

STUDENTS' PERCEPTION ON VIDEO MATERIAL USED IN ONLINE ENGLISH LEARNING DURING PANDEMIC

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Abstract

This research aims to know the students' perception toward the video material used by the teacher in English online learning during the pandemic in SMK Sunan Kalijogo Jabung. The data was collected through interviews and documentation. Descriptive qualitative research was considered as an appropriate approach as a type of research. It is for this reason that this study explored the students' perception toward English online learning using video which coming from students' experience during the Covid-19 pandemic. The researcher found that not all of the students have good perceptions toward English online learning using video. They thought that learning in class is the better one even though learning English using video can increase their English skills. It shows that the English teachers can still deliver material in video form even though they are not used to it today. Video gives them easiness to enhance their English skills especially found new vocabularies and how to speak with people in certain situations.

Key words: video, perception, online English learning

INTRODUCTION

The main reason online learning is implemented in Indonesia at any level of education today is due to the pandemic of the COVID-19. The instruction of Minister of Education and Culture of The Republic of Indonesia is schools to conduct online learning from March 2020 to today. As the spread of COVID-19 continues, to maintain the health of students, teachers, and all educators, the Minister of Education and Culture of The Republic of Indonesia has ordered all education units to run online learning (Mendikbud, 2020a). Then, as stated by Nugroho and Atmojo (2020), the policy to learn and work from home totally replaces face-to-face learning in the classroom situation to online learning and it is possible to last till the end of the semester. It needs many efforts to adapt from offline learning habits to online learning during the pandemic.

The online learning habits usually do by the students in higher education. Today from any level of education in Indonesia should carry out this learning model. Not all of the students are familiar with this learning model but it should do to keep the learning process and pursue the government rules. Many efforts do by students, teachers, and students' parents to their students/children can still learn. Therefore, in this situation, the EFL teacher is charged provides the appropriate learning with students' needs and conditions in learning languages.

One of the teacher's efforts in the online learning process is to provide material in form of video. It is considered very helpful. Video as an audio-visual technology is an alternative way for teachers to convey material in the distance learning process. According to Lehmann (2013), videos can be most useful for distance learning due to it facilitates the transfer of knowledge by instructive strategies beside thanks to their expositive nature.

Behind the many benefits in online learning using video offers, faithfully there are obstacles faced by students and teachers. Examples of obstacles faced by students are not having a self smartphone, not having an adequate quota, a bad internet connection, to lack of interest in teachers'

videos provided. In the meantime, Nova (2017) confirmed that the problems faced by Indonesian teachers include the limited school facilities, the lack of technical support in school, the difficulty to find suitable video, the lack of video editing skill, and the lack of student focus on learning.

Consequently, this study tries to investigate how students perceive the using video material in online English learning applied during pandemic. It is in lines with Sun (2014), specific research on fully online language learning is extremely rare. By combining variables that has not been investigated before; covid-19 pandemic, English online learning, video material, and students' perception, this study will be the new views in English language learning. The researcher hopes after teachers know students' needs and wishes; they can consider better ways in teaching English using video. Then, the online English learning using video can achieve the preferred goals as well as offline learning.

METHOD

The researcher applied a descriptive research design considering the purpose of the research and the nature of the problem. The qualitative research design studies the behavior because it occurs in nature in the classroom, the entire school, the playground, or in the organization/community. This method purposes to explore and understand a process or an event experienced by an individual or group. In other words, qualitative research describes a phenomenon and its characteristics.

The subject in qualitative research design is not need to be representative of the population. Hence, the researcher uses purposive sampling or judgment sampling and the subject in this study is four students of twelve grades of SMK Sunan Kalijogo Jabung. The considerations of choosing the subjects are: (1) this subject has good achievement in that class based on their transcript grade and teachers' information. (2) The researcher assumes that the students who have good achievement in English have their learning ways of using video during online learning and can give valuable information for this research.

The instrument and procedure of collecting data are needed to find data in this study. In qualitative research, the researcher is one of the instruments to get the data. Then, the others instruments that applied by the researcher are interviews and documentation. The researcher applies methodological triangulation which is the researcher used more than one method in the research. Further, it is estimated to get results that are near to the accuracy through various perspectives or views in the triangulation technique.

The researcher collected the data by using interviews supported by documentation. The documentation is used because to provide proof if the participants chosen are capable to be the focus in this study. Next, the data from interview and documentation were analyzed with the similar procedure. They were organized and familiarized, coded and reduced, as well as then interpreted and represented based on the problem of this research.

FINDINGS

The researcher conducted interviews with the teacher and the students. With the teacher, the researcher asked who the students that get the high score in English are. It is also concerned with the second instrument that is documentation. The documentation is the participants' grade transcript. It is to strengthen the answer of the teacher about students' that get the high score in English then they are chosen as the participant in this study.

Then, the researcher interviewed the participants with 10 questions. It discussed the research problem related to students' perceptions of video material used in online English learning during the pandemic. There are 10 questions given to the students; 5 questions about perspective (question numbers; 1, 2, 3, 6, 7) and 5 questions for the ways to enhance their English skills (question numbers; 4, 5, 8, 9, 10).

A. Students' Perception

There are 5 questions given to the students to investigate students' perception toward video material used in online English learning (question number 1, 2, 3, 6, 7); the first question, the researcher asked students whether the teacher explain the English material through videos or not. In the second question, the researcher asked whether learning using video works effectively or not. In the third question, the researcher asked whether learning use videos help students improve their English skills or not. In the sixth question, the researcher asked whether learning using video affects their enthusiasm for learning or not. Then, the researcher asked whether the language used in the video was colloquial or easy to understand in the seventh question.

After interview data are completed, some data can be described linked to the students' perception of video material used in English online learning;

- a. The first is about students' perceptions of whether the teacher explained the English material through videos or not. The data obtained from the interview were the students' answers are the same. They said that the teacher ever used video in delivering materials during online learning. However, one of them added the teacher ever used video in delivering materials but she not sincerely understands.
- b. The second is about students' perception associated with the effectiveness of using video in English online learning. The data that acquired from the interview were two students answered it is effective and two other students said less effective. They said it was effective because they need to practice and video is great to help them in practice. Then, it said less effective because face-to-face learning is the better one. Added, learning through video depends on the person's ability to understand or it is not thoroughly suitable for all people.
- c. The third is about students' perception related to the learning using video. It helped them in improving their English skills or not. The data obtained from the interview were half of the students said that learning English using video in online learning helps them to increase their English skills but half of them said no. They said it helped but added if they can understand they can accept and if they cannot accept they cannot understand. Another student said it helped but to speak English is still a little bit difficult.
- d. The fourth is about students' perception related to the learning using video affect their enthusiasm in learning or not. The data obtained from the interview were students' not fully enthusiastic about video in online learning. They perceive that it will be better to learning face to face and learning at home only make them felt bored or lack focus.
- e. The fifth is about students' perception related to the language using in the video during online learning easy to understand or not. The data obtained from the interview were all of the students said that language used by the teacher is easy to understand.

B. Students' Ways to Improve Their English Skills

There are 5 questions given to the students to investigate students' ways in enhancing their English skills through video in online English learning (question number 4, 5, 8, 9, 10); the fourth question, the researcher asked whether students replay the video to steep the material after learning. In the fifth question, the researcher asked whether students apply the material the teacher gave to improve their English skills or not. Also, what they usually do. In the eighth question, the researcher asked whether the students ask the teacher if they don't understand the material. Next, the researcher asked whether the students doing discussions with friends to deepen understanding in the ninth question. In the tenth question, the researcher asked whether the teacher gives a little explanation before playing the video.

After completed the interview with the participants, some data can be described related to the students' ways of improving their English skills;

- a. The first is a way to enhance English skills through replay the video to steep the material. The data obtained from the interview were they all replay the video start from once till four times.
- b. The second is a way to enhance English skills through applying the material given by the teacher. The data obtained from the interview were one of them said sure because from the

English video she also learned what the name of things is and how to talk about when she meets the person. Then, two of them said sometimes, they apply the material through watch the subtitles of the movie and apply depending on the difficulties of the material given. Another one said not to apply the material given.

- c. The third is a way to enhance English skills through asking the teacher if they get difficulties. The data obtained from the interview were all of them agreed when they get difficulties they asked the teacher. It was by *WhatsApp* personal chat or directly asked the teacher when they submit the assignment to the school once in two weeks.
- d. The fourth is a way to improve English skills through discussions with friends to deepen understanding of the material. The data obtained from the interview were three of them said that it was done sometimes. Then, the other one said usually she discussed it by a personal chat with their friend.
- e. The fifth is a way to improve English skills through the teacher's explanation before playing the video. The data obtained from the interview were they all agreed that the teacher gives explanations before giving the video. Also, one of them said that even though the video starts with explanations, when they haven't understood yet they are permitted to ask.

DISCUSSION

Based on the result or findings, the researcher provides the analysis of students' perception of video material used in online English learning during the pandemic also their ways to increase their English skills through video.

A. Students' Perception

The first research problem is to investigate the students' perception of the video material used by teacher in online English learning applied in the pandemic situation. To answer that, the researcher interviewed fourth students. As a theoretical basis related to perceptions on video in English teaching process, there is a previous study by Nova (2017).). His study explored the perception of Indonesian EFL teacher about the use and barriers to utilizing video in the EFL teaching process. He conducted research by share out purposively the questionnaires to 30 EFL teachers. Then the findings of the Indonesian EFL teachers was they stated that video were extremely useful in the teaching process gives positives impacts on students' learning attitudes, even though there were barriers to use video in the classroom.

In conclusion, the finding in this study was slightly different from the findings by Nova (2017). Not all the students perceive that video is beneficial for them in online learning and gives positives impacts on their learning attitudes. The teacher language in the video was easy to understand but it does not make them quite understand. Then, learning using video is not truly effective. It was effective because they need to practice and video is great to help them in practice. In other words, learning English using video in online learning can help them to increase their English skills. However, it was less effective because the students usual with face to face learning. Learning through video depends on the person's ability to understand or it is not truly suitable for all people. They still perceive that it will be better to learning face to face and learning at home only make them felt bored or lack focus.

B. Students' Ways to Improve Their English Skills

The second research problem is to investigate the students' ways to enhance their learning and improve their English skills through the video in online English learning during the pandemic. To answer that, the researcher interviewed fourth students. As a theoretical basis related to Saidu (2017) in investigating the effect of video material on English skills especially listening and speaking skills in the high school in Yobe State, the video materials were established to be a useful resource.

Then, Zakarneh (2018) in investigating the efficiency of e-learning platforms used to teach the English for students in Arab universities, participants believe that the e-learning platform is

suitable and enhanced means to acquire vocabulary, to develop skills of speaking, English grammar, reading, writing, listening, as well as a great way to improve the English performance than the traditional classroom mode. Added, Wang (2015) to reach organized and purpose-oriented while teaching English with video material, teachers have to arrange their teaching plans cautiously. The plans consist of the selection of video materials, the design of many varieties of classroom activities, and the combination of the admiration also structure of video materials.

In fact, from the English video student learn what the name of things is and how to talk about when she meets the person in a certain situation. So, they apply the material given through video in online learning to increase their speaking and listening skills. It is slightly the same as findings by Saidu (2017) and Zakarneh (2018) in the effect of video material and e-learning platforms towards English skills especially listening and speaking skills.

The teacher was almost completely done plan as Wang's theory. Students' said that teacher doing preparation (giving explanations) before giving the material through video. The classroom activities were also not fully online learning but as school's regulation students attend school once in two weeks to submit their assignments given and asked the teacher when they get difficulties. Furthermore, students have done some strategies to steep the material given. Such as replay the video till get the understanding, giving attention to the vocabulary in the video, asked the teacher if they get difficulties, and discuss with friends sometimes.

CONCLUSION

This study is done by investigating students' perception of video material used by the teacher during pandemic online learning also their ways to increase their English skills through video. The researcher researched four students in SMK Sunan Kalijogo Jabung. According to the research findings and discussion, not all of the students argued that online English learning using video is advantageous for them. It does not give positives impacts on their learning attitudes, also. Even though the teacher's language in the video was uncomplicated, it does not make them actually understand. Next, they also confirmed that learning using video is not really effective. It said effective with the reason they need to practice and video is great to help them to do it or else to increase their English skills. Nevertheless, it was confirmed less effective since the students unusual with online learning. Not all people are truly suitable for learning using video or it depends on the person's ability to understand. They perceive online learning at home made them lack focus so they believe that learning face-to-face in school is the better one.

Furthermore, it is about the students' ways to increase their English skills through video. Students can learn what the name of things is as well as how to talk about when they meet the person in a certain situation through the English video given. They affect the material given from video in online learning to enhance their speaking and listening skills. Additionally, the students said that the teacher made preparations before giving the video material. The classroom activities are not fully online learning. Based on the school's regulation, once in two weeks, students attend school to submit their assignments given also asked the teacher when they get difficulties. In addition, the students have done some strategies to deepen the material given. For instance, they play again the video till understand, they give attention to the new vocabulary found in the video, they asked the teacher if they get difficulties, and doing discussion with friends occasionally.

SUGGESTIONS

According to the findings and discussions, learning using video during online learning is quite good even though the difficulties found some students. The researcher suggests the teacher often using video in delivering the material in online learning during the pandemic. The video convinced to give them easiness to increase their English skills even though the students still unusual with online learning today. Students can further enhance their English skills through video in various ways besides their usual ways. Such as take notes on new vocabulary from video,

practice to speak by recording their voice or in front of a mirror, and doing autonomous learning by watching English videos that they are interested in. Furthermore, this research is expected to give benefit and as a reference for the next researcher related to this field.

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