STUDENTS PERSPECTIVE IN LEARNING PROCEDURE TEXT THROUGH VIDEO ASSIGNMENTS OF THE MERDEKA CURRICULUM IN GRADE 11 SMAN 1 GEDANGAN

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Abstract:

Video assignment can help language learners to practice and improve their speaking skills. This study aims to find out grade XI student's perspectives on the use of video assignments as a method of learning procedure texts in Merdeka Curriculum. Data were collected from grade XI students of SMAN 1 Gedangan using a qualitative approach with a case study method to explore student's perspectives towards learning procedure text through video assignments in Merdeka Curriculum. Case studies were chosen because they allow researchers to understand student's experiences in depth within a specific learning context. In this study, data is collected through interviews, observations and questionnaires as well as analysis of project results that have been made by students. The data collected in this study will be analyzed using thematic analysis to identify patterns and themes that emerge from interviews, observations, and analysis of student projects. This research focuses on how students perceive video assignments to be effective, interesting and difficult to improve their understanding of procedure texts. The analysis results show that most students find it easier to understand procedure texts when they practice the steps of procedure texts directly through videos. However, other students stated that they found it difficult in finding creative ways to convey the steps of the procedure text. Thus, before starting the video shooting, most students prepared a draft before shooting the English video. Most students had difficulties in grammar when speaking English. Through this video assignment, the students were able to improve their speaking skills in an easier way and allowed the students to be creative and have a better understanding of the procedure texts. This research is useful for educators who are considering incorporating video assignments in English learning of Merdeka Curriculum.

Keywords: *Merdeka Curriculum, Procedure Text, Video Assignments*

1. INTRODUCTION

In learning English there are four skills that are important skills in the language aspect, namely reading, writing, speaking, and listening skills. One of the skills that should be taught to students is speaking English. Speaking is considered the most difficult skill in language learning. This skill also requires students to be able to express their thoughts not only in writing but also verbally (Fitria & Java, 2022). To achieve this, the students should get enough speaking practice. This has been used by educators as a strategy to enhance conceptual learning and help students organize their thinking. When the teacher speaks English, most students find it difficult to understand the teacher's interpretation of the material being taught. Usually this often happens in types of text English learning.

In English, there are different types of texts, including descriptive text, recount text, procedure text, narrative text, and more. Each of the above texts can be expressed if needed. Procedure text is what students should learn. Procedure texts can help us complete our tasks in daily life, both at school and at home. In addition, procedure texts can provide information and instructions on how to do or make something for others. It can be presented in the form of culinary recipes, guidebooks, or electronic device guides (Ma'id et al., 2018). One interesting of implementation is the assignment of videos to study procedure texts. Procedure text is a text that contains objectives and steps or

stages that must be carried out (Nurrochmat & Prabowo, 2024). Through this approach, students can explore creative ways of understanding and responding to procedure texts, which not only discuss literary criticism but also communication criticism. Students can learn more contextually and interactively by using video assignments.

Speaking skills are part of the assessment which is a challenge for educators in the learning process. Educators often avoid this aspect of assessment due to the absence of standardized standards and objective evaluation of students speaking competence (Fitri & Hidayah, 2017). To overcome this problem, a comprehensive and systematic assessment that covers various aspects of speaking skills, such as grammar, vocabulary, fluency, and student confidence. In addition, the application of learning methods such as class discussions, and presentations can help improve their speaking skills significantly. Thus, the assessment of speaking skills is not only an evaluation of oral ability, but as a strategic effort to improve the overall quality of language learning. Through effective assessment, it can help students develop their speaking skills well, and become a platform for students in their future academic life.

Video assignment is an important innovation in language learning. Through the use of video media, it can be used as a learning tool in developing student language skills (Adliani & Abd, 2019). Video assignments also provide concrete examples of language use in everyday life. In addition to improving speaking skills, video assignments can also writing skills. For example, before making a video, students are usually asked to draft a script about what they will explain in the video. This process includes planning, writing, and editing which contributes to improving students writing skills (Fauziah, 2022). Video assignments thus allow students to learn several aspects of language skill simultaneously.

Student's perceptions are very important in determining how effective the learning methods, to see how student's attitudes, experience, and opinions directly through student engagement and motivation. The use of media such as video, can have an impact on their learning style and the overall success of the method (Sari, 2019). With this understanding, it can show how student opinions through creative methods such as video assignments are crucial in the context of Merdeka Curriculum in emphasizing student centered learning and their creativity. Learning procedure text through video exercise imparts new knowledge and skills. They were instructed to exercise critical thinking, break down difficult tasks into manageable chunks, and present the results in an engaging manner. Apart from that, this task also enhances the ability to collaborate if carried out in a group setting, thereby raising each person's level of awareness about the final results that are displayed.

Based on the explanation above, it can be understood that the use of video as a learning tool can facilitate students in exploring creativity in the use of technology as a medium for learning. On the previous study of education curriculum, video-based learning has been regarded as an effective way to enhance student's engagement and improve their understanding of concepts through a visual and interactive approach. The use of video assignments in learning allows students to process information in greater depth (Rahmadhea, 2024). The video assignment gives students the opportunity to

practice step by step instructions in real time. The aligns with the characteristics of procedure text, which provides instructions in a systematic and organized manner (Permana & Fauziya, 2024). By looking at student's perspective, teachers can find out how well this method meets student's needs, and helps them understand the materials of procedure text. Positive or negative perceptions can greatly affect student learning outcomes and the overall success of the teaching method.

In addition, video tasks can enhance students' creativity and help them collaborate (Hasanah et al., 2022). Video tasks assist students in developing technical skills in producing clear and engaging presentations. This is very important for the Merdeka Curriculum, which emphasizes the use of technology as a support for learning and the enhancement of student's independent skills (Miladiah et al., 2023). Students who engaged in video-based learning can indirectly improve their conceptual understanding and communication skills, especially when they are given the freedom to direct and create their own content (Wulandari et al., 2024). This aligns with the idea of the Merdeka Curriculum, which encourages students to be more actively involved in their own learning process. But there is also a problem, for example, some students may feel pressured because they lack the technical skills needed to create videos (Deswita, 2021). Therefore, this research is very important to examine how the grade 11 at SMAN 1 Gedangan respond to video assignments that teach procedure texts.

2. METHOD

In this study, the researcher used qualitative research methods as a design because it was intended to find out student's perceptions of video assignments in learning procedure texts. This type of research collects data from research subject and creates instruction to record data during the study (Creswell, 2012). The subjects of this study are students at SMAN 1 Gedangan academic year 2023/2024, and focuses of XI grade. The data in this study was collected from sources and informants, as well as transcripts, and field notes. The data collection techniques used were interviews, field notes, observation, and open-ended questionnaire. The data in this study were collected from resources and informants, as well as transcripts. Interviews were conducted to find out more about student's experience, understanding and challenges in learning procedural text through video assignments. The interview is semi-structured, where there are several questions asked to students about how students perceive video assignments as a medium to increase student's interest and understanding, as well as the challenges faced in the process of making videos. After the researcher obtains data from the interviews, the data will then be analyzed to find the right pattern about the overall student perspective.

The next data collection technique is that the researcher conducts observations to find experiences, perceptions, and challenges faced by students during the video making process coherently and clearly. The observed aspects include student's participation and enthusiasm in working on video assignments, as well as the level of understanding reflected in the results of the videos they have made. Observations also aimed to record challenges faced by students, such a technical limitations in making

videos or difficulties in composing procedure texts. After the observations, the researcher asked several questions through an open-ended questionnaire to complement the data in obtaining a broader student perspective. The data collected through the questionnaire was then analyzed and grouped into certain categories to see the general trend in their responses. the stages of analysis include: a) transcription and coding data from interviews and observations were transcribed, then coded based on specific categories, b) identification of key themes that emerged from the coding to see patterns related to the benefits and barriers of learning through video assignments, c) the results of the analysis were the interpreted to understand how video assignments in Merdeka Curriculum contribute to student's understanding of procedure text as well as improve their skills in communicating information visually. For additional data in the form of YouTube video links that directly lead to the work made by the students.

3. FINDING AND DISCUSSION

The data analysis is explained in the following interview. First, students consider the video assignment of procedure text as a medium to improve student's understanding. Second, students consider video assignments to increase student's interest in learning English. Third, the challenges faced by students when creating procedure text videos.

The data shows that all ten participants agreed that video assignments as a medium improve students understanding in learning procedural texts. They argued that through video assignments, it can indirectly provide their own understanding of the material that has been taught. Feedback from the interviews showed that video assignments can increase students enjoyment and engagement in learning English procedure texts, by using this assignments, they can understand how to sequence of steps should be delivered, and this helps students to remember better. The students expressed this in the following quotes.

> *The video helps student understand the steps in the procedure text better, as they have to organize and convey the information in a coherent manner. (participant 3, 4, and 5)*

In addition to helping improve students understanding of procedural text material, video assignments also greatly attract student's interest and motivation to learn English. This is due to the use of methods that are different from other learning methods. It can provide a creative and interactive learning experience in the learning process. The students expressed this in the following quotes.

> *The video assignment method is more interesting to learn than other learning methods, because it provides a more creative and interactive learning experience. (participants 1 and 2)*

In making this video, the main challenge that was difficult to do was on the aspect of speaking skills using English. The reason that made this assignment challenging was because some of them had difficulty explaining the steps of a procedure text using English. This shows how the video assignment had an impact on student's confidence to keep trying without fear of failure. Through this assignment, they can see their learning progress in a less stressful environment. In addition, video assignments have

various benefits, especially helping them realize that mistakes are a normal part of the learning process. As a result, they become more emboldened to participate in class discussions. These elements encourage active engagement and keep students motivated, resulting in a more engaging learning environment. This was expressed by the students in the following quotes.

> *Some students experienced challenges in explaining the step of a procedure text using English, both in scripting and when speaking on camera. (participants 6, 8, and 10)*

In addition to the challenges they experienced in the aspect of speaking skills, this also trained students creativity in preparing and determining the concept of the video to be made, as well as providing new experiences for students in producing a content. It is not easy to prepare a good video, because behind a good video content is a complicated preparation. Starting from the video shooting process, then creating a script and converting it from Indonesian to English. Indirectly this activity provides students with knowledge about how to become a content creator, and what is done in creating interesting content concepts that can be accepted by many people. This is expressed by the students in following quote.

> *In addition to speaking skills, this task also hones student's creativity in determining video concepts, including translating procedure texts from Indonesian to English, as well as organizing venues and lighting so that videos look more professional and provide new experience in content production. (participants 7 and 9)*

Video assignments provide convenience for students as a medium for understanding procedural texts and also how to practice it in everyday life. Although this assignment has not really provided a clear and detailed understanding. Overall, this observation shows how student's knowledge and comprehension skills on procedural texts and make this video assignment as a connecting medium to make learning more fun. It can be used as a reference by teachers to correct the difficulties faced by each student. The advantage of video assignments is that it can create learning where students feel more comfortable and confident, and see mistakes as opportunities to improve rather than as failures. High interest and motivation is maintained by the interactive and fun elements of learning, which makes it more interesting and exciting. Overall, these observations show how the interactive and creative aspects of video assignments can make learning more effective and enjoyable. The project result can be seen in the following link.

Figure 1 Student's video assignment

Through the video example, we can find out how to make a natural hand scrub, and how to use it in treating our hands with natural ingredients. The natural ingredients used are talcum powder and ground coffee. In the video, how to convey the steps, then how to use it on the palm of the hand is very easy to understand. In addition, she also explained the function of natural hand scrubs, which is to remove dead skin cells, moisturize, and maintain healthy hand skin. By using natural ingredients, natural hand scrubs are a safe and environmentally friendly choice for hand skin care. The selection of content in this video is also very interesting, and insightful, so that it can make viewers from various circles interested in trying it. The level of speaking skills and self-confidence is also good, as she can explain without looking at the script and does it very casually, like she speaks every day. Although there are some things that should be improved in the future, such as the volume of the voice that should be enlarged, so that the audience can understand more clearly what has been conveyed in the video.

In this study, all respondents that the video assignment increased their interest in learning English. According to the data interviews after the video assignment, students found it easier to understand the procedure text when they practiced the procedure text steps directly through a video. This method not only improves concept understanding, but also facilitates student creativity. The analysis results show that students feel more motivated and actively involved in the learning process, as they can express their ideas visually and practically (Yahya et al., 2023). In other words, video-based learning not only makes it easier for students to take the information, but also allows them to practice the steps in the procedural text more realistically (B. S. Permana et al., 2024). Students are more interested and engaged in the audio and visual learning process rather than the written. Students became more interested in engaging in lessons due to unique and useful media assignments. With reduced reliance on conventional teaching techniques, this reflects the success of video assignments in addressing students' needs for contextualized and interactive learning, as emphasized in the Merdeka Curriculum.

Part of this increase in confidence can be attributed to features that encourage active engagement and keep students motivated, resulting in a more engaging learning environment. According to the interview, video assignment also very important in helping student gain confidence. By going through and understanding their mistakes,

student gain confidence and competence in their ability to learn. However, challenges such as limited access to technology and the time required for video production were also identified, indicating the need for additional support from schools and teachers to optimize this learning experience (Aprima & Sari, 2022). Therefore, this research provides important insight into how innovative approaches to learning can impact student learning outcomes and develop the skills required in digital era (D. R. Fauziah et al., 2023).

In the process of using video media as a form of assignment in learning, it provides space for students to practice speaking in front of the camera. In practice, video assignments can be integrated into curriculum in various ways, such as vlogging, video presentations, or other projects. The use of video as a learning medium also allows students to see, and hear the correct use of language, and improve their performance before being practiced and uploaded on some social media platforms, such as YouTube or other social media. By doing so, students can receive positive feedback from teachers and others peers, which can increase their motivation and confidence in speaking English (Aries, 2020). This is in accordance with the research findings which show that the use of videos can significantly improve speaking English (Sandi et al., 2023). This activity can help students to understand the importance of non-verbal communication in speaking. In addition, by uploading the video assignment on one of the social media platforms, the student can watch the video again, and the students can also evaluate themselves on the areas that need improvement in the future.

This approach not only makes learning more varied and meaningful, but also makes it easier students to gain experience in digital literacy and critical thinking skills in the 21st century (Fitri & Hidayah, 2017). Overall, this method not only improves their linguistic skills, but also builds confidence and creativity in communication. Therefore, through this approach, it is expected to provide insight into how this method can increase student's engagement, creativity, and understanding in project-based learning in the era of the Merdeka Curriculum.

4. CONCLUSION

This study found that students' views were very positive towards learning procedure text through video assignment in Merdeka Curriculum in grade 11 of SMAN 1 Gedangan. This method allows students to be actively creative, which makes them more motivated and engaged in the learning process, this is line with the principles of Merdeka Curriculum which encourages independent and innovative learning. Students gained a better understanding of procedure text by using video a learning media. It also makes learning fun and interactive. With support from schools and educators, obstacles such as long production time and limited access to technology can be overcome. Therefore, incorporating video assignments into procedure text learning can be considered and effective method to improve students learning outcomes and provide them with skills relevant to the current era.

Despite some challenges in creativity, technical preparation, and use of English, the video assignment still provided significant benefits. Students not only learned to organized procedure texts more systematically, but also improved their English speaking skills as well as their creativity in presenting the material in an interesting way. This study recommends that schools continue to develop innovative learning methods and provide the necessary resources to optimally support the implementation of Merdeka Curriculum.

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