Video-Based Learning (VBL): An Implementation on Advanced Learners of English Class

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ABSTRACT

As commonly known, the use of video in English Foreign Language (EFL) classrooms can facilitate the students to get more interested in learning and also enhance their communicative competences. This study aims to find out the effect of using video as teaching media in English class towards students' achievement and obstacles in using it. It is designed in experimental study. The result of pre-test and post-test did not show significant differences although students' scores increased. However, the result of observation showed students' improvement in attitudes. They are motivated in learning through videos. They show positive attitudes although they undergo some obstacles in accessing the video outside the classroom namely internet-related problem such as sudden disconnected internet, running out internet data, as well as scheduled time for using handphone at school day. Besides, discussing the lesson from video in group chat of whatsapp is ineffective since they cannot follow the flow the information, since too many chats sent at the same time into group. However, the implementation of using video in this study can be implemented, since the learning activities were very enjoyable by using some techniques presented in this study.

Keywords: VBL; Implementation; Achievement; Obstacles

INTRODUCTION

The widespread of English learning videos nowadays reveal that technology has been integrated in English language realm. The use of video can facilitate the students in more interesting learning activities because they can get different learning experience when it can be implemented by teachers effectively. Harmer (2006) states that video can give essential extra benefits for students' learning experiences; enrich the students' experience about language in use, improve their cross cultural understanding, develop their creativity, and increase their motivation in learning.

The use of video in teaching and learning process is widely known as Video-Based Learning (VBL). VBL is now recognized as Technology-Enhance Learning (TEL) as a

powerful learning resource in online teaching activities. VBL has unique features that make it an effective learning method that can enhance and partly replace traditional classroom-based and teacher-led learning approaches. VBL can change the way we learn as well as how we teach. Videos can help students by visualizing how something works and show information and details difficult to explain by text or static photos. In addition, videos can attract students' attention, thus motivating them and engaging them to increase their collaboration. Using videos thus can lead to better learning outcomes. Moreover, video can support different learning styles, specifically students who are 'visual learners' (Yousef, et. Al., 2014).

A number of studies in teaching through VBL has been conducted. The results show that teaching by VBL has positive effect towards students' achievement. As stated by McConville and Lane (2006) that The selection of appropriate video clips and methodology for their display within the teaching materials represents an important issue for curriculum design, leading to positive learning outcomes. Furthermore, Using appropriate teaching media and methods to organize and present only relevant information may also increase the efficiency of the self-learning process (Ruiji, 2012). Moreover, it is found that when video is used in teaching, it enhances learners' positive attitude towards the course. Also, it affects their performances positively (J. A. Akerele, et al, 2012).

Besides, video can also become one of starting point of discussion. This phenomenon also happens in medical practice of nursing students by Harrison (2003) that Videotape recorders can be used in a number of different ways to enhance teaching and learning in both large groups and small groups. It is also being observed that using video presentations explains and demonstrates ideas and concept regarding our topics easier, hence beneficial on our part. Furthermore, Greenberg (2012) states that Video itself is a tool for learning that obtains extensive benefits when it is properly applied. It is also a medium for collaboration and a language unto itself that is of universal appeal.

Learning through video is also expected to be effective in boosting students' attitude in learning. Some studies will be presented such as from Hsin and Cigas (2013) used short videos to enhance student satisfaction and motivation for an online introductory course in computer science/mathematics. They achieved a significantly higher percentage of involved students and their average grades increased. Another method to engage and to motivate students is showing entertainment videos (Steffes & Duverger, 2012). As Steffes and Duverger reported, showing supplementary videos within an entertainment context at the beginning of the class can be used to increase the positive mood of the students. Both previous studies, Bravo et al. (2011) and Steffes and Duverger (2012), emphasize the importance of the proper design of supplementary video content and the methodology of displaying video to students.

On the other hand, some studies indicated that there were no statistically significant differences between teaching with video and other methods, and that both are equivalent (Donkor, 2010; Comeaux, 2005; Lindgren, 2007). Moreover, Chuang and Rosenbusch (2005) pointed out that using only video technology without pedagogy approach doesn't make sense. The authors stressed that video technology should go side by side with pedagogy and provided a constructivist framework to engage learners to learn with videos. Therefore, researcher is of the opinion that video-based learning shows effectiveness in the parts of attracting students' attention. Both video-based learning and Face-to-face learning can be implemented together in a learning process to support each other. A 2009 metastudy about e-learning tentatively concluded that the use of both e-learning and contact education, which is known as blended learning, produces better results than lessons given without technology (Barbara, et.al., 2009). It shows that both this teaching method will result more effective teaching outcomes both students achievement and attitudes.

In this advanced technology era, however, the teachers have to face some challenges in utilizing the video in the classrooms. One of the challenge is the teachers have to develop themselves as creator, producing video to fulfill their students' needs in learning activities. Through intensive use of videos, the students will demand something that more interesting than the one that just created by someone else. The teachers have to be able to facilitate the students' needs and create effective videos that can support the students' learning activities successfully. If the teachers just deploy some videos that they gathered from internet or bought in stores, the videos are probably not fresh from the oven anymore for the students. They might have watched the video, so it could not be really effective for the students. The teachers are needed to develop their creativity in creating more applicable videos for the students.

According to Wang (2015), there are three goals of teaching English with video materials: The first is to facilitate the development of EFL learners' language skill. It means that the video can provide a lot of information for the learners, get their attention to focus on the material in the video, and improve their comprehensive linguistic competence. The second is to cultivate students' competence of intercultural communication. When the video is presented in the classroom, it does not only give information about the language, but the learners also can learn about culture of English native speakers. Then, it can support the learners' communicative competence in English. The third is to cultivate students' aesthetic values and ability to appreciate English videos of Artistic values. In this case, the video does not only present information about what the students have watched, but it is expected to make the students have aesthetic impressions of the video in their mind. It can encourage them to have deep thinking and critical review. Therefore, the students can get a lot of benefits from the video.

Then, Harmer (2006) states that deploying video in English language learning provides special points to the students namely seeing language in use, cross- cultural awareness, the power of creation, and motivation. It means that video employs important roles in the classrooms because the students do not only listen how the language used by native speakers, but they also can see about thelanguage used in real context of communication. It also allows the students to know about English native speakers' culture based on the setting of the story in the video. Then, it can develop the students' creativity and communicative competence because they can create their own video while using or practicing the language. Moreover, the students can get more interest in learning because they have opportunity to see the language in use as well as learn it from audio recorder. In this case, the use of video provides advantages for the students.

According to Abukhattala (2015), integrating technology in the classroom will successfully depend on the teachers' roles; their beliefs and practices influence how they deploy the technology in the classrooms. It means that the teachers have to be able to anticipate some problems that may appear in running a course, especially in using video. English language teachers also have to be able to choose appropriate video content that refers to the instructional goal, (Bell & Bull, 2010). The teachers have to prepare and carefully choose the video based on the students' needs. It appears as one of the teachers' challenges in advance technology era nowadays because there are many video formats and information that can be found easily in internet. Berk (2009) mentions that there are numerous of video types that can be employed in the classrooms. In other word, the video content that will be presented in the class should match on the teaching and learning objectives. Those criteria need the teachers' extra efforts to filter suitable video for the students.

Wang (2015) added that inefficiency of using video materials in EFL classrooms can still be found, such as monotonous classroom activities and teaching methods. This condition shows the students' activities and teachers' ways in teaching by deploying video also influential factor that can affect the effectiveness of employing the video in the classrooms. In many realms of English language teaching, the teachers just present it in very common activities that can influence the students' interests and achievements. Then, it cannot facilitate the students effectively during the teaching and learning activities in the classrooms.

Based on the information above, the use of video in the EFL classrooms provide benefits for the students in teaching and learning activities. However, it sometimes does not work effectively inthe classroom due to some challenges that cannot be figured out well by the teachers as facilitator in the classrooms, such as limited knowledge about

techniques of using video in the classrooms. Therefore, the following information reviews some techniques of using video in EFL classrooms.

Harmer (2006) states that there are some techniques which can be used in video based lesson. The first is Viewing Techniques. One of the main objectives of viewing techniques is to awake the students' curiosity about what they are going to learn by doing prediction. These techniques can be implemented in several ways namely, *Fast Forward, Silent Viewing, Freeze Framing, Partial Viewing*). The second is Listening (and mixed) Techniques which includes Pictureless listening and Picture of Speech.

Çakir (2006) also mentioned some other ways for using video in a classroom; active viewing, freeze framing and prediction, silent viewing, sound on and vision off activity, repetition and role play, reproduction activity, dubbing activity, and follow up activity. Actually, some of the ways have similarity with the previous ways stated by Harmer (2006). However, there are several additional ways added, such as repetition and role play, reproduction activity, dubbing activity and follow up activity.

Furthermore, Mohammed (2013) found another effective ways of using video. He implemented the use of subtitled video to teach grammar had successfully developed students' grammatical accuracy. Enhancing the past perfect form in video subtitles drew the students' attention to learn it better from text and pictures rather than text only. Generally, more positive respond addressed by the students about the use of video grammar instruction. Gromik (2015) also pinpoints that teachers can use Smartphone Video Camera as a tool to create Digital Stories for English Learning Purposes. The results of his study indicated that the students were able to produce digital stories to express their idea about some selected themes in the target language. Then, Smeda, et.all (2014) also mentioned about the effectiveness of digital story telling in the classrooms. In other words, Smartphone-based video story telling is a very good task for language learners to get knowledge and experience in learning the target language.

METHOD

This study is designed in experimental study in which the data of students' achievement is collected through pre-test and post-test in form of fifty numbers of multiple choices questions.

Subject of the Study

The sample of this study is 30 students chosen randomly from students of Junior high school 2 Parepare.

Data Collection

Interview and observation were implemented to collect the data of students' opinion after studying by video as the supportive data to this study. The procedure of

collecting data is firstly, teacher gave a pretest about passive voice through exambro application which they took through android-based test. Then, treatment by using video was given for four meetings in two weeks. During the treatment, teacher observed students' attitudes and obstacles in learning through video. After that, at the end of the meeting, post test was conducted first before interview.

Data Analysis

The data from test was analyzed statistically, while the data from interview and observation was analyzed qualitatively through reduction, display and conclusion/verification.

FINDINGS

To answer the first research question namely 'is the implementation of VBL able to improve students' achievement', pre test and post test were conducted before and after the treatment. The findings showed that students' scores increase.

Meanwhile, in answering the second research question namely 'what are students' obstacles in studying through video' the researcher applied interview. Some obstacles are found including internet-related problems, scheduled time as well as, ineffective group chat in whatsapp platforms.

The Effect of Video-Based Learning Towards Students' Achievement

Studying English through video does not showed significant differences in students' achievement. The mean score of pre test and post test revealed that Video-Based Learning is able to improve students' achievement insignificantly. It can be seen in table 1 as follows

Table 1. the Result of Pre Test and Post Test

Test	Mean Score
Pre Test	71,7
Post Test	73,5

Obstacles Students' Undergo in Video-Based Learning

During the treatment of learning through video, researcher conducted interview by choosing 10 students randomly to find out obstacles they undergo in accessing the video. The result can be seen in the table 2 as follows.

Table 2. the Obstacles of Accessing the Video

Obstacles	Number of Students Undergo
Sudden disconnected Internet	8
Run out of internet data	6
Scheduled time for playing HP	5
Discussing in Group Chat	8

Here are some of the results of an interview between some students:

Researcher: *Do you feel comfortable studying with video?*

Student 3: *yes mam. But sometimes I feel upset when I want to watch video but suddenly my Wifi at home has bad connection.*

Student 2: *I feel comfortable if I am at my grandmother's house mam because there is wifi. If I am at home I use my Internet data, sometimes I am watching video then suddenly stop because I forgot to buy Internet data. I feel upset.*

Researcher: *what is your obstacle in studying through video?*

Student 5: *I only watch video on Sunday mam because my mom forbide me to watch youtube everyday.*

Researcher: *are you active in discussing the lesson from video in whatsapp group?*

Student 1: *I only read my friends comment mam, i feel dizzy to connect information in group*

Student 7: *can we change the platform mam?*

Student 8: *I don't like discuss in whatsapp group, sometimes my friend only share personal problem not about lesson.*

DISCUSSION

The result of pre-test and post-test did not show significant differences although students' scores increased. However, the result of observation showed students' improvement in attitudes. They are motivated in learning through videos. In the implementation of Video-Based Learning, teacher divided learning into three phases namely pre-activities, main activities and post activities. The duration of every meeting is 90 minutes.

In the pre-activities, before playing a video, teacher usually delivered some questions to activate students' background knowledge in order to help them in understanding what information that they are going to learn. However, the teacher sometimes has to face difficulties to encourage the students to respond to his/her questions because the students prefer to be quiet in the class or having no idea about the teacher's question. Therefore, questioning technique or asking some questions before playing the video was only implemented at the first and second meeting. At the third and fourth meeting, the students were guided to respond the questions. So, in this part, silent viewing/ prediction/ partial viewing were implemented as pre activities in which teacher invited the students to actively participate in teaching and learning activities. It is line with Harmer's statement (2007), silent viewing/prediction/partial viewing can encourage the

students to predict what information that they will learn. The students' interest to involve in the lesson can be easily activated when they can observe something.

In the main activities, teachers invited students to be the active viewers. Firstly, teachers chose video contained passive voice discussion for three meetings and one meeting teachers used her own video. In choosing the video, teacher selected short videos with 7 to 10 minutes length. In the first meeting, teacher showed a video without showing its picture. For the second meeting, teacher provided chance to students to watch the whole video and asked them to share what they have watched in oral practice. At the third meeting, teacher played the video by cutting some parts of the video. And finally at the last meeting, while playing the video, teacher paused the video several times and asked students to fill in the missing information after watching certain part of video. These activities are adopted from Cakir (2006) and Hamer (2007).

In the post activities, for the first and second meeting, teacher provided an opportunity for the students to discuss about what they have watched. In this activity, students will have chance to develop sharing and co-operative skills. For the third and fourth meeting, teacher encouraged students to practice what they have learned from the video. This activity was expected to give students chance for speaking activity.

So far, the result of interview find obstacles students undergo only in accessing video outside the classroom since they often meet internet-related problems such as a sudden disconnected internet and running out of internet data. Besides, some students are given schedule for playing hand-phone only once a week, and it makes them cannot access the video. However, according to them, video-based learning can help them review the material at home when they are not with teacher while they need teachers' explanation about a problem.

Another obstacle is when they want to discuss with their friends when they are not in the classroom. Asking their friends through chat room is also an obstacle since they prefer to discuss face-to-face with their friends. Discussing in chat room in this case the whatsapp group makes them cannot follow the flow of the group member in sending their chat. Therefore, the discussion will be ineffective.

CONCLUSION

The implementation of using video in teaching process is not something new. However, positive respond is still addressed by students. The finding in this study shows the increasing of students' scores from the result of pre-test and post-test. However, it was not significant. The findings through observation and interview shows that students are more motivated in learning through video. They shows positive attitudes although they undergo some obstacles in accessing the video outside the classroom namely internet-

related problem such as sudden disconnected internet, running out internet data, as well as scheduled time for using handphone at school day. besides, in discussing the lesson from video in group chatroom of whatsapp is ineffective since they cannot follow the flow of too many chats sent at the same time into group. However, the implementation of using video in this study can be implemented since, the learning activities were very enjoyable by using some techniques presented in this study.

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