

## **The Use of Video for Distance Learning During Covid-19 Pandemic: Students' Voice**

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### **Abstract**

*During covid-19 pandemic, teachers need to change the activity from a face-to-face into distance learning activity. There may many methods and media used by the teacher, one of them is video. One of the aims is to assist teachers in explaining the material and attracting students' interest. Hence, this study aims to find out the benefits of the use video in teaching and learning activity in pandemic situation. In this study, the researchers investigated what the benefits of the use of video for English learning as perceived by students in Covid-19 pandemic situation. The researchers used qualitative method in this research. The instruments used in this study are questionnaire and interview. The researchers took the data from two classes, which were XI KII and XI KII of SMK SMTI Bandar Lampung. The research findings show that students had positive experience when using video as medium in teaching and learning English as a foreign language. Moreover, most of the students agreed that video gives the advantages to the students, such as **the increasing of motivation in learning, acquiring new vocabularies, and improving the pronunciation of English words.***

**Keywords:** *E-Learning, Learning Media, Video, covid-19 pandemic, Technology*

## **INTRODUCTION**

In this era, the use of modern media in teaching is an one of the need in learning and teaching process. It is necessary because nowadays, media in teaching should follow the era and it makes more interesting to use. Damayanti & Gafur (2020) stated that English is also one of the requirements to compete both at national and international levels in a company. Furthermore, English has now become an important communication tool for those who want to work abroad or in any multinational company (Rao, 2019). In addition, Mandasari (2017) stated that the use of English has become widespread and is used by millions of people in various fields. Thus, students in Indonesia are required to continue to explore knowledge, especially English which will become a necessity for communicating for students.

As one of the important language that can help people to communicate on every occasion around the world, the use of English must be prepared as early as we can. The use of English makes it easier for people to learn and make conversation in English as a habit in everyday conversations until proficiency, especially in the country that English as a foreign language (EFL). This is as one of the reason that English is applied to students in Indonesia. Students who are highly recommended to be able to explore the use of English is student of vocational high school because they are prepared to jump in to various field of work right after graduated. However, English taught in vocational high schools must match the focus of their field. This is in line with Widodo (2016) when the student enroll in the vocational education puts them into certain vocational fields, they must experience

the texts, which are relevant to their profession knowledge and skills. That way, the use of appropriate English becomes an important role for students and helps in communicating in the world of work.

In vocational high schools, especially in distance learning during covid-19 pandemic, there are many interesting media that can be used to support English learning activities, such as multimedia, application, social media, etc. The selection and use of interesting and appropriate media for the EFL class aims to improve students' desire in the teaching and learning process, especially English. Therefore, the selection of media itself becomes an important step in educational design. However, the selection of media used is not that easy despite of its advantages. According to Napratilora, Lisa, and Bangsawan (2020), it may take time and effort for the preparation. However, it can be a long-lasting and durable teaching material (Oktaviani & Mandasari, 2019). Hence, teachers have to choose wisely the media used for teaching that at least do not cost much, suit with students' characteristics, and efficient (Yaumi, 2017).

The use of media in learning and teaching nowadays becomes one of the demands for the teachers, especially in distance learning. In English learning and teaching process itself, some media are used to motivate and enhance students' mastery in learning in the EFL classroom (Simamora & Oktaviani, 2020), promote students' autonomous learning because it can be accessed anytime and anywhere (Aminatun and Oktaviani, 2019), and the most important is to create an appealing medium in the teaching and learning process (Oktaviani and Sari, 2020). It means that, in the teaching and learning process, the media has an important role for teaching and learning English subject. It can be useful for both students and teacher in English learning and teaching activity because it is also effective, easy to understand, and stimulates student learning.

Harmer (2006) mentions ways in implementing video in teaching English are Viewing Techniques such as Fast Forward, Silent Viewing, and Partial Viewing. Another way (is also) mentioned by Çakir (2006) such as active viewing, role play, and repetition, dubbing activity, and follow-up activity. The previous study from Kamelia (2019) entitled "Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes", has the result of research that the use of video as media in teaching and learning activities in EFL classrooms had many advantages, make students active and independent.

In addition, Naz and Akbar (2008) state that the media is a means to transmit or deliver material to students and to achieve effective instruction. Moreover, Media can be seen as a tool that can be widely understood, by anyone, with material, or events from conditions that allow students to acquire knowledge, skills, and attitudes (Ary et al., 2016). According to Meliala (2021), media can be in form of visual, audio and audio-visual but the students found that video that belong to audio-visual is more fun and attractive, especially during covid-19 pandemic. So, many teachers and students implemet the video in learning and teaching activity. Therefore, the researchers of this research has research question which is "What are benefits of the use of video as media in English subject."

## **METHOD**

In this study, the researchers used the qualitative method. According to Creswell (2003), qualitative research can be defined as an effective model that occurs in a natural setting that allows the researchers to develop a deep high level of detail experience. William (2007) states that there are five areas in qualitative research; case study, ethnography study, phenomenological study, grounded theory study, and content analysis. These methods can be used to meet different needs. In this study, the researchers use collecting qualitative data. This types of qualitative method is chosen to investigate in depth information towards the benefits on the use of video in English subject. This study is conducted in a vocational high school that is located in Bandar Lampung. The researchers used two instruments which are

interview and questionnaire. By distributing questionnaires and conducting the interview to students, it helps the researchers to get the detailed data.

The participants of this study were the eleventh grade of Industrial Chemistry students at SMK SMTI Bandarlampung. The participants consisted of females and males. In this study, the researchers chosen 2 classes which are XI KI 1 and XI KI 3 that were consisted of 70 students. Those 70 students fulfilled the questionnaire and 5 students were chosen randomly for the interview.

The likert scale questions is used in this study which have four levels, they were 1 for Strongly Agree, 2 for Agree, 3 for Disagree, and 4 for Strongly Disagree. According to Kriksciuniene (2019), Likert Scale is a survey which aims to measure attitude from respondents about a group of questions which use level of agreement. Then, the researchers grouped strongly agree and agree answered as positive answers and strongly agree and disagree answered as negative answers from the students. The eleventh-grade students were chosen as participants because they had relevant information and had quite a lot of experience using videos when learning English during Covid-19.

The researchers gave the students some questions related to the use of video in learning and teaching activity. There were some questions for students and have been recorded by phone. The questionnaire was distributed to see the students' answers toward the benefits on the use of video in teaching and learning activity during covid-19 pandemic. Next, the interview that used in this study was semi structured interview which meant the researchers made questions based on students' responses. While, questionnaire in this study is adapted from Mulyani (2020) and modified the statements based on the needs in this study.

In conducting the research, the researchers distributing the questionnaire for the students through *Google Form* because all the activity conducted were online. The statements in the questionnaire section were presented in Indonesian, so the participants could easily answer the statements. After that, the interview section was conducted via *Online (Whatsapp Videocall)*. The interview data was transcribed based on the recording and the researchers wrote down the answers of participants during the interview. Then, the researchers analyzed the data from the respondents to know more detail about the information. The theory of data analysis techniques was adapted from Miles, Huberman, and Saldana (2014) which are data reduction, data display, data condensation, and conclusion drawing/verification.

## RESULTS AND DISCUSSION

This part presents about the result of questionnaire. This questionnaire aimed to find out students' perception toward the benefits when using video in English teaching and learning process. In this questionnaire for obtaining the data, the participants were provided several statements related the benefits that students got when using video in learning English subject. The result of questionnaire are presented as below:

### *Students' Answers of the Questionnaire*

Table 1. Students' Answers toward the Benefits on the Use of Video

No	Statements	Positive	Negative
1	I enjoy the learning process when using video	90 %	10 %
2	My motivation to learn English increase by watching videos	82,9 %	17,2 %
3	I am more motivated when learning English using videos	82,9 %	17,2 %
4	I can find out the intonation in pronouncing English by watching video	92,8 %	7,2 %
5	I can both learn and be entertained by watching video	88,5 %	11,4 %

6	Learning English by using video makes the learning process easier and more efficient.	90 %	10%
7	The learning done by watching videos is very enjoyable	80 %	20 %
8	My ability in English can increase by learning through video	81,4 %	18,5 %
9	Learning by using videos prevents me from boredom.	87,1 %	12,9 %

Based on the table above, it showed that most of the participants had positive responses toward the advantages of the use video when learning and teaching English subject. It clearly seen that from the first statement until last statement, students had positive experience toward the of video in English learning and teaching activity.

In the first statement, it can be seen that 90% (63) students enjoy when using video in learning and teaching English subject. The result of this questionnaire shows that students' motivation in learning English by using video were increased. There were 82,9 % students gave the positive responses for this statement. Besides that, 58 students (82,9%) stated that they were motivated in learning English through video as their medium in learning English. The students felt more motivated to learn English is one of the benefits when using video in the learning activity. It means that they were more comfortable and fun when using videos in learning English. This is happened because the video give the real situation to the viewer. This is in line with the study conducted by Kamelia (2019) that the video that can make students enjoy when involved in teaching and learning activities.

In the fourth statement which the stament related with the benefit of pronunciation, students agreed and strongly agreed that the video gave students clear pronunciation and intonation through video. The students agreed and strongly agreed that learning by using video can help them to know how to pronounce the word correctly in English. This is happened because the video consist of sound, images and text that are synchronized with every movement. The students could more clearly hear and know the words that were spoken in the video. It can easier for students to learn English because as a foreign language, English ccould be more easily learned if given examples of its used directly and practiced. This statement got the highest percentage in this questionnaire that is 92,8%. The result of this questionnaire has same result with the study conducted by Almurashi (2016). The study proved that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve student performance and increase their level English language courses.

In other statements students also had positive responses toward the use of video and they got the benefits when using it. In the fifth statement got 88,5% that indicate students entertained when learning by watching video. The next statement only got 10% (7) in negative respond, it means that 90% (63) of students agree and stongly agree the using of video in learning English is efficient and effective. other researchers also showed that the using of *Youtube* video can be a useful tool for growth English language skills. However, its use can be beneficial for students who do not have enough time studying a language course or those who want to learn an English environment. English grammar videos have never been easy for students to reach English as it is today (Almoswai and Rashid, 2017).

Moreover, the seventh, eight, and ninth statments still indicate that students gave positive responses, beacuse from the data above, all of them had percentage 80% above. In the seventh statement, it can be seen that 80% of students agreed and strongly agreed that learning by watching video was enjoyable. The next statement which related with students' English skill had positive respond from the students. It had 81,4% for this statement, it means that students agreed that learning by using video could increase their English skill. This statement in line with Wardaya (2015) that the use of video in English learning can develope other English skills, such as reading, writing, speaking and listening. In the last statement in this questionnaire had 87,1%. Beside the students enjoyed when learning by

using video, the students also felt not bored during the learning and teaching process.

### ***Students' Answers of the Interview***

In this study, the researchers used interview to know the information in depth. There are questions for students, the first questions is: *What are the benefits that can you gain when learning by using video?*. The result of interview presented as below :

- P1: I could easier to understand the material. Besides that, I enjoy when watching the video in learning English.*
- P2 : Learning through video not only learning about the material, Miss but I also learn about the pronunciation in English correctly.*
- P3: I got lot of knowledge about how to pronounce the word in English. Besides that, learning by using videos is entertaining.*
- P4 : I do not enjoy enough learning by using video. For me it takes some efforts, Miss. I have to stream or download the video first, then I do not get the point of the material, Miss.*
- P5 : I get many new vocabulary when learning by using video, Miss. If the video full in English, I can get more new vocabulary then I search for the meaning of those word.*

From this question, the researchers got variety of answers from the students. Each student had their opinion of the benefits that they got in learning English by using video. Two students answered that they could know about pronunciation in English correctly by watching video. Besides that, there was a student thought that learning by using video was entertaining. Others student answered that learning by using video was easier to be understood than other media. Furthermore, there was a student that answered got a lot of new vocabulary from watching video. The other sides, there was a student that faced difficulties when learning by using video. He stated that learning by watching video was hard to be understood and took much efforts.

The second question of interview is: *Do you think learning using videos is more fun.* Then, the result of the interview can be seen below.

- P1: Yes, it is more fun, Miss. Besides watching and learning from the video, I can do other activities, like snacking and I can lay on my bed during the learning activity.*
- P2: Yes, Miss because I like the animation, the colour of video that makes it interesting.*
- P3: Honestly, I fell more fun, Miss. It is more interesting than read the text/pdf.*
- P4: I am not into it, Miss.*
- P5 : Yes, Miss, because I like watching video or movie, Miss.*

From those answered above, almost of the students felt enjoy when learning by using video. The students stated that learn by using video was interesting. Then, they could enjoy watching the video with snacking or eating, and the animation of the video entertained them. However, there was student that felt not interested with learning by using video.

The result of third question in the interview is: *Does the use of video in teaching and learning is effective? as below:*

- P1 : In my opinion, video is more effective than pdf material, Miss. It is easier to understand and can be replay anytime anywhere.*

*P2 : Learning by using video is more effective for me. It is fun and I am not feel bored when watch the animation from the video.*

*P3: It is interesting and simple media, Miss.*

*P4 : In my opinion it's less effective. I don't really understand when learning by using video.*

*P5 : The use of video is effective for me because I can watch and learn anytime.*

The data gained from the interview above showed that most of students had positive answers in the question related the effectiveness of video in their learning English activity. The students stated that learn by using video was more effective. the students prefer using video as their media in learning than read pdf or writing. While there is one student that feel not comfortable using video in learning activity. He has opinion that learn by using video was not work for him. The student is difficult to focus and understand the material that presented in the video.

From the findings that have been presented above, it can be seen that most of the answers from the students had positive responses for all statements toward the use of video in English learning and teaching process. In the questionnaire results, the highest percentage was in the fourth statement that related with knowledge of pronunciation when watching video.

Learning by using video is a very fun activity for some students. It can be seen from the results of the questionnaire that 80% of students agreed and strongly agreed learning by using video is very enjoyable. This result in line with Sherman (2003) that teaching and learning by using video as media is one of great great way, because it can make the students enjoy in learning process. In addition, some students stated that they more enjoy and prefer watching video than using other media. The benefits from the students is they are not easily bored in learning activity. This is exist in the ninth statement on the questionnaire and received a positive response of 87.1%. This result is not different from the results in previous findings by Wardaya (2015). In his research, he found that when using video as a learning medium, students felt not boring and enjoy participating in learning activities.

In the second question of interview, the reseacrher found out the benefits that felt by students. The students stated that they got more new vocabularies when learn by using video. This is happened because movies and video can offer the potential for vocabulary learning. Others researchers, Wardaya (2015) also stated that video is not only entertaining, but gave the insight for the students in vocabulary lesson. It means that the video that used in learning and teaching activity led the students to increase and develop their English ability.

## **CONCLUSION**

Based on the data findings and discussion above, the researchers can conclude that there are some advantages or the benefits when using video as medium in learning and teaching English subject. This study focused on the benefits that felt by students when they use video in learning English during pandemic situation. The benefits that obtained by students is students' motivation increase when learning by using video, because the students have opinion that video is entertaining. The learning activity become not boring when they use video as their medium also categorized as one of the benefits using video. Therefore, students want to learn more about English.

The other benefit is the video give more knowledge about pronunciation for the students. By using video in learning activity, students could know how to pronounce the word correctly. In this result, the video also help the students to increase their skills in English for example is listening skill. Other benefits that gained by students when use video as their media in learning English activity is efficient and easier to learn the material. The use of video is easier and can be accessed from anywhere and anytime. Besides that, by

using video, the students can enrich their vocabularies in English. The students can get know more new vocabularies when using video in learning activity.

This study proves that the use of video in learning and teaching process has many benefits for students. However, there is some students that not comfortable in using video as their medium. There some preparation in using modern tool in learning and teaching process. Both students and teacher must prepare all the necessities when using video as the medium. Students can try to more concentrate in learning English, because it is very important and beneficial for the future. Then, students also need to select the best provider to minimize the internet connection problem. Then, students need not feel hesitant and awkward to contact the teacher if there is a problem during the learning process. The students also can increase the enthusiasm of learning, so that the students can focus when learning by using video. In preparing all the things that related with using video as the medium, it is expected the learning and teaching English will run well.

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## APPENDIX

### QUESTIONNAIRE

1. Name :
2. Major :
3. Class :
4. Telephone Number :

No.	Statements	Scale			
		4	3	2	1
1.	I enjoy the learning process when using video				
2.	My motivation to learn English increase by watching videos				
3.	I am more motivated when learning English using videos				
4.	I can find out the intonation in pronouncing English by watching video				
5.	I can both learn and be entertained by watching video				
6.	Learning English by using video makes the learning process easier and more efficient.				
7.	The learning done by watching videos is very enjoyable				
8.	My ability in English can increase by learning through video				
9.	Learning by using videos prevents me from boredom.				