

STUDENTS' PERCEPTION OF TEACHER-MADE VIDEOS DURING ONLINE LEARNING

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Abstract

This study aims to explore students' perceptions of teacher-made videos during online learning. The researcher applies a descriptive qualitative method to achieve the research objective. The data were collected in the form of interviews. The subjects of the research were 30 students of grade IX SMP Negeri 1 Bulukumba academic 2021/2022. The subjects were chosen by using a simple random technique. Based on the result of the study, students' perceptions are divided into positive and negative perceptions. The positive perceptions include interesting and motivating, easy to understand, helpful, and improved English skills. The negative perceptions include a lack of interaction, a bad internet connection, and the placement of the camera. Based on the findings, it can be concluded that students' perceptions are dominated by positive perceptions toward teacher-made videos during online learning. However, there are also negative perceptions stated by students.

Keywords — *Students' Perception, Teacher-made Videos, Online Learning*

INTRODUCTION

Since early 2020, the COVID-19 outbreak has spread and affected many countries, including Indonesia. The first case was detected in December 2019 in Wuhan, China. Within a short time, the virus spread rapidly across the world. According to Mahase (2020), the World Health Organization (WHO) has determined the outbreak of COVID-19 as a pandemic. Moreover, Rusdiana et al. (2020) argued that a pandemic happens when there is a rapid spread of infectious diseases from individual to individual across the world. Hence, many aspects of human life are affected, including education.

Online learning is the right action to take during the COVID-19 pandemic to prevent the virus' spread and keep the teaching and learning process running. Moore et al. (2011) stated that online learning helps students to learn the materials without being physically in class.

Moreover, Maqbulin (2020) argued that English teachers should improve their ability to use information and communication technology in the teaching process.

Online learning demands teachers to apply and implement effective teaching methods to run the class virtually to increase students' interest and perception, for instance creating learning videos. Moreover, Rohmawati & Asmara (2022) said that using videos in online learning gives many benefits to teachers and students to facilitate effective learning. A learning video created by teachers is a great help for students during online learning because the teachers know the students' needs. As Hakim (2016) pointed out, videos are a powerful medium for learning and instruction.

Based on the brief interview with some students of SMP Negeri 1 Bulukumba, some of them stated that teacher-made videos during online learning helped them to understand the materials better. Apart from explaining the materials, the teacher also gave examples written on her whiteboard. However, some of them said they are sometimes bored since the video is monotone. In addition, they stated that the video made by the teacher was shaky because the teacher recorded it by herself. They claimed that watching the videos multiple times consumes much of their internet data. According to Griffith (2002), learning assessment and students' perception of learning show the quality of education. It is because the students are the ones or targets of education. All learning plans and education policies created and implemented are specifically designed or aimed at students.

There are several findings related to students' perception of the use of learning videos during an online class. First, Yawiloeng (2020) studied the effects of video to improve students' vocabulary on EFL learners. The study revealed that students' vocabulary increased after watching the videos containing captions, images, and audio of the target language. Second, Syafiq et al. (2021) found that YouTube videos help to improve students' speaking skills and motivation during online learning. Third, Lestari (2019) revealed students' positive perceptions of video blogs in improving their speaking skills. There is a gap between the previous findings and this research. The previous findings were conducted to determine students' perception of videos on certain skills. Meanwhile, this research will find out students' perceptions of the use of teacher-made videos during online learning. The researcher is inspired to conduct this study because, during online learning, not many teachers can make learning videos. The researcher wants to find out how the students perceive teacher-made videos during online learning.

LITERATURE REVIEW

1. Perception

The following are the definitions of perceptions from several experts.

- a. Nursanti (2016) argued that perception is the process of receiving stimuli from the sensory receptor and producing them into valuable ideas or pictures of something.
- b. Amir et al. (2020) stated that perception is someone's interpretation of something.

According to Irwanto (as cited in Sari et al. 2021), as a result of individual interaction with particular perceived objects, there are two perceptions as follows:

- a. Positive perception is a positive point of view on a particular object or a form of perception that shows good points about things and is followed by efforts to utilize or improve it. In other words, positive perceptions affect an individual in a good way.
- b. Negative perceptions are the opposite of positive ones, which are judgments that negatively express information (known or unknown). In addition, it is a form of perception that shows negative or some rejection of perceived objects.

2. Videos as a learning tool

In terms of education, videos have become a media used in teaching and learning. In addition, videos facilitate students and motivate them to learn a language. As Schwartz & Hartman (2007) said, designed videos can assist students in saying, seeing, engaging, and doing. Moreover, they also stated that videos could be a medium for students to have lessons and learn a language. As Mekheimer (2011) stated, videos contain attractive and contextual language uses and are often relevant to certain materials.

Çakır (2006) argued that using in the learning process increases students' focus on communication in language use. Giannakos et al. (2014) also believe that videos used in the learning process encourage student-centered learning both in the classroom and at home. In addition, videos can also be accessed through online learning systems. Furthermore, Giannakos et al. (2014) reported that videos and the learning process can give students an opportunity for online learning in an integrated space.

Although videos have great advantages as a learning tool, they also have several disadvantages, as stated by Liimatta (2015), those are; a) the lack of interaction between students and teachers or between students themselves, and b) technical issues are unavoidable.

Some technical issues can occur in a video, such as bad quality and poor resolution, and video sound can be too loud, too quiet, messy, or unclear.

3. Teaching phases

Physicscatalyst (2019) pointed out three teaching phases as follows:

- a. The pre-active phase refers to the teaching plan. Before starting a class, teachers make and organize a plan to run the class to make teachers' tasks smooth, functional, and successful. There are two steps in this phase. First, teachers set goals or objectives. Second, teachers find ways to reach the goals or objectives.
- b. The interactive phase refers to conduct and teaching management. In this phase, teachers apply the plan made in the previous phase in actual classroom teaching. Teachers interact and communicate with students directly in this phase through verbal stimulations, for instance, asking questions, responding to students' responses, delivering the materials, and the like.
- c. The post-active phase refers to the follow-up and teaching consolidation. Teachers provide evaluation after the class, or the teaching process ends. This phase aims to test students' understanding by giving tests or quizzes, observing students' reactions when they are given questions, and the like.

4. Online learning

Sujarwo et al. (2020) stated that online learning or e-learning is an educational or teaching and learning process carried out through the net. Yanti (2021) also said that online learning is an educational situation where students use computers or mobile phones and the internet. Furthermore, students can develop and improve themselves in how they want to. In addition, online learning is flexible, which means it can be done anywhere and anytime. As Saifuddin (2018) stated, students' interest in online learning will increase because the time and place are not limited.

There are several advantages of online learning, according to Yuhanna et al. (2020) as follows:

- a. Internet sites have various media, for instance, texts, audio, graphics, video, and the like, which are the sources of information for students.
- b. The information is updated daily, so the students get new information.

- c. Moving or accessing documents on a computer is easier without moving from their places.
- d. Students can communicate and exchange ideas without physically being in the same room.
- e. Comfortable communication between students at any time.
- f. The cost of internet service, hardware, and software continues to decrease.

The following are the disadvantages of online learning pointed out by Nursalam & Efendi (2008):

- a. There is a lack of interaction among the participants, either between students and teachers or between students and students.
- b. The teaching and learning process focuses more on instruction instead of education.
- c. Some places do not have good internet access or internet connection. Some other places even do not have connections.
- d. A lack of human resources dominates the internet.
- e. It is a challenge to access suitable computers for students.
- f. If the students have difficulty accessing images, graphics, or videos due to inadequate equipment, they will get stressed and frustrated.
- g. The students feel isolated because of the lack of interaction.

METHODS

The research method used by the researcher in this study is qualitative research. According to Creswell (2012), qualitative research is used to explore social problems and provide detailed information thoroughly. To present the data, the researcher used descriptive qualitative research. Muhammad (2019) pointed out that the descriptive qualitative method describes an individual's daily life and phenomena in society. Therefore, the research result describes students' perceptions of teacher-made videos during online learning. The research was conducted through WhatsApp application from October 28th until November 13th, 2022. The subject of this research is a ninth-grade student of SMP Negeri 1 Bulukumba academic 2021/2022. The researcher used simple random sampling. According to Ruqo'iyah (2012), simple random sampling is a method of choosing samples directly from the population, and the probability of each member of the population being a sample is the same. The subjects of this research are 30 students from two classes. To collect the data from the study, the researcher used an interview as the instrument. The instrument was used to help the researcher gain

accurate and valid data and to answer the research questions. The instrument was given to the subject of the research. The researcher interviewed students to get a clear description of how students perceive teacher-made videos. The data collection procedures are based on the instrument used in this research, which is an interview. Ary et al. (2010) argued that data are collected through face-to-face or by phone communication. Therefore, the researcher conducted a semi-structured interview with the students directly to collect the data. The semi-structured interview is when researchers use an interview guideline, but they can ask other questions to get detailed information. In this research, the data were analyzed based on the instrument used, which is an interview. The data from the interview was analyzed using Miles & Huberman's (1994) three data analysis components: data reduction, data display, and data conclusion. The researcher got many data. Therefore, it was necessary to reduce the data by selecting the required data and eliminating unnecessary data for the research. Next is data display. Second, the researcher showed the result of the previous step to facilitate the interpretation of the data. Last, the researcher explained in narrative text. The researcher described students' perception of teacher-made videos during online learning. The last is the conclusion. In this step, the researcher explained the final result of the research. The final result came from re-checking the data reduction and data display.

RESULTS

1. Positive perceptions
 - a. Interesting and motivating

Based on the interview results, it was found that most of the students were interested and motivated in watching teacher-made videos during online learning. There are several reasons why teacher-made videos caught students' attention. Those were: a) the language used by the teacher and how she explained the materials were easy to understand, b) the teaching approach used by the teacher was the same when the teacher taught in class, and c) the teacher presented materials and gave examples.

Teacher-made videos attracted students' attention and motivated them to learn English during online learning. Teacher-made videos motivated the students because of; a) the teacher's effort to make or record video during online learning, b) it was hard to understand the materials during online learning but the videos helped the students, and c) the teacher gave encouragement and always asked how the students were.

b. Easy to understand

The students argued that teacher-made videos made it easier for them to understand the materials because a) the language used by the teacher is easy to understand, 2) the teacher used the whiteboard as media, 3) the videos could be replayed, and 4) the teacher provided examples.

c. Helpful

The videos were really helpful, especially when they worked on assignments or studied before the examination. It's helpful because a) the materials on the videos are related to the assignment given and the questions on examinations, b) the videos could be replayed, and c) the teacher explains the materials in detail.

d. Improve English skills

The teacher did her best to be able to deliver the materials during online learning, which was making her teaching videos. Most students stated that their English skills improved by watching the videos. The students' English skills that improved were a) speaking, b) pronunciation, c) listening, and d) vocabulary.

2. Negative perceptions

a. Lack of communication

The students revealed a lack of interaction between the teacher and students where they could not ask directly to the teacher like how they used to do during offline learning because the media was videos. Hence, they could only ask through WhatsApp, but the responses took a few times.

b. A bad internet connection

The students faced several obstacles in watching teacher-made videos during online learning. A bad internet connection was the main problem which led to many effects. Based on the result of the interview, it is known that students faced a bad internet connection or had limited internet quota. However, the students solved the problems by a) asking for a hotspot and b) going to a coffee shop.

c. The placement of the camera

Students faced trouble regarding the video's setting. The students argued that the teacher did not set the camera properly, which caused them to have trouble watching the videos. Hence, the students suggested the teacher put the camera down while recording or use a tripod.

DISCUSSIONS

1. Positive perceptions

a. Interesting and motivating

The first is it caught students' interest and motivation. Mekheimer (2011) supported that videos contain attractive and contextual language uses and are often relevant to certain materials. Most students stated that teacher-made videos attracted students' attention in learning English. It is affected by various factors. The teacher's way of teaching was the same during offline learning because the teacher was doing one-way interaction, for instance, asking how the students were. Moreover, the language used by the teacher was easy to understand. In addition, in the video, the teacher used a media which is a whiteboard which helped students to understand the materials better. The teacher also provided examples.

The students were also motivated to learn English by watching teacher-made videos because it was hard to study during online learning and the pandemic situation. However, they were motivated to learn English because of the videos provided by the teacher. In addition, the teacher encouraged students and asked how the students were. Hence, students felt motivated to learn English during online learning.

b. Easy to understand

Teacher-made videos made it easier for students to learn during online learning. Most students said that teacher-made videos assisted and helped them to study more easily during online learning. As Giannakos et al. (2014) argued, videos and the learning process combined can give students an opportunity for online learning in an integrated space. The students understood the materials easier because the teacher wrote them on the whiteboard, which helped them to look at the teacher's explanation, and the teacher provided examples. Moreover, the language used by the teacher was easy to understand. In addition, the videos could be replayed, which could give students a better understanding.

c. Helpful

Teacher-made videos helped students to work on assignments and study before the examination. This statement is supported by Hakim (2016), who argued that videos are a powerful medium for learning and instruction. The assignment given and the examination were already explained in the videos by the teacher in detail so that students could understand the materials better. The questions were also related to the materials. In addition, the videos could be replayed. Therefore, the students were able to watch the videos when they worked on assignments or studied before the examination.

d. Improve English skills

The students stated that their English ability or proficiency increased by watching teacher-made videos. The skills that were improved or increased include speaking and pronunciation, vocabulary, and listening. In terms of speaking and pronunciation, the students stated that the teacher repeated certain words several times, so it helped students to practice. In terms of vocabulary, the students learned new English words by watching the videos and practicing using them later. In terms of listening, the students said that they focused on hearing the teacher's explanation by watching the videos. Hence, their listening skills were increased. Schwartz & Hartman (2007) stated that videos that have been designed could assist students in saying, seeing, engaging, and doing.

2. Negative perceptions

a. Lack of communication

Lack of interactions deals with interactions or communication between the teacher and students. The students stated that there was a lack of interaction during online learning. This statement is supported by Liimatta (2015), who stated that one of the disadvantages of videos as a learning tool is a lack of interaction between students and teachers or between students themselves. The students compared the interaction during online and offline learning. The students argued that they could ask the teacher directly during offline learning, but they could not do it during online learning since the media is videos. Hence, the students asked through WhatsApp, but the teacher's response took quite a long time.

b. A bad internet connection

The students faced some obstacles in watching teacher-made videos during online learning. The main problem they faced was a bad internet connection. Nursalam & Effendi (2008) mentioned that one of the disadvantages of online learning is some places do not have good internet access or internet connection, and some other places even do not have connections. Most of the students experienced a bad internet connection, leading them to various problems during online learning. They could not access, watch, or download the videos. Nonetheless, they solved the problem by asking for hotspots from their family member, going to places with a good internet network, or buying internet packages if they ran out of it.

c. The placement of the camera

The other problem faced by the students is technical issues caused by the teacher, such as the placement of the camera. This statement is supported by Liimatta (2015), who stated that technical issues regarding videos as a learning tool are unavoidable. The students revealed that the teacher sometimes moved the camera, which caused the unstable videos. Hence, the students suggested the teacher put the camera down while recording or using a tripod.

CONCLUSIONS

Based on the findings and discussion in the previous chapter, it can be concluded that teacher-made videos received positive and negative perceptions from students. The positive perceptions are interesting and motivating, easy to understand, helpful, and improved English skills. Meanwhile, the negative perceptions are a lack of interaction, a bad internet connection, and the placement of a camera.

Based on the conclusion above, the following suggestions are; a) for the teacher, the teacher can use teacher-made videos as an online learning tool in English learning. b) for the students, the researcher hopes this study can facilitate them and give them new knowledge about teacher-made videos, and c) for further research, the researcher suggests further research to explore more about teacher-made videos.

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