

Students' Perception on the Video Used by English Teachers as Instructional Media

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ABSTRACT

Video is one of instructional media used by English teachers to enhance students' motivation and enthusiasm in learning English. This study aims to analyze students' perception on the video used by English teachers in teaching English at a public Islamic school in Tanah Datar, West Sumatera. This study was quantitative research involving 30 students as the sample. The instrument used was questionnaire constructed based on the theories of components of perception and advantages of video as instructional media in English learning. The questionnaire consisted of 38 items: 26 statements for cognitive aspect, 4 statements for affective aspect, and 8 statements for conative aspect of perception. To check the validity and reliability of the instrument, the researchers validated the questionnaire to 3 validators and then did try-out. The questionnaire was declared valid while the result of the try-out described that 26 items were valid and 12 items were revised, and the reliability was high (0.964) indicating that all of the items could be used to collect data. Data analysis showed that students' perception on the video used by English teacher as an instructional media was strongly positive (66.67%) and positive (33.33%) meaning that students are welcome and feel very optimistic and highly motivated to the video used by the teachers in teaching English.

Keywords: Perception; Video; Instructional Media; Teaching English

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INTRODUCTION

As international language, English has been taught widely in the world. Similarly, in Indonesia, English is required to be taught from secondary level to university level. In teaching, teacher should have appropriate strategies to make students enthusiastic in learning. Instructional media has positive impact on students in learning English. Teacher usually use them to deliver materials to make students enthusiastic in learning English. Media are a means of communication and source of information (Smaldino et. al in Rahardian, 2017: 31). They are anything carrying information from a source to a receiver.

When ones provide messages with an instructional purpose, they are considered as an instructional media. Instructional media are an aid which is able to help teachers in their teaching activities. During school hours, teachers can use instructional media in teaching a lesson in order to make students able to capture the core of the material taught.

In addition, according to (Fitrawati, 2015:14) there are three types of instructional media that can be used by teachers to deliver materials to their students. The first one is Audio which delivers something that can be heard such as song, mp3, podcast and so on. The second one is Visual which delivers something that can be seen such as picture, book, slide and many responsible others. The next one is Audio-visual which is a combination of audio and visual that can be heard and also can be seen which is possible to help teachers to engage students' attention. This kind of media is also able to convey a large amount of information, such as film, television and video.

Those types of instructional media are allowed to be used in the classroom activity including EFL classroom. Regarding the significances of media in classroom activities, the researchers are interested in analyzing the use of video as instructional media in learning English. Language teachers like video materials because it motivates learners, it figures out the real world in the classroom, contextualizes language naturally and enables learners to experience authentic language. Students like it because video presentations are interesting, challenging, and stimulation to watch. (Tomalin's in Bajrami, 2016: 504). From the previous theory, it can be concluded that Video is indeed as one of Instructional Media in learning that builds students' motivation in learning English, because they are like it.

The researchers obtained information about the use of video as instructional media at a public Islamic school in Tanah Datar. As Islamic junior high school, some of the students did not have basic English in elementary school yet. Therefore, the teacher should have strategies to make English is truly fun and the students enthusiastic with English in order to understand the materials taught in the classroom. At the time, the researchers did preliminary research in grade eight. There are four classes that learnt English using video as instructional media to deliver the materials. The teacher frequently used video and it was observed that its use seemed to influence students' motivation in learning English. It was seen from students' enthusiasm to the video and understanding of the material.

Furthermore, students' perception on teachers' video as instructional media in learning English is important to be considered. Students' view about effective language learning appears to consciously or automatically direct their action which supports their own learning and most importantly influences their positive response or resistance and dissatisfaction to teaching activities (Tudor in Kourieos & Evripidou, 2013: 1). Based on these issues, this research focused on analyzing students' perception on the video used by English teacher as an instructional media in teaching English.

This study was conducted by the researchers' interest in analyzing students' perception on video used by English teachers as instructional media. The result of this study is used as an evidence that as instructional media, video is accepted very well by students in learning English. Therefore, the teachers should use it more often and effectively.

METHOD

A quantitative approach using descriptive method was employed in this study in order to investigate students' perception on video used by teachers as instructional media. Descriptive method involves collecting data in order to answer the question concerning the current status of object of the study (Gay, 2000:11).

Participants

There were 30 students studying at MTsN 6 Tanah Datar involved as participants in this study. They were grade eight students who were taught English using video as instructional media by their teacher.

Instrument

The instrument used in this research was questionnaire designed by the researchers based on the theories of components of perception and advantages of instructional media. The questionnaire was used to determine students' perceptions of the video used by the teachers as instructional media in teaching English. There were 38 items that should be responded by the participants. The questionnaire was constructed in two ways; they are positive statements and negative statements by using Likert Scale. For positive statements, the scores include: Strongly agree = 4, Agree = 3, Disagree = 2 and strongly disagree = 1. Then, for the negative items, the scores include: Strongly agree = 1, Agree = 2, Disagree = 3 and strongly disagree = 4.

The researchers checked the validity and reliability of the instrument before administering the questionnaire to the participants. There were two ways to check the validity of the questionnaire in this study. The first one is by using three validators to find out the validation content with the result of validity coefficient of 0,759 and the validity of the questionnaire categorized "sufficient". The second way is by checking the validity of the questionnaire that has been tried out and the result was analyzed using SPSS application with the result of 36 items. There were valid 26 items and 12 revised items. The reliability of this instrument was high (0,964) meaning that all of the items could be used to collect the data.

Data Collection

Data were collected from July 20th until 24th, 2020. The questionnaire was administered to students by using Google Form. A total of 30 questionnaires were distributed to the participants.

Data Analysis

Data obtained from the questionnaire were analyzed by the researchers by conducting a series of statistical analysis on the collected data by using Statistical Packages for the Social Science (SPSS) version 22. After that, descriptive statistics were calculated that cover frequencies, percentages, and means of the responses given by the subjects of the study.

FINDING

Results of this study have shown consistently high levels of students' perception towards the use of video as instructional media in teaching English. The perception is divided into cognitive, affective and conative domain. The data can be seen on the table below.

Table 1. Students' perception on the use of video as instructional media cognitive component

Statement	Students' Perception			
	Strongly agree	Agree	Disagree	Strongly disagree
<ul style="list-style-type: none"> • <i>Sepengetahuan saya video pembelajaran yang digunakan guru dalam mengajar Bahasa Inggris memudahkan saya mengerti pelajaran.</i> 	22 (73,3%)	8 (26,7%)	-	-
<ul style="list-style-type: none"> • <i>Setahu saya video pembelajaran yang ditampilkan oleh guru berkaitan dengan keadaan sehari-hari sehingga membuat saya dapat memahami pelajaran Bahasa Inggris dengan mudah</i> 	19 (63,3%)	11 (36,7%)	-	-
<ul style="list-style-type: none"> • <i>Setahu saya video pembelajaran yang digunakan guru Bahasa Inggris dapat membantu saya belajar cara pemakaian kata dalam Bahasa Inggris.</i> 	19 (63,3%)	11 (36,7%)	-	-
<ul style="list-style-type: none"> • <i>Sepengetahuan saya dari video pembelajaran yang digunakan oleh guru Bahasa Inggris mempermudah saya</i> 	17 (56,7%)	12 (40%)	1 (3,3%)	-

<i>belajar cara pemakaian kalimat dalam Bahasa Inggris.</i>				
• <i>Sepengetahuan saya video pembelajaran yang digunakan oleh guru Bahasa Inggris dapat membantu saya belajar cara penggunaan suatu ungkapan dalam Bahasa Inggris.</i>	17 (56,7%)	12 (40%)	1 (3,3%)	-
• <i>Menurut saya, video pembelajaran yang digunakan oleh guru Bahasa Inggris meningkatkan keaktifan saya belajar di kelas.</i>	20 (66,7%)	9 (30%)	1 (3,3%)	-
• <i>Menurut saya, ketika guru menggunakan video dalam proses pembelajaran Bahasa Inggris saya menjadi termotivasi dalam belajar.</i>	20 (66,7%)	8 (26,7%)	2 (6,7%)	-
• <i>Menurut saya, ketika guru menggunakan video dalam proses pembelajaran Bahasa Inggris, membuat saya semangat dalam belajar.</i>	21 (70%)	7 (23,3%)	1 (3,3%)	1 (3,3%)
• <i>Munurut saya, ketika guru menggunakan video dalam proses pembelajaran Bahasa Inggris, siswa lebih memperhatikan pelajaran.</i>	19 (63,3%)	11 (36,7%)	-	-
• <i>Saya percaya ketika guru menggunakan video pembelajaran Bahasa Inggris saya dapat mendengar kalimat Bahasa Inggris dan menuliskan kalimat .</i>	15 (50%)	12 (40%)	2 (6,7%)	1 (3,3%)
• <i>Saya percaya setelah belajar menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris, saya semakin ingin tahu Bahasa Inggris.</i>	15 (50%)	13 (43,3%)	2 (6,7%)	-
• <i>Saya percaya ketika guru menggunakan video pembelajaran dalam mengajar Bahasa Inggris membuat saya semakin ingin belajar Bahasa Inggris.</i>	15 (50%)	13 (43,3%)	2 (6,7%)	-
• <i>Saya percaya melalui video pembelajaran</i>	20	9	1 (3,3%)	-

<i>yang digunakan oleh guru Bahasa Inggris saya dapat belajar bagaimana cara mengucapkan kalimat Bahasa Inggris yang tepat.</i>	(66,7%)	(30%)		
• <i>Sepengetahuan saya video pembelajaran yang digunakan oleh guru dalam mengajar Bahasa Inggris membuat saya bingung dengan pelajaran.</i>	3 (10%)	3 (10%)	15 (50%)	9 (30%)
• <i>Setahu saya video pembelajaran yang dipilih oleh guru berbanding terbalik dengan keadaan sehari-hari sehingga membuat saya bingung dengan pelajaran Bahasa Inggris.</i>	3 (10%)	5 (16,7%)	13 (43,3%)	9 (30%)
• <i>Setahu saya video pembelajaran yang digunakan oleh guru Bahasa Inggris membuat saya bingung dengan cara pemakaian kata dalam Bahasa Inggris.</i>	3 (10%)	3 (10%)	15 (50%)	9 (30%)
• <i>Sepengetahuan saya video pembelajaran yang digunakan oleh guru Bahasa Inggris tidak dapat membantu saya belajar cara pemakaian kalimat dalam Bahasa Inggris.</i>	3 (10%)	2 (6,7%)	14 (6,7%)	11 (36,7%)
• <i>Sepengetahuan saya video pembelajaran yang digunakan oleh guru Bahasa Inggris membuat saya bingung dengan cara penggunaan suatu ungkapan dalam Bahasa Inggris.</i>	3 (10%)	3 (10%)	12 (40%)	12 (40%)
• <i>Menurut saya, video pembelajaran yang digunakan oleh guru Bahasa Inggris cenderung membuat siswa kaku dalam kegiatan belajar di kelas.</i>	2 (6,7%)	3 (10%)	9 (30%)	16 (53,3%)
• <i>Menurut saya, video pembelajaran yang digunakan oleh guru Bahasa Inggris membuat saya menjadi pasif ketika belajar Bahasa Inggris.</i>	5 (16,7%)	6 (20%)	17 (56,7%)	2 (6,7%)
• <i>Menurut saya, ketika guru</i>	2 (6,7%)	-	10	18 (60%)

<i>menggunakan video dalam proses pembelajaran Bahasa Inggris, saya merasa malas belajar Bahasa Inggris.</i>			(33,3%)	
• Menurut saya, ketika guru menggunakan video dalam proses pembelajaran Bahasa Inggris, siswa kurang memperhatikan pelajaran.	2 (6,7%)	4 (13,3%)	12 (40%)	12 (40%)
• Saya cenderung kurang percaya ketika guru menggunakan video pembelajaran Bahasa Inggris, saya tidak dapat mendengar dengan baik dan tidak dapat menuliskan kembali kalimat Bahasa Inggris yang saya dengar.	3 (10%)	3 (10%)	13 (43,3%)	11 (36,7%)
• Saya kurang percaya ketika setelah belajar menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris, saya semakin ingin tahu Bahasa Inggris.	5 (16,7%)	5 (16,7%)	12 (40%)	8 (26,7%)
• Saya kurang percaya ketika guru menggunakan video pembelajaran dalam mengajar Bahasa Inggris dapat menambah informasi seputar Bahasa Inggris bagi saya.	3 (10%)	5 (16,7%)	14 (46,7%)	8 (26,7%)
• Saya cenderung tidak percaya bisa belajar bagaimana cara mengucapkan ungkapan Bahasa Inggris yang tepat melalui video pembelajaran yang digunakan oleh guru Bahasa Inggris.	2 (6,7%)	3 (10%)	17 (56,7%)	8 (26,7%)

Table 1 presents data pertaining to the overall score of students' perception on video used by the teacher as Instructional Media in teaching English in cognitive component. There are 26 statements consisting of positive and negative statements used in the questionnaire. The findings above show that most of the participants have positive perception on the use of it. Students' perception in affective component can be seen in the following table 2.

Table 2. Students' perception on the use of video as instructional media affective component

Statement	Students' Perception			
	Strongly agree	Agree	Disagree	Strongly disagree
• <i>Saya senang belajar Bahasa Inggris menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris karena saya bisa melihat negara luar.</i>	18 (60%)	10 (33,3%)	2 (6,7%)	-
• <i>Saya senang jika guru Bahasa Inggris menggunakan video pembelajaran ketika belajar karena disitu saya dapat mengamati perbedaan budaya Negara Indonesia dan Negara lain.</i>	17 (56,7%)	12 (40%)	1 (3,3%)	-
• <i>Saya kurang senang belajar Bahasa Inggris menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris karena saya tidak suka melihat negara luar.</i>	2 (6,7%)	1 (3,3%)	13 (43,3%)	14 (46,7)
• <i>Saya cenderung tidak senang belajar Bahasa Inggris menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris karena saya tidak suka melihat perbedaan budaya negara Indonesia dengan Negara luar.</i>	2 (6,7%)	2 (6,7%)	15 (50%)	11 (36,7%)

Regarding the second table, the overall score of students' perception on video used by the teacher as Instructional Media in teaching English in affective component. There are 4 statements consisting of positive and negative statements used in the questionnaire. The data above show that most of the participants have positive perception on the use of it. Students' perception in conative component can be seen in the following table 3.

Table 3. Students' perception on the use of video as instructional media conative component

Statement	Students' Perception			
	Strongly agree	Agree	Disagree	Strongly disagree
• <i>Saya selalu antusias belajar Bahasa Inggris ketika guru Bahasa Inggris menggunakan video dalam proses pembelajaran karena membuat saya senang.</i>	20 (66,7%)	9 (30%)	1 (3,3%)	-
• <i>Saya semangat belajar Bahasa Inggris ketika guru Bahasa Inggris menggunakan video pembelajaran.</i>	20 (66,7%)	9 (30%)	1 (3,3%)	-
• <i>Saya selalu bersungguh-sungguh belajar Bahasa Inggris ketika guru Bahasa Inggris menggunakan video pembelajaran.</i>	9 (30%)	19 (63,3%)	2 (6,7%)	-
• <i>Saya percaya diri belajar Bahasa Inggris menggunakan video pembelajaran guru yang digunakan oleh guru Bahasa Inggris.</i>	15 (50%)	14 (46,7)	1 (3,3%)	-
• <i>Saya kurang antusias belajar Bahasa Inggris menggunakan video pembelajaran karena saya tidak suka.</i>	1 (3,3%)	3 (10%)	16 (53,3%)	10 (33,3%)
• <i>Saya kurang bersemangat belajar Bahasa Inggris menggunakan video pembelajaran yang digunakan oleh guru Bahasa Inggris.</i>	-	6 (60%)	13 (43,3%)	11 (36,7%)
• <i>Saya malas dalam belajar Bahasa Inggris ketika menggunakan video pembelajaran Bahasa Inggris.</i>	2 (6,7%)	2 (6,7%)	13 (43,3%)	13 (43,3%)
• <i>Saya tidak percaya diri belajar Bahasa Inggris menggunakan video pembelajaran guru yang digunakan oleh guru Bahasa Inggris.</i>	2 (6,7%)	3 (10%)	14 (46,7)	11 (36,7%)

As shown in the table 3, there are 8 statements consisting of positive and negative statements used in the questionnaire. The data above is the score of students' perception on video used by the teacher as Instructional Media in teaching English in conative

component. The data above show that most of the participants have positive perception on the use of it.

Data Description

The data above can be described in the following data description.

Table 4. Data Description

R/N	X	R/N	X
1	118	16	106
2	131	17	125
3	139	18	116
4	123	19	129
5	117	20	95
6	123	21	127
7	150	22	133
8	149	23	126
9	125	24	93
10	120	25	147
11	133	26	110
12	108	27	149
13	110	28	131
14	141	29	141
15	135	30	130

After getting the data of Students' Perception questionnaire, it was found that the highest score is 150 and the lowest score is 93.

Data Interpretation of Students' Perception

Table 5. Data interpretation of Students' Perception

No	Class Interval	Interpretation	F	%
1	$\leq \geq$ (0.80 x max score)	Strongly positive	20	66,67%
2	(0.60 x max score) – (0.80 x max score)	Positive	10	33,33%
3	(0.40 x max score) – (0.60 x max score)	Negative	-	-
4	< (0.40 x max score)	Strongly negative	-	-

Based on the result of the data analysis, it was found that there are stongly positive and positive perceptions on the video used by the teacher as instructional media. It can be seen in the following diagram.

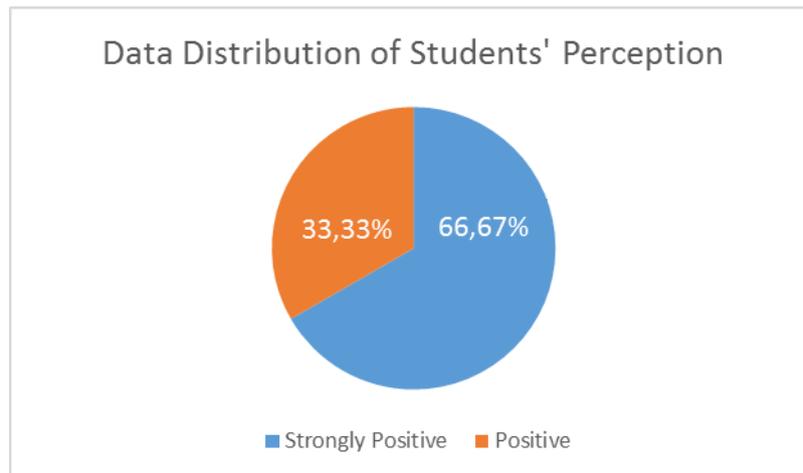


Figure 1. Data Distribution of Students' Perception

From the diagram above, all the participants shows their strongly positive and positive perception on video used by the teacher as instructional media in teaching English. In conclusion the use of video in teaching English is very usefull in delivering the materials. Besides it can make students enthusiastic in learning, it also make the teacher esier in explaining the material.

DISCUSSION

The main purpose of the present study is to examine students' perceptions on the video used by the teachers as instructional media. However, using Instructional media especially video in teaching English is one of the best way to enhance students' motivation in learning. The result of the present study is similar to the result of some previous studies. Jupri (2018) argues that using video recipe in teaching English at junior high school can improve students' ability in writing procedure text. It is seen that the participants believe that using video while learning English in their classroom can improve their ability in writing procedure text. Similarly, both this study and the present studies investigated the instructional media used by teachers in teaching English. The difference is that this study focuses only on enhancing students' ability in writing (specific skill), while the present study focuses on using media in teaching English in general way.

Moreover, Riswandi (2016) also found that the implementation of YouTube-based videos in teaching speaking can improve students' speaking skills and motivation. In learning speaking, the participants were agreed that YouTube-based videos can improve their speaking and their motivation. The similarity in this study is YouTube videos as the instructional media used by the teacher in teaching English . The difference is the use of media only to enhance students' ability in speaking and their motivation while the present study focuses on using media in teaching English which is not for the specific skill.

Sari and Nurcahyo (2018) also conducted studies showing that using mobile learning to improve learning motivation is considered to be appropriate and able to students' learning motivation. They also stated that learning will be comfortable and faster if teacher use mobile learning compared to direct explanation. From the explanation of the previous studies above, it can be concluded that the use of mobile learning including instructional media can increase students' motivation in learning English. The difference of this study with the present study is the media which is not specific.

Furthermore, Satyawan & Yulia's study (2018) also shows the effectiveness of using animation video in learning process which is implemented two stages, the observing stage and collecting information stage. The effect of the use of media to the students' learning motivation was obtained from the questionnaire showed that 75% of the students who agree that they learned better and easier by using animation video. They become happy and more passionate. The similarity of the study is using Instructional media in Teaching English. However, the difference is the media used is animated video while the present study only uses video in general.

CONCLUSION

The main aim of this study is to analyze students' perception towards the video used by the teachers as instructional media in teaching English. Based on the result of the research and the finding above, it is found that the students have Strongly Positive and positive perception on the video used by the teacher as instructional media in teaching English.

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