Utilizing English Learning Videos as a Technological Innovation at Moch Sroedji University, Jember

Noor Faridha[1], Nurul Afidah[2], Ika Purnama Sari[3], Hazairin Nikmatul Lukma[4]

[1]Agrotechnology Department, Faculty of Agriculture, Universitas Moch Sroedji, Jember, Indonesia
[2]English Department Faculty of Education, Universitas KH. A. Wahab Hasbullah, Jombang, Indonesia
[3]STIKOM Tunas Bangsa, Pematangsiantar, Indonesia
[4]Universitas Islam Balitar, Blitar, Indonesia

Author Email: noor@umsj.ac.id[1], nurulafidah@unwaha.ac.id[2], ikapurnama@amiktunasbangsa.ac.id[3], haza.airin@gmail.com[4]

Orcid: https://orcid.org/0000-0001-7905-5597[1], https://orcid.org/0009-0001-4132-6504[2]

Abstract. The purpose of this study is to address the challenges faced by English teachers in teaching English in grade XI. In addition, to improve students' motivation and academic achievement. In the context of globalization. English language skills, especially speaking skills, have become a necessity. The methods used are lectures and classroom practice. The target of this service is SMA AL-AFLAH Silo Jember which targets 30 students from grade XI. The findings indicate that video resources significantly increase students' motivation and active interaction as well as engagement and comprehension, indicating that the integration of multimedia devices can revolutionize English education. This study contributes to the pedagogical discourse by offering insights for educators and curriculum developers who seek to improve teaching methodologies in the digital age.

Keywords: English learning, Speaking Student motivation, Video-based learning

1 Introduction

The current curriculum presents a number of challenges for the Indonesian education system, which aims to improve education in society. In particular, educators continue to focus much attention on the challenges of technology integration. Some English teachers still struggle to integrate technology-based media because they cannot show interesting technology-based media in class and prefer to use more conventional methods to present learning materials. In fact, according to the latest curriculum, technology must be used in the teaching and learning process to improve its progress and efficiency. However, many studies have shown that EFL learners continue to face challenges in articulating their speaking language. [1] found that students in his class had many problems with communication skills. They were not interested or motivated to learn, they could not say what they wanted to say clearly using the right words and grammar. [2] One of these problems is influenced by the classroom environment that does not support speaking activities. also talked about people who do not want to and cannot speak. Most English learners in Indonesia cannot speak effectively because of their poor pronunciation. This happened to English students in their first semester who also took Basic Speaking Class. We learned from the first study that students feel nervous when they have to speak in front of the class. They said that pronunciation is a matter of ease because their poor pronunciation. hinders them from speaking English. In addition, their limited knowledge of English vocabulary and grammar is also the reason why they feel insecure when speaking in front of the class.

Teaching and learning problems in language classes include: 1) Students fear making mistakes in front of their classmates. 2) Some kids asked their acquaintances for English terminology to create verses. 3) Students struggle with expressing their opinions verbally. 4) Students require ample time for poetry composition and recitation. 5) Some pupils lack clarity in their discussions. The bragging findings revealed grammar, fluency, and pronunciation as further English language skill issues. [3] faced these issues. The researcher found that students struggle with English pronunciation, fluency, grammar, and vocabulary. According to [4]students may struggle with self-confidence, fear of making mistakes, humiliation, anxiousness, staying in English, not practicing, and having nothing to say. The same scenario suggests that pupils struggle with speaking due to reluctance, fear of mistakes, limited vocabulary, and insufficient practice, making it challenging to pronounce English sounds effectively. The

students were hesitant to talk due to a lack of content. Although they have an idea, they are apprehensive due to fear of language problems and their fear of ridicule from peers[5].

Video as one of the media in language teaching and learning can be a solution in helping English teachers in providing technology integration in the teaching and learning process. Since videos are made for native speakers, they provide unique and authentic feedback to students [6]. Furthermore, videos allow students to express themselves in their native language while also acquiring cultural facts about the target language [7]. Videos enhance language teaching and learning activities, and students generally believe that technology is beneficial for learning ESL. Videos are mainly used for recreational purposes rather than ESL learning [8] In addition, videos provide adequate visual and acoustic information that can help students in acquiring new knowledge [9]. Students are encouraged to develop authentic interest and dedication to English language acquisition through the integration of educational videos in the English classroom environment. Therefore, the incorporation of educational videos in English classes is highly recommended. [10]The incorporation of videos into English language education for students has proven to be beneficial, as these visual aids offer an element of enjoyment for learners. Videos serve as a medium for presenting information through auditory and visual elements[11] . In addition, it is widely recognized that videos have a greater capacity to convey meaning and facilitate understanding compared to other forms of media, especially for students learning a second language and a foreign language [12]. As a result, educational videos are considered a more engaging form of learning media compared to other types. [13]Videos and films make a significant contribution to understanding other cultures and mentalities. Video assets in the classroom show how people interact in the language culture being studied. Watching films in class should not be considered a passive activity. The tasks that teachers must carry out by involving students consist of four skills: reading, writing, speaking, and listening.

[14] conducted a study to investigate the impact of video on students' learning attitudes. He conducted a study to investigate the relationship between video recording and video watching activities with affective characteristics among Japanese EFL students. The findings revealed substantial relationships between video activities, international scenarios, and motivation, as well as students' communication skills, indicating that Japanese EFL students were motivated to speak English because their recordings would be observed by foreign students abroad. In addition, the use of video recordings into English teaching and learning activities could improve these students' confidence in speaking English. The use of movies has been shown to improve Japanese EFL students' motivation and confidence. [15] conducted another comparable study to investigate the impact of video on students' learning attitudes. They conducted action research to determine the effectiveness of a video-based curriculum in inspiring Korean EFL high school students to learn English. They used an 8-week English program that included video clips in class such as TED talk reruns, sitcoms, TV news, and movies as the main learning materials. The findings showed that Korean EFL students were more motivated and had a positive attitude toward English language and culture. After a series of competitive group activities, watching the video agenda has a positive impact on the participation of these students in the teaching and learning process. Based on the findings of previous studies as explained above, the researcher aims to find out the challenges faced by English teachers in teaching English in grade XI. In addition, to improve students' motivation and academic achievement. In the context of globalization. English language skills, especially speaking skills, have become a necessity. Related to the objectives of this study, the research questions raised in this study are: What are the obstacles found by Indonesian EFL teachers in learning English in the classroom and can videos improve students' motivation and academic achievement in the classroom?

2 Methodology

Community service was conducted at SMA AL-AFLAH Silo Jember, targeting 30 students from class XI. The methodology employed in this service activity was conducting a location survey and facilitating question-and-answer sessions regarding the challenges encountered by students and teachers. Additionally, the socialization of technological learning media, namely through the use of instructional films, was conducted offline with Class XI A, including 30 students, and attended by four English subject instructors. The activity's implementation was assessed via a questionnaire. The content delivered in this socialization activity consisted of PowerPoint slides and instructional movies elucidating English dialogue. The service evaluation was conducted through a questionnaire completed by all participating students involved in the service activity. This was executed to ascertain the genuine impact of this action in addressing the issues present at the partner location.
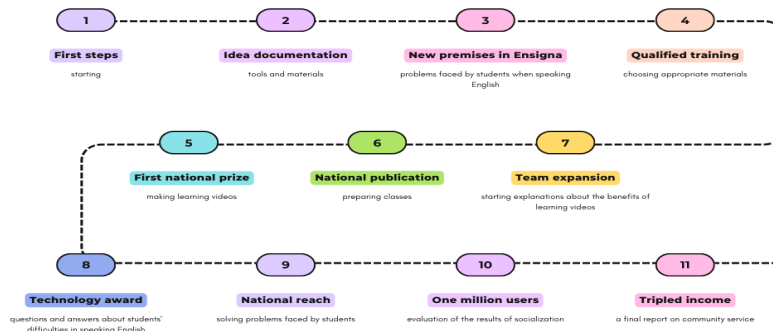
Figure 1. Flowchart of Activities

The first stage is the beginning, the second is preparing materials and tools for class preparation, the third stage is documenting and observing problems, the fourth is selecting appropriate learning media, the fifth is making learning videos, the sixth is class preparation, the seventh is starting to explain the benefits of videos for students' English speaking learning media, the eighth is providing opportunities for questions and answers to solve problems and solutions offered in the form of learning videos, the ninth is solving problems, the tenth is evaluating the socialization that has been carried out, the eleventh is the final report on community service. The results of the observations that have been carried out show that the lecture method is still used by teachers and only uses teacher books as teaching materials where some of the material presented is not well understood by students.

3 Result and Discussion
3.1 Result

The implementation of community service activities was carried out on Saturday, September 29, 2024 by conducting socialization and education about the benefits of English learning videos in completing the speaking skills of class XI A students. The initial activity was a location survey, in order to find out the problems faced by class XI A students. The problems faced by students are the difficulty they have memorizing vocabulary in English and the difficulty in practicing speaking both in class and in the school environment. This service offers solutions to the problems faced by students in the form of applying learning videos. Validation of learning video media was carried out by media experts, material experts and student trials and to measure the validity and effectiveness of the media to improve understanding of the material using tests. Media expert validation, the overall validation data results obtained a score of 75 with a percentage of 93.7%. Based on the criteria, it can be concluded that the video media for learning everyday English conversation material is valid and suitable for use in learning. Validation of material experts, the overall validation data results obtained a score of 79 with a percentage of 98.7%. Based on the criteria, it can be concluded that the video media for learning everyday conversation material is valid and suitable for use in learning.

The results of the trial on 30 students of SMA AL-FALAH SILO JEMBER class XI A obtained a score of 1331 with a percentage of 96.4%. Based on the criteria, it can be concluded that the video media for learning everyday conversation material is valid and suitable for use in learning. The results that have been carried out by students showed an average increase from 75.65 to 93.04. The results obtained from 30 students; 25 students experienced an increase in value while 5 students were declared not to have increased. Overall, the results obtained were 86.95%. Based on the criteria, it can be concluded that the video media for learning is included in the effective criteria for improving students' understanding of everyday English conversation material.

The results of the increase in understanding of everyday conversation material were 30% and based on the N-Gain test data, a gain value of 0.71 was obtained. Based on the criteria that have been set, it can be concluded that the increase in understanding of everyday conversation material in English is classified as High.

3.2 Discussion

Media can be interpreted as an intermediary; teachers can use media to convey material to students. Learning video media was chosen because teachers can operate the media easily even though they have never used media. The selection of video media is based on suitability with learning objectives and video media is very popular with students. The video media for learning everyday conversation material in English that was developed contains

text, images, audio, and animation. The video media for learning everyday conversation material in English that was developed from the validation results by media experts was 93.7%, material experts were 98.7% and trials were 96.4%, the validation results obtained were that the video media for learning everyday conversation material in English was valid and suitable for use in the learning process.

There are two ideas that explain the effectiveness of video media [16], Edgar Dale's hypothesis and Brunner's hypothesis. Both theories highlight that employing all five senses allows students to have meaningful learning experiences. In his study [17], it is explained that learning utilizing image media (video and audio visual) is superior than learning in verbal situations. Multimedia can excite both hearing (verbal) and vision (visual), leading to a deeper understanding. According to numerous ideas, using more than one sense when studying allows students to absorb material more easily. Video media may be readily operated and repeated, allowing students to better understand the topic. Furthermore, video media can showcase demonstrations that teachers find difficult to show [18]. In addition to these benefits, the use and utilization of video media in learning can improve comprehension of the topic. The more senses children use during learning, the easier it is for the material to be absorbed. Students learn through visual media, relying on their senses of sight and sound.

The trial of learning video media on daily conversation material in English at SMA AL-FALAH SILO JEMBER using the socialization of the benefits of learning videos yielded results from 30 students in class XIA, with 5 students not experiencing an increase in grades and 25 students experiencing an increase in grades, for a total of 86.95% of students. To measure the increase in student comprehension, N-Gain was used, and the results were 30% increase in student understanding and an N-Gain of 0.71. These findings suggest that learning video media on daily English conversation content is beneficial in enhancing student comprehension.

4 Conclusion

English learning video media with daily conversation material in English for class XI A of SMA AL-FALAH SILO JEMBER has a position as a supplement (addition) in the learning process. English learning video media to improve understanding of daily conversation material in English based on the purpose of socializing the use of learning videos in community service, learning video media meets valid criteria. This means that the learning video media that is developed is feasible and effective in improving student understanding and can be used in the learning process.

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