

# STUDENTS' PERCEPTION TOWARDS THE USE OF VIDEO IN ENGLISH CLASS

Silvia Revansyah<sup>1</sup>, Efransyah<sup>2</sup>

IKIP Siliwangi, Indonesia

<sup>1</sup> silvia.revansyah@studentikipsiliwangi.ac.id, <sup>2</sup> efransyah@ikipsiliwangi.ac.id

## Abstract

The aim of this study is to comprehend how students feel about using videos in English classes. The research technique makes use of qualitative research. 32 students completing English lessons participated in this study. The study used a Likert scale, which included two response choices: "agree" and "disagree." The study issues were addressed using 7 questionnaire items. The results demonstrate students' favourable attitudes towards videos, and all variables strongly influenced use intention. Videos can be used in a range of active learning contexts to foster a positive, sociable, and cooperative learning environment while also increasing student motivation and involvement. The use of audiovisual materials in the classroom seems to be appealing to students, who understand digital tools and technologies.

**Keywords:** Students Perceptions; Video; English Class

## INTRODUCTION

In today's world, English is a crucial language for students to learn. Since English is an international language and is even used by students to communicate with their English professors, learning English is crucial. Every person who exists in our planet communicates and interacts with others using the English language. According to the Putri (2022) that because we are social beings, we cannot survive alone. To communicate with one another, they employ language. Human life depends heavily on language. It will be challenging for people to converse if their native tongues are different from one another. To communicate their thoughts, ideas, and feelings with one another, they use language. Writing can be defined as the act of communicating (transmitting information) through the written word. Written communication includes writing, media in the form of articles, the writer acting as the message sender, and the reader acting as the message receiver.

In learning English, there are many genres when we learn to write, based on the experience of the researcher when carrying out practical work experience in 2019 at Global Nusantara junior high schools. There are still many students who do not understand how to write texts, but in this research. Based on the result, video media is one of the determining factors for the success of learning (Widahyu, 2021). Through video media, learning becomes more interesting and fun. The use of video media can stimulate students' knowledge, train logic and analytical thinking, be more creative and effective, sharpen students' imaginations, and have fun.

According to Cheppy Riyana (2007), video learning is a form of media that uses language, procedures, and application theory in addition to auditory and visual messages to aid in the understanding of learning materials. Video is a type of learning tool that combines audio and visual components and can be used for both sending and receiving messages. Due to the simultaneous presentation of the hearing (audio) and visual / video (visible) components, it is said to be heard. For students to use video lectures most effectively, they need to be appealing to their preferred learning styles (Whatley and Ahmad, 2007).

The following are video lecture appeals. Videos can be seen at a time, location, and setting of the student's choosing, and they can be repeated to let students repeat the instructor's explanation. Compared to lectures in the classroom, they are delivered at a more thorough speed and are entirely pertinent to the performance criteria of the course. Their portability makes it possible to listen and learn without being interrupted by other activities that frequently go along with classroom lectures. In order to address the issues with algorithm learning, learning media were required. Multimedia components including text, graphics, sounds, and animations can be included in videos. These elements can be put together to create a video that demonstrates how algorithms operate. The video should also aid in comprehension and spark interest in the subject matter (Reiss et al, 2017) One of the finest ways to get kids interested in and understanding the information presented is through video.

## **METHOD**

This study's goal is to find out how students feel about using video learning in English class. It involved 32 English class participants. They were invited to submit a Google Forms online survey at the conclusion of the course in order to learn more about how they felt about the usage of video learning in general and the development of writing skills in particular. The survey employed a Likert scale with two response options that went from "agree" to "disagree." Seven questionnaire items, some of which were modified from (Ibhar et al., 2018) questionnaire items, were utilised to gather data for the study. All 32 students filled out the questionnaire.

The flipped classroom format was used to teach the eight meetings that took place inside and outside of the classroom. The class is first shown a video lecture by the instructor. To assist students in understanding the specific, conventional language patterns and structures they were required to learn in English class, especially writing abilities, the instructor also gave some text examples. Students then watch the instructional video. The third phase was then discussed by the students while they worked on gaining background knowledge through pre-writing activities. The instructor also uploaded a video. They were instructed to provide the videos a written review. The last phase was for the students to compose a rough draught. Both indoors and outside, students worked on their draughts. Because they did not have enough time to finish their rough draught during this stage, the pupils continued writing outside of class. The fifth phase was the teacher providing the pupils with feedback on their initial draughts. If a student had any concerns about the feedback they had received, they were also urged to speak with the teacher. After they had turned in their final essays, the teacher assigned them the task of reading their classmates' essays. It was believed that by doing this students would get the opportunity to deliver their final papers to their peers. They were also encouraged to share their thoughts regarding the readings. Additionally, the instructor gave general commentary on the essays that the students had already completed and the writing assignments from the class. The teacher also asked the students to complete surveys about their use of video learning during the final activity.

## **RESULTS AND DISCUSSION**

### **Results**

This study investigated how students perceived the usage of video learning to improve their writing abilities. The report of the results and comments were presented in the following table after the findings.

Table 1: The opinion of students regarding the usage of videos to improve writing abilities.

No	Items	Agree		Disagree	
		N	%	N	%
1.	The classes' extensive use of videos really aided in the students' acquisition of relevant communication-related knowledge.	32	100%	0	0%
2.	The application of videos in the classes greatly aided students in learning pertinent information on the lesson's specialty subject.	32	97%	1	0.3%
3.	During lessons, watching videos enhances my comprehension of the material being covered.	32	100%	0	0%
4.	Seeing films in class is something I enjoy doing and find enjoyable.	32	100%	0	0%
5	The learning process benefits from the usage of videos in lectures and material study.	32	100%	0	0%
6	My productivity is increased when I use videos in my courses or when studying the content.	32	100%	0	0%
7	During lessons, watching videos enhances my comprehension of the material being covered.	32	95%	2	0.5%

Adopted from (Galatsopoulou,2022)

Table 1's data showed that every student (100%) agreed with " The classes' extensive use of videos really aided in the students' acquisition of relevant communication-related knowledge.". Concerning the second item, " The application of videos in the classes greatly aided students in learning pertinent information on the lesson's specialty subject.," it was found that 97% of the understudies concurred. All the understudies (100%) moreover concurred that " During lessons, watching videos enhances my comprehension of the material being covered.". The students (100%) further agreed that " Seeing films in class is something I enjoy doing and find enjoyable.". " The learning process benefits from the usage of videos in lectures and material study.," all of the students agreed. As for " My productivity is increased when I use videos in my courses or when studying the content.," all understudies (100%) concurred. The understudies (95%) concurred entirety heartedly with the explanation, " During lessons, watching videos enhances my comprehension of the material being covered."

## Discussion

According to the data, the majority of poll participants agreed with each and every item. It can be inferred that English students have favourable attitudes towards the video since it helps them develop their writing abilities. After all, the instructor has the ability to constructively critique student writing. Using a computer or smartphone, the teacher and understudies can effectively chat online or share composing errands. Criticism is fundamental for understudies to progress as journalists (Mora et al., 2020). The discoveries of this ponder are steady with past investigations of students' discernments of the utilize of video in English classes. Most understudies accept that e-learning moves forward and upgrades viable learning communication, and they appreciate the time it spares over customary sorts of instruction.

## CONCLUSION

Students are enthused about adopting video learning in writing sessions, according to the study's findings. It suggests that using videos to learn can help students write better. Videos have been used in education for a long time, but the topic is still up for debate because they may be used for a variety of learning situations and are evolving into new forms. With the introduction of new immersive technologies such as augmented, mixed, or virtual reality, educators have an endless opportunity to design more effective environments for active and experiential learning, enter the educational space. Future research on the preferred video formats among students would also be interesting as we attempt to tailor the audiovisual material to their requirements. Different video forms may be tested in particular learning environments, and the outcomes of the same population's learning could be compared. The length of the audiovisual material used can also be more precisely specified by academic teaching personnel by looking at how much time future students spend watching videos. Finally, by comparing and analysing studies done on high school students, it will be possible to draw conclusions that will be helpful for both the future of higher education and students' preferences and learning styles.

## ACKNOWLEDGMENTS

Praise be to Allah SWT for allowing the authors to complete this article. Furthermore, the researchers would like to thank IKIP Siliwangi Bandung for enabling us to publish this study. Thank you also to the reviewers who provided feedback on this post, as well as the editorial team, for ensuring that it was published flawlessly.

## REFERENCES

- Galatsopoulou, F., Kenterelidou, C., Kotsakis, R., & Matsiola, M. (2022). Examining students' perceptions towards video-based and video-assisted active learning scenarios in journalism and communication courses. *Education Sciences*, 12(2), 74.
- Ibhar, M. Z., Yunus, M. M., & May, L. M. (2018). ESL Students' Perceptions Towards Vr 360 0 Learning Application To Enhance Vocabulary Learning. *International Journal of Innovative Research and Creative Technology*, 4(3), 68-73.
- Putri, M., Abbas, E. W., Jumriani, J., Subiyakto, B., & Putra, M. A. H. (2022). Contribution of Social Interaction Materials to The Establishment of Social Institutions in The Social Studies Student's Book Class VII. *The Kalimantan Social Studies Journal*, 3(2), 110-115.
- Reiss, N., Bavendiek, A. K., Diestmann, G., Inkermann, D., Albers, A., & Vietor, T. (2017). Understanding design methods-using explanatory videos for knowledge transfer in engineering disciplines. *Procedia Cirp*, 60, 518-523.
- Riyana, C. (2007). *Pedoman pengembangan media video*. Jakarta: P3ai Upi, 2654-2552.
- Whatley, J., & Ahmad, A. (2007). Using video to record summary lectures to aid students' revision. *Interdisciplinary Journal of E-Learning and Learning Objects*, 3(1), 185-196.
- Widahyu, C. (2021). The Effectiveness of Using Video As a Learning Media Online Learning To Improve Students' Learning Motivation and Creative Thinking At Home During the Covid-19 Pandemic. *Learning Motivation and Creative Journal*, 1(1), 1-9.