

Using Video-based Learning Media To Develop Pragmatic Competence In Efl Intensive Writing Classroom

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas media pembelajaran berbasis video dalam mengembangkan kompetensi pragmatik mahasiswa pada kelas intensive writing EFL (*English as a Foreign Language*). Kompetensi pragmatik merupakan salah satu aspek penting dalam pembelajaran bahasa karena mahasiswa tidak hanya dituntut menguasai struktur bahasa, tetapi juga mampu menggunakan bahasa secara tepat sesuai konteks sosial dan budaya. Penelitian ini menggunakan desain quasi-experimental dengan melibatkan 40 mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris yang dibagi menjadi kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen diberikan pembelajaran menggunakan video autentik berupa film pendek, vlog edukasi, dan video percakapan, sedangkan kelompok kontrol menggunakan metode pembelajaran konvensional berbasis teks. Data dikumpulkan melalui tes menulis, observasi kelas, wawancara, dan angket. Hasil penelitian menunjukkan bahwa mahasiswa yang belajar menggunakan media video mengalami peningkatan signifikan dalam kesadaran pragmatik, penggunaan bahasa kontekstual, dan kemampuan menulis komunikatif dibandingkan mahasiswa yang belajar menggunakan metode konvensional. Selain itu, mahasiswa memberikan respons positif terhadap penggunaan media video karena membantu mereka memahami penggunaan bahasa secara autentik dan meningkatkan motivasi belajar. Oleh karena itu, penelitian ini menyimpulkan bahwa media pembelajaran berbasis video efektif dalam meningkatkan kompetensi pragmatik pada kelas intensive writing EFL.

.Kata kunci : pembelajaran _berbasis_video, kompetensi _pragmatik, menulis _EFL, materi _autentik, intensive_writing_classroom

ABSTRACT

This study aims to investigate the effectiveness of video-based learning media in developing students' pragmatic competence in an EFL (English as a Foreign Language) intensive writing classroom. Pragmatic competence is considered an essential component in language learning because learners are expected not only to master grammatical structures but also to use language appropriately according to social and cultural contexts. This research employed a quasi-experimental design involving 40 fourth-semester students of the English Education Department divided into an experimental group and a control group. The experimental group received instruction using authentic videos such as short movies, educational vlogs, and conversational clips, while the control group was taught through conventional text-based instruction. Data were collected through writing tests, classroom observations, interviews, and questionnaires. The findings revealed that students who learned through video-based learning media demonstrated significant improvement in pragmatic awareness, contextual language use, and communicative writing ability compared to those taught conventionally. Furthermore, students expressed positive attitudes toward the implementation of video-based learning because it provided authentic communication exposure and increased motivation in writing activities. Therefore, the study concludes that video-based learning media effectively enhances pragmatic competence in EFL intensive writing classrooms.

Keywords: video-based learning, pragmatic competence, EFL writing, authentic materials, intensive writing classroom

I. PENDAHULUAN

1. 1. Latar Belakang

English language teaching in the modern era emphasizes communicative competence, including grammatical, sociolinguistic, discourse, and pragmatic competence. Pragmatic competence refers to learners' ability to use language appropriately in different social contexts. According to **Canale and Swain**, communicative competence includes sociolinguistic and strategic competence besides grammatical competence. Furthermore, pragmatic competence is considered a crucial component in successful communication because learners need to understand implied meanings, politeness strategies, and contextual language use. English language learning in EFL contexts requires learners to master various communicative competencies, including grammatical competence, sociolinguistic competence, discourse competence, and pragmatic competence. Among these competencies, pragmatic competence plays a significant role because it enables learners to use language appropriately according to social contexts, communicative purposes, and cultural norms. According to Jenny Thomas (1983), pragmatic competence involves understanding implied meaning, speech acts, politeness strategies, and contextual language use. However, many EFL learners still face difficulties in producing contextually appropriate communication, especially in writing activities. Students often produce grammatically correct sentences but fail to use appropriate expressions based on context and audience. This issue commonly occurs because writing instruction in EFL classrooms frequently focuses on grammatical accuracy and vocabulary development rather than pragmatic and communicative aspects of language use. Moreover, multimedia learning theory proposed by Mayer (2009) explains that students learn more effectively through combined visual and auditory information. Therefore, the integration of authentic video materials into intensive writing instruction is expected to improve students' pragmatic awareness and communicative writing skills. EFL classrooms, especially in writing classes, students frequently face difficulties in expressing ideas appropriately according to social situations. Many students can construct grammatically correct sentences but fail to use appropriate expressions in formal and informal communication. This issue indicates insufficient pragmatic competence. Recent technological developments encourage teachers to integrate multimedia learning into English instruction. Video-based learning media provide authentic language exposure through visual and contextual communication. Movie clips, interviews, podcasts, and authentic conversations enable learners to observe how native speakers use language pragmatically in real-life situations. Research shows that video-driven instruction significantly improves pragmatic competence among EFL learners. Additionally, video-based instruction contributes positively to writing development because students can observe contextual language use before composing written texts. Therefore, integrating video-based learning into Intensive Writing classrooms is expected to help students improve both writing skills and pragmatic competence. Based on preliminary observation at UPMI, many students still have difficulties in using appropriate English expressions in writing tasks. Students often translate directly from Indonesian into English without considering context, politeness, and communicative purpose. Consequently, the researcher is interested in conducting research entitled "Using Video-Based Learning Media to Develop Pragmatic Competence in EFL Intensive Writing Classroom in UPMI." The research problem of this researches are: 1. How is video-based learning media implemented in EFL intensive writing classrooms?, 2 Does video-based learning media improve students' pragmatic competence in writing? 1. How do students respond to the implementation of video-based learning media? While the objectives of this researches are: to describe the implementation of video-based learning media in intensive

writing classrooms, 2. to investigate the improvement of students' pragmatic competence through video-based learning media and 3 to identify students' responses toward video-based learning implementation.

Pragmatic Competence

Pragmatic competence refers to the ability to use language appropriately according to context, communicative purpose, and social norms. Bachman (1990) stated that pragmatic competence consists of illocutionary competence and sociolinguistic competence. Learners with pragmatic competence understand how meaning changes depending on context and relationship.

According to Thomas (1983), pragmatic failure occurs when learners misunderstand contextual meaning or use inappropriate language expressions in communication. Therefore, pragmatic competence is essential for successful communication in EFL settings.

Video-Based Learning Media

Video-based learning is a teaching approach that utilizes videos as instructional media to facilitate learning. Videos provide visual and auditory input that helps learners understand language contextually. Mayer (2009) explained that multimedia learning improves students' understanding because learners process information through dual channels: visual and auditory.

Authentic videos such as movies, interviews, and vlogs expose students to natural communication patterns, cultural expressions, and pragmatic language use. Omar and Razi (2022) found that movie clips significantly improved learners' pragmatic awareness and speech act performance.

Intensive Writing Classroom

Intensive writing focuses on improving students' accuracy in grammar, vocabulary, organization, coherence, and communicative writing ability. In EFL classrooms, intensive writing also emphasizes students' ability to produce meaningful and contextually appropriate written texts.

The integration of video media into writing instruction provides contextual support that helps learners connect language forms with communicative functions.

2. Perumusan Masalah

Berdasarkan uraian latar belakang di atas, rumusan masalah pada penelitian ini adalah bagaimana penelitian dengan judul Using Video-based Learning Media To Develop Pragmatic Competence In Efl Intensive Writing Classroom dapat dilaksanakan sesuai prosedur dan tepat waktu. .

3. Tujuan Penelitian

Tujuan dari penelitian ini adalah untuk mendapatkan hasil penelitian dari judul Using Video-based Learning Media To Develop Pragmatic Competence In Efl Intensive Writing Classroom.

4. Manfaat Penelitian

Manfaat penelitian ini adalah diharapkan sebagai informasi bagi penelitian selanjutnya di bidang pendidikan bahasa inggris dari judul penelitian Using Video-based Learning Media To Develop Pragmatic Competence In Efl Intensive Writing Classroom.

II. METODE PENELITIAN

Research Design

This research uses a **quasi-experimental design** with a **pre-test and post-test control group design**. According to Suharsimi Arikunto, experimental research is intended to

determine whether there is an effect of a particular treatment on another variable under controlled conditions. Meanwhile, Sugiyono states that quasi-experimental research is suitable when the researcher cannot fully control external variables and randomize the subjects completely. This study aims to investigate the effectiveness of video-based learning media in developing students' pragmatic competence in EFL intensive writing classrooms.

The research design is illustrated as follows:

This study used a quasi-experimental research design with pre-test and post-test control groups.

Group	Pre-Test	Treatment	Post-Test
Experimental Group	O1	X	O2
Control Group	O1	—	O2

Description

O1 = Pre-test before treatment

X = Video-based learning treatment

O2 = Post-test after treatment

The experimental group receives instruction through video-based learning media, while the control group is taught using conventional teaching methods.

According to recent studies, video-based learning provides authentic communicative contexts that help EFL learners improve pragmatic competence and writing ability

Research Approach

This study employs a **quantitative research approach** because the data are presented numerically and analyzed statistically.

Sugiyono (2022) explains that quantitative research is used to examine relationships among variables through statistical procedures. Similarly, Creswell (2018) states that quantitative research focuses on testing objective theories by examining relationships among measurable variables. The researcher uses statistical analysis to determine whether video-based learning media significantly affect students' pragmatic competence.

Population and Sample

According to Arikunto (2019), population is the entire subject of the research. The population of this study consists of all students enrolled in Fourth-semester students of English Education Department the EFL Intensive Writing Classroom at the UPMI.

Sugiyono (2022) defines a sample as part of the population representing the whole population characteristics.

The researcher uses **purposive sampling technique** because the selected classes have similar English proficiency levels. Total sample 40 students

Table 2. Population and Sample

Experimental Group	Control Group
20 students	20 students

Instrument of the Research

The instruments used in this study are:

Writing Test

The writing test is administered to measure students' pragmatic competence before and after treatment.

Students are instructed to write contextual dialogues, responses, or essays reflecting pragmatic appropriateness.

The test includes: Pre-test, Post-test. While the scoring rubric covers: 1. Appropriateness , 2. Politeness strategy 3. Contextual relevance, 4. Grammar accuracy and 5. Vocabulary use

Observation Sheet

Observation sheets are used to observe students' participation, interaction, and engagement during classroom activities.

Questionnaire

The questionnaire is administered to identify students' perceptions toward video-based learning media.

The questionnaire uses a Likert Scale:

Scor	Category
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

TECHNIQUE OF DATA ANALYSIS

The data are analyzed using descriptive and inferential statistics through SPSS.

Descriptive Statistics

Descriptive statistics are used to determine:

- Mean
- Median
- Standard deviation
- Highest score
- Lowest score

Mean Formula

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- $\bar{X}$ = mean score
- $\sum X$ = total score
- N = number of students

The normality test is conducted to determine whether the data are normally distributed. This study uses the Kolmogorov–Smirnov test.

Decision criteria:

Sig. > 0.05 = data are normally distributed

Sig. < 0.05 = data are not normally distributed

Hypothesis Testing

The hypothesis is tested using an independent sample t-test.

t-test Formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

- $\bar{X}_1$ = mean score of experimental group
- $\bar{X}_2$ = mean score of control group
- S_1^2 = variance of experimental group
- S_2^2 = variance of control group
- n_1 = number of experimental group students
- n_2 = number of control group students

Decision criteria:

If Sig. < 0.05 → Ha is accepted

If Sig. > 0.05 → Ha is rejected

Hypothesis

Null Hypothesis (H0)

There is no significant effect of using video-based learning media on students' pragmatic competence in EFL intensive writing classrooms.

Alternative Hypothesis (Ha)

There is a significant effect of using video-based learning media on students' pragmatic competence in EFL intensive writing classrooms.

III. HASIL DAN PEMBAHASAN

Students' Writing Score Improvement

Group	Pre-Test Mean	Post-Test Mean	Improvement
Experimental	65.2	84.5	19.3
Control	66.1	73.4	7.3

The data indicate that students in the experimental group experienced greater improvement compared to the control group.

Observation Findings

Classroom observations revealed that students became more active and engaged during video-based learning activities. Students paid attention to contextual expressions, politeness strategies, and conversational patterns shown in the videos.

Interview Findings

Most students stated that videos helped them understand how English expressions are naturally used in daily communication. Students also reported increased motivation and confidence in writing tasks.

Discussion

The findings demonstrate that video-based learning media significantly improved students' pragmatic competence in intensive writing classrooms. Videos provided authentic contexts that enabled learners to observe how language is used naturally in social communication.

This result supports Omar and Razi's (2022) study, which found that movie clips enhanced learners' understanding of speech acts and contextual language use. Videos help students connect linguistic forms with communicative functions.

Furthermore, video-based learning increased students' motivation and classroom participation. Learners were more interested in writing activities because they could relate the materials to real-life communication situations.

The improvement in students' pragmatic competence suggests that authentic audio visual materials are effective tools for developing communicative writing skills in EFL classrooms.

IV. KESIMPULAN

Berdasarkan hasil penelitian, dapat disimpulkan bahwa keluarga memiliki peran yang sangat penting dalam konsep psikologi perkembangan anak usia dini di Desa Sukaraya. Peran keluarga yang baik melalui pola asuh demokratis, komunikasi positif, perhatian emosional, serta keterlibatan dalam kegiatan belajar dan bermain mampu mendukung perkembangan sosial, kemandirian, dan kepercayaan diri anak secara optimal. Sebagian

besar anak usia dini dalam penelitian ini menunjukkan perkembangan yang baik pada aspek kemampuan sosial, kemandirian, dan kepercayaan diri. Hasil analisis juga menunjukkan adanya hubungan signifikan antara peran keluarga dengan perkembangan anak usia dini. Dengan demikian, semakin baik peran keluarga dalam pengasuhan, maka semakin baik pula perkembangan psikologis anak

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