# STUDENTS' PERCEPTION ON THE UTILIZATION OF VIDEO-BASED LANGUAGE LEARNING IN SUPPORTING EFL CLASS DURING PANDEMIC

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## ABSTRACT

This research aims at knowing the students' perception of the use of Video-based language learning as a media in EFL Class during pandemic. This study uses the qualitative method as a framework for analyzing and collecting data. Data were obtained from Observation, Documentation, Interviews. The participants were five of English students' when learning at Junior High School in Bogor. The findings of this research indicated the students' perception in using video-based language as a media in an EFL Class were: 1) Video-Based Language Learning as A Good Instructional Media Used by Teacher in EFL Class. 2) Video-Based Language Learning as An Emergency Remote Teaching Tools for EFL Class During Pandemic. 3) Video-Based Language Learning Increase Students' Engagement in EFL Class During Pandemic.

*Keywords: Video-based language learning, perception, EFL*

## INTRODUCTION

Coronavirus disease which has become a pandemic in late 2019 demand human activity to be carried out from home. Means, teachers and students are not possible to gather in a face-to-face context (Blake, 2011). The pandemic become challenges in Education sector for both students and teachers particularly in EFL Classroom activity when the process of learning is 100% diverted to online learning. Relevant with (Siahaan, 2019) argued 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 based learning (Shabir & Umam, 2020).

Online learning or e-learning is a solution due to the covid-19 Pandemic in education sector it has 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 and it's required internet connection (Ally, 2008). Mean, E-learning as the alternative ways for EFL classroom activity due to the covid-19 pandemic. In this condition the needs of E-learning increase by many factors one of them is the impossibility of learning in the classroom with face-to-face method and the needs of application or platforms used by

teacher. The demands of these needs make them strive to master technology and find suitable media for learning activity (Bagata, Umamah, & Fikri, 2020).

In this case, educators will adapt to the different learning methods and models that can provide the best strategies to support EFL class. In this condition one of the e-learning models can be used is Video-based Language Learning (VBLL). Laering & Medier (2016) suggested Video-based language learning is the delivery of knowledge of skills using video, at least it has two elements namely visual and virtual. Video-based language learning (VBLL) is not a new trend it has a long tradition as a learning method in ELT classes in the early 1950's around that time teachers started using videos to supplement their classrooms sections. Many studies show the effectiveness of VBLL in terms of learning outcome, many scholars believe that VBLL 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 Ajeng (2020) pointed that VBLL can enhance interaction among learners. And in the terms of Satisfaction show the result of students who used TEL environment that provide interactive instructional video reported higher levels of satisfaction than the students in a group without video (Zhang, Zhou, Briggs, & Nunamaker, 2006).

The previous research about an analysis of teachers' strategies on English E-learning classes during covid-19 by Utami (2020) the

purpose of the research is the teacher's strategies used in ELT during pandemic the result show teachers use different strategies in teaching through e-learning classes during the covid19 pandemic, every language skill has different strategies, but all of them agree with the use of video-based language learning model. Videos in a foreign language are an underutilized source of authentic conversations situated in a large variety of contexts. Large-scale authentic conversations from videos can effectively expose learners to diverse contexts and expressions (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 learn English.

From the background above then researchers are interested in researching the problem regarding, "Students' Perception on The Utilization of Video-Based Language Learning in Supporting EFL Class During Pandemic." The purpose of this research is to show whether video-based learning can be a solution to the learning process in the COVID-19 pandemic expecially in EFL Class and how students' response on VBLL. The research question based on the background above, the research questions to be addressed is 1. How are students' perception on the ultilization of Vide-based language learning in EFL class?

**METHOD**

This research uses qualitative methods and uses a case study research design. Besides, Creswell (2010: 4) qualitative research is method to explore and understand the meaning that some individuals or groups of people think come from social or humanitarian problems. Therefore, a case study is a qualitative research approach that is used to understand an issue or problem using a case (Creswell, 2014: 135). The researchers intentionally chose the partipant from one of

Senior High school area because the researchers knew that students had used technology in online activity, and the researchers wanted to know students' activities in EFL Class. The participants of this study were students from grade $X^{th}$. The instrument used for gathering information was the observation, Interview, and documentation. The researchers could observe the conditions of student interaction in learning English by using Video-Based language learning. In this observation, the researchers used Google Classroom or WhatsApp groups also Edpuzzleas a tool in EFL Class that use by the teacher in teaching english to retrieve data. Observation aims to get observation aims to know the implementation and towards EFL students' activities in the learning process. In documentation the researcher here used a student's journal to describe the students' response before and after the use of video-based language learning as a supporting media use in EFL class during online learning. Furthermore, the interview is conducted to get more information from the students about integration of project-based learning (PBL) in education 4.0 toward EFL students' activities. Before conducting the interview, the researchers took samples of 5 participants from grade $X^{th}$. In this interview the researchers gave 5 questions related to VBLL with answers in the form of participants' opinions.

**RESULT AND DISCUSSION**

This section relates the learning activities of EFL students in the use of Video-based language learning. These activities can be seen from the results of student observations and interviews.

This research was conducted by student observation activities in learning English using video-based language learning. This learning process carried out indepedently using WA group and Edpuzzle as a tools in presenting video-based language learning. In addition, class hours and learning activities are carried out during class hours.
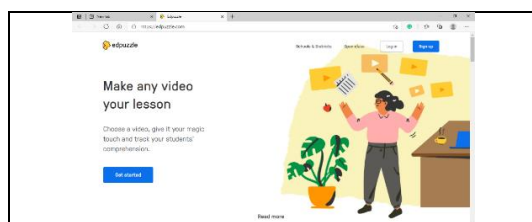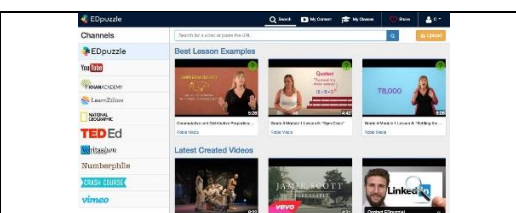


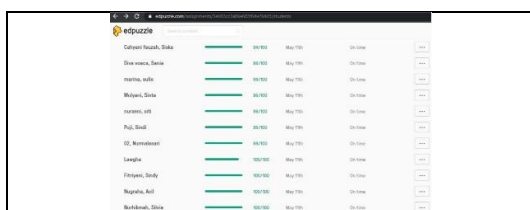| Figure1: Showing the Edpuzzle home page. | Figure2: Screenchot of the Edpuzzle videos library. |

| **Figure3 : Showing Students activities in Edpuzzle video lesson.** | **Figure4: Showing a student progress of an assigned video lesson** |
|---|---|

Figure 1 show Edpuzzle Homepage, every student must have an edpuzzle account in order to gain Edpuzzle Class group access and follow the activity in Efl class. a learning activity in using WA group is to determine the readiness of all students to participating in the class before starting the online activity. while Figure 2 shows edpuzzle videos library that can be use by teacher to deliver the material. Besides, Figure 3 shows students activities in edpuzzle video lesson. Teacher able to know student participant include students score, time, and description about they're late or not in joining the class. And the last figure4: Shows a student progress of a video they're watch. It show number of times a students watched the video portion, quiz qestion and answer, and also the result of students quizzes. It can help teacher to know student engagement and participant in online learning using edpuzzle in efl class. Means student still on teacher monitor though online learning activity. The quiz and video only related with the lesson, to get the objective of the lesson. In this research the student learn about narrative text, the video shows short fabel story, also about narrative text like generic structure of narrative text, and example of narrative text.

The results of observations above were also supported by some statements from the result of the documentation from students' journal below;

*"At Edpuzzle we learned with videos in which they have been instructed and asked questions, so the material conveyed is easier to understand and receive. Than it makes me enthusiasm."* **P2**

*"my impression when using video (edpuzzle) is I think It's quite complicated to understand but after the teacher give us some demo about Edpuzzle, I'm really interested to learn edpuzzle."* **P4**

*"it's really test my guts, when the video stop and the question come, means I have to prever my self and focus on it. But it has clear explanation and helpful"* **P5**

The results of observation and documentation above were also supported by some statements from the result of the interview that in some questions below;

**Q-1** : Do you think video-based language learning can help you to finish your task easier? Tell me the reason!

**P-2**: *"yes, because if I feel using an explanatory video that has a picture helps understand the meaning of the video. English is hard if you don't know what it means."*

**P4**: *"Yes, I do. Because, Video can make us become enthusiastic because we cannot work together and it is very intresting. Apalagi quiznya kak."*

**Q-2** : Do you think Edpuzzle Supports your performance in Class? Give a reason!

**P1:** *"Yes I do, because in the video we also find notes, and question in every part then we can remember litle by litle."*

**P5**: *"Yes, because if the video is more current and easy."*

The result of this research shows, according to the instruments used to answer the question, which was the Observation, documentation, and interview. It showed that the students' responded positively to the use of video-based language learning then produces the three positive perception. *First*, Video-based language learning as a good intructional media in EFL Class during pandemic. The first perception from five participants that VBLL helps students in understanding the material easly. This perception supported by Klein smith (2017) stated that "Video fiture in Edpuzzle it can be use for a variety of classroom purposes." It means video-based language learning sweetable to be use when delivering materil with different topic and purpose.

*Second,* Video-Based Language Learning As An Amergency Remote Teaching Tools For EFL Class During Pandemic. students response based on the students' journal, interview result, and observation show where video based language able to overcome the challanges in remote teaching**,** this research found in research done By Atmojo & Nugroho (2020), and Sundarwati & Pahlevi (2021) that show kinds of challanges in Emergency Remote

teaching. Otherwise, this research see the posibilities of the use video-based language learning as a tools to overcome the challanges by using edpuzzle feature, which able to help teacher to create the interactive video which help students in understanding the material easily and it can be seen from students positive response.

Third, Video-Based Language Learning Increase Students' Engagement in EFL Class During Pandemic. students engagement was important in this situation where it effect on students attention and focus, motivate them to practice higher-level critical thingking skills, and promotes meaningful learning experiencs for student. in this part the research build positive statments based on students response on video-based language learning. Students have a special experience in using video-based language learning where students able to answer some question during the video. They have to stay focus to the video and give bast answer on it. They added that they feel easier when learning by using video-based language learning this result is supported by previous research result by Haryanto (2017) that states using video in language classroom are making the students easier.

## CONCLUSION

There are some many technologies or application that can be used as a media use when teaching something. In this case, the researcher investigates Video-based language learning and Edpuzzle as the tools as a media that may be effective and useful for teaching learning process, especially in teaching during this pandemic. Based on the results of the study, most students have positive attitudes towards the use of Video-based language learning in EFL class during pandemic. The students are able to participate actively in the process of learning thought online.

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