Miarso (2009, p.459) states that the use of learning media can increase students' learning motivation, improving student learning outcomes. The quality of learning requires various efforts to make it happen. These efforts involve various components involved in learning, one of which is the use of learning media. This is in accordance with the results of research by Felton et al. in Asyhar (2011, p.15), showing that the use of media in the learning process can significantly improve the achievement of learning outcomes.

From this description, it turns out that teachers who are able to seek student activities and know student learning styles will have an impact on increasing student learning outcomes. In this case, knowing various types of student learning styles in studying negotiation text material will be more successful if it is supported by the role of the teacher in how to design learning that can foster student activity by knowing student learning styles as well. The results of this study using Kinemaster learning videos it has an effect on learning styles and the results of writing negotiating texts for students of class X IPA 2 MAN Lima Puluh Kota. Students are greater energetic within the studying process. Moreover, they can also find out that the experimental class students' learning styles have increased and have seen an impact on increasing the learning outcomes achieved by each

student (Nurmayanti, 2018; Silvia, 2019; Kurbani and Sulissiawan, 2015). Thus, the relationship between student learning styles and learning outcomes can be seen through the results of filling out questionnaires by students. It can be concluded that 75% of students strongly agree that learning styles greatly affect learning outcomes. This means that the correlation between learning style variables and learning outcomes has a very close positive relationship. This means that the relationship between student learning styles and learning outcomes in writing negotiating texts shows a positive relationship.

4. CONCLUSION

A comparison of students' usage of KineMaster learning videos and students' use of videos collected from Youtube reveals a statistically significant difference in the influence of the former on students' proficiency in producing negotiating texts. Compared to students in the control group, whose instruction consisted of YouTube videos, those in the experimental class who had access to KineMaster learning videos showed considerable improvement in their capacity to produce bargaining messages. In addition, when students are divided into learning style groups, there is a notable distinction in their ability to create negotiating texts. As a further point, the outcomes of written negotiation texts are significantly influenced by the interaction between KineMaster learning videos and learning styles. For students to become better negotiators and writers, it is clear that the usage of edited learning films utilising the KineMaster application has boosted interest and is appropriate for all learning styles (auditory, visual, and kinesthetic). Researchers can consider the possibility of using KineMaster learning videos when drafting bargaining materials.

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