

STUDENTS' PERCEPTION ON THE USE OF VIDEO IN LEARNING ENGLISH AS A FOREIGN LANGUAGE DURING PANDEMIC

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ABSTRACT

The research is aimed at exploring the students' perception on the use of video in learning English language during pandemic. It deploys a qualitative research framework with the instrument used for data collection include, diary and interviews. The participants were a group of English students at a Junior High School in Bogor. The findings show that the students perceived the use of video as an engaging, motivating, and interesting media for their language learning. Their positive perception on the use of video is based on some advantages offered by the video that covers motivation, engagement, flexibility, and operability. The result also affirms video can facilitate students' language learning during the current Covid-19 pandemic. Therefore, it is suggested that using video is highly recommended in this situation where teaching and learning activities are required to be conducted online.

Keywords: *video, language learning, pandemic, foreign language.*

INTRODUCTION

Coronavirus disease which has become a pandemic in late 2019 demands teaching and learning activities to be carried out from home. Teachers and students in such situation are not suggested to conduct in-classroom activities because it can be categorized as a disruptive era (Blake, 2011). The pandemic becomes challenges in education sector, for both students and teachers. Relevant with (Siahaan, 2019) that the covid19 pandemic presents challenges both to the world of education in Indonesia where students and teachers are challenged to master technology and conduct online learning. As today's students are born digital, it implicitly informs that they should be familiar with

the use of technology in digital based learning (Shabir & Umam, 2020).

Due to the pandemic, it can be said that online learning or e-learning can be a solution for conducting learning and teaching activities. It is because that this technology complies with the situation in which teaching and learning should be conducted remotely with a unique environment, tools, methodologies and techniques. Online learning is also perceived as the utilization of internet in accessing materials; having interaction with contents, teachers, and others students; and gaining assistance in learning process to gain knowledge, make meaning, and progress through learning experience (Ally, 2008). This means that e-learning

can be an alternative to replace in-classroom activities. In this condition, it is required for the teachers to master technology and find an appropriate media for students' learning activity (Bagata, Umamah, & Fikri, 2020).

During the current pandemic, therefore, teachers will have to adapt to the different learning activities and models that can facilitate EFL class. In this condition, one of e-learning activities can be conducted through video. Laering & Medier (2016) suggested that video can facilitate students' learning. With its elements which are visual and virtual, learning and teaching can be carried out in an engaging way (Bagata, Umamah & Fikri, 2020). Many studies show the effectiveness of video in terms of learning outcome. Scholars believe that video has the potential to promote the learning outcome, because it helps teacher to deliver the knowledge in an attractive and consistent manner (Zhang, Zhou, Briggs, & Nunamaker, 2006). In terms of interaction, video also can enhance interaction among learners. And in the terms satisfaction, a report said that the students learn through video have a higher level of satisfaction (Zhang, Zhou, Briggs, & Nunamaker, 2006).

Some studies, for example Utami (2020); Jo, Chung, & Kim (2017); Mardianti (2018) agree that the use of video in students' learning can be motivating and engaging. It is because videos can effectively expose learners to diverse contexts (Jo, Chung, & Kim, 2017).

Meanwhile (Mardianti,2018) found the positive perception on the use of video in teaching listening of narrative text. The result of the study show video helps students in understanding the material easily, helps them in guessing some unfamiliar vocabularies, and it gave them some motivation in learning English.

From the background above then, researchers are interested in exploring deeper regarding the students' perception on the use of video in their learning during pandemic. A question to be addressed is "How is students' perception on the use of video for their learning of English?"

METHOD

This study deploys qualitative descriptive research design. Creswell (2010) stated that qualitative research is method to explore and understand the meaning that some individuals or groups of people think come from social or humanitarian problems. The writer intentionally chose the participants from a senior high school in Bogor who have been familiar with the use of online technology in their learning activities. There were 10th graders involved in the study.

The instrument used for gathering information was interview and observation by which the students' interaction in learning was carefully observed. In doing this, the writer observed learning activities through video used by the teacher in teaching the students. Furthermore, the interview was conducted to get more information from the students about the use of video for their learning.

FINDING AND DISCUSSION

This part describes the results of observation and interview related to the use of video in students' learning.

The following pictures were the screenshots of the steps of students' learning through video in Edpuzzle. These are to describe the steps of using video for the student's learning.

	
<p>Figure1: Showing the Edpuzzle home page.</p>	<p>Figure2: Screenshot of the Edpuzzle videos library.</p>
	
<p>Figure3: Showing students activities in Edpuzzle video lesson.</p>	<p>Figure4: Showing students' progress of an assigned video lesson</p>

Before the class started, each student was required to have an Edpuzzle account in order to gain access and follow learning activity. In doing this step, the teacher reminded all the students to get prepared that they could start learning. From the observation, it was recorded that the students seemed enthusiastic and interested to join the class. This can be concluded that the video was able to motivate the students to learn. This step also proved that students' engagement and motivation have already started to grow.

Once the first step was completed, the students then were given an access to Edpuzzle videos library. These video were used by the teacher to deliver teaching material. At this point, the students were given to learn the video given. There were

required to study through the video. A narrative text was chosen as the material the student had do learn. Afterwards, the teacher monitored students' learning activities through a feature available on the Edpuzzle video lesson. The teacher was able to know students' participation including score of test, time, and description about their attendance. Based on the observation of this stage, there were some important events recorded. First, all the students participating in this online class seemed interested in doing this learning as indicated by their willingness to watch and do the quizzes about what they have watched and learnt. All the students also did not have problems in doing learning activities including in doing the quizzes. Second, the students seemed

to have a good understanding on what they had learn as indicated by their success in doing the quizzes. They can do the exercise as expected by the teacher. The students were also able to answer some questions by the teacher which was done to ensure their understanding. The questions were about narrative text and its generic structures.

The followings are the result of interviews documented from the students participating in the study. These interviews were to affirm the facts found in the observation.

"At Edpuzzle, I learned with videos in which the subject learnt is easier to understand. It makes me enthusiastic."

"My impression learning with video is that I find it very interesting. I am really interested to learn through video like at Edpuzzle".

"I'm really interested to learn through video like at Edpuzzle. At first, I thought it is difficult. But, it is very helpful and interesting".

"I think using an explanatory video that has a picture helps understand the meaning of the video. Interesting and engaging!"

"Video makes me enthusiastic especially when it comes to a quiz session".

From the interview above, the students responded positively to the use of video in their language learning. Their positive perception on the use of video is based on some advantages offered by the video that covers motivation, engagement, flexibility, and operability. In the context of motivation, learning through video is able to motivate students to learn since it is interesting, engaging and interactive. This

is consistent with Zhang et.al (2006) saying that an instruction using video has positive impact on students' motivation. In this case, the use of video can be an alternative and solution for a better learning. The study has proved that the use of video in teaching and learning can significantly help students understand better of what they learning. In the context of engagement, an interactive video can improve students' presence in the learning. The students are able to participate actively in the process of learning. This is in line with Laering and Medier (2016) suggesting that video can facilitate students' learning in an engaging way. In the context of flexibility, videos as source of learning provide some features that offer easiness for use. This then gives an impact to the students' learning in which they feel facilitated to conduct learning activities. In the context operability, video is an interesting and flexible media for learning. The students can use video easily and refer back to it when they want to enhance and ensure their understanding. In other words, video can enhance students' participation and engagement in learning (Bagata, Umamah & Fikri, 2020).

Based on the findings, it is safe to say that the students perceived the use of video as an engaging, motivating, and interesting media for their language learning. Their positive perception on the use of video is based on some advantages offered by the video that covers motivation, engagement, flexibility, and operability.

CONCLUSION

The long lasting Covid-19 pandemic has changed many aspects of life. In the sector of education, the use of technology appears as the most demanded means for teaching and learning activities. In this case, the use of video can be an alternative and solution for a better learning. The study has proved that the use of video in teaching and learning can significantly help students understand better of what they learning. There are at least there significant findings the study can tell why using video is helpful. The first is that video can increase students' engagement in learning. The students are able to participate actively in the process of learning. The second, many applications that offer videos as source of learning provide some features that offer flexibility both for teacher and students in terms of feedback, evaluation, monitoring. The last is that video is an interesting and flexible media for learning. The reason is that students can refer back to the video they have learned when they encounter problems or difficulties in understanding their lesson in the video. Based on the results of the study, students have a positive perception towards the use of video in learning language during pandemic. Therefore, it is suggested that using video is highly recommended amid the pandemic where teaching and learning activities is required to be conducted online.

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