

Video-Enhanced English Asynchronous Learning; Students' Voice

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Abstract

Various studies investigated the use of video material in the English classroom. Several studies also observed the effectiveness of asynchronous learning, especially during the Covid-19 pandemic. Nevertheless, there are limited studies discussing the utilization of video material in asynchronous learning. This is quantitative research designed as a survey to obtain students' perception of the utilization of video material in English asynchronous learning. This research points out that the students have a positive response to the utilization of video material in English asynchronous learning. They are convinced that English asynchronous learning with video is fun, efficient, effective, enjoyable, and easier to learn. The result also shows that the utilization of video material in English asynchronous learning has several benefits: it increases students' comprehension of the learning material, increases students' learning motivation, and helps the students enhance their vocabulary. Eventually, the students believe that the material can be explained well via video.

Keywords: *Video Material, English, Asynchronous Learning.*

INTRODUCTION

English has been taught broadly overseas since it is an international language. Likewise, English must be taught at school and university levels in Indonesia. Teachers should have appropriate strategies to get students excited to learn English. One of the ways is utilizing Instructional media in the teaching and learning process because it has a powerful impact on students learning English (Khothori & Suzanne, 2020). Several instructional media are available to be used by an English teacher, such as video material. Today's video material is not only a part of daily life activities. Still, it is shown as an effective method of teaching English as a foreign language to all students both inside and outside the classroom. The ever-changing advances in technology present new opportunities for instructors to incorporate online materials videos into traditional classroom situations, enabling learning and teaching to be more engaging and meaningful.

A significant advantage of video materials is that they provide original and authentic input as they are produced natively for native speakers such as movies, TV programs, songs, etc. Video can be utilized in various instructional and classroom teaching settings to present content, initiate discussions, provide illustrations for specific topics and content, and self-study and evaluation situations. When teachers bring video material into their English class, students can immediately get many cultural background information and emotional attitudes about the learning material (Bajrami & Ismaili, 2016). Therefore, they can use their autonomy in language learning. When viewing the video material, students can put themselves in the lively atmosphere created by the video material and understand the pragmatics of the language used by the characters. Compared to traditional English teaching, such courses practice student-centered teaching strategies. Video and film materials significantly contribute to understanding other cultures and mentalities. Video material shows students how people behave in the culture whose language they are learning by bringing into the classroom various communicative situations. Watching videos in class is more than just a passive activity. The teacher must combine four skills: engaging students, reading, writing, speaking, and listening.

Furthermore, utilizing video material in English as Foreign Language (EFL) provides several benefits for the teacher and the students; as Bajrami & Ismaili (2016) mentioned, video material utilization in EFL gives enjoyable learning situations and high motivation. Besides, using authentic materials by watching native speakers' videos can improve students' learning motivation (Maneekul, 2002). Moreover, Teaching EFL with video material can stimulate students' activity and autonomy, and enhance students' interest in learning English (Wang, 2014).

Video material is also usable for online learning, which is divided into a couple of models, synchronous and asynchronous learning models. The online learning model is chosen based on the learning needs and environment (Verawardina et al., 2020). Synchronous learning is online learning that requires students and teachers to interact in real-time online (Basri et al., 2021) through various media such as zoom virtual meetings or messaging apps. Asynchronous Learning is a teaching and learning model in which a teacher and students interact indirectly via online tools or media such as e-mail or a learning management system (Rahman et al., 2022). A teacher can explore video material in the asynchronous learning model as an instructional medium in the English teaching and learning process.

The asynchronous learning model provides several benefits in the teaching and learning process. It allows students to learn timelessly (Basri et al., 2021) and increases students' understanding of the learning materials issued by the teacher (Novantara, 2018). Furthermore, various studies have proven the positive impact of asynchronous learning (Anjani Tiara, 2019; Santoso, 2019). Nevertheless, there are barely any studies discussing the utilization of video material in asynchronous learning. Thus, this research explored asynchronous learning in EFL classrooms using video material.

METHODOLOGY

The researchers employed a quantitative approach to elaborate on the students' perception of the utilization of video material in asynchronous learning in the EFL classroom. This research was a survey to explore students' perceptions related to attitudes and opinions toward the utilization of video material in asynchronous learning in an EFL classroom (Ary et al., 2019). The design of this research is a one-shot survey used to explore the perception of one group at one point in time (Lodico et al., 2010). The instrument that is used to collect data for this research is a questionnaire consisting of several statements using the Likert Scale consisting of five scales (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) related to the student's perception of the utilization of video material in asynchronous learning in EFL classroom (Sugiyono, 2011). The research was conducted at a university in Banjarmasin, Indonesia. The study population was 96 students of pharmacy who have studied English for Academic Purpose (EAP). Then, 50 of them were chosen using a simple random sampling technique as the research sample.

The researchers have done several steps to analyze the data; first scoring, the option value was given to every scale; 5 (SA), 4 (A), 3 (N), 2 (D), 1 (SD), the total score of each statement was calculated as respondent number \times option value. Then the score range for each questionnaire was calculated as follow: the maximum score is the total number of sample \times 5 ($50 \times 5 = 250$), the minimum score is a total number of sample \times 1 ($50 \times 1 = 50$), the score range is the maximum score – the minimum score \div 5 ($(250 - 50) \div 5 = 40$). The next step is determining the criteria for score interpretation of every questionnaire set. Ultimately, the data was explored descriptively. The total score of interpretation is shown in the table below:

Table 1. Total Score Interpretation

Score	Interpretation
211 – 250	Strongly agree (SA)
171 – 210	Agree (A)
131 – 170	Neutral (N)
91 – 130	Disagree (D)
50 – 90	Strongly disagree (SD)

RESULT AND DISCUSSION

The result of the questionnaire is shown in the following table:

Table 2. students' perception of the utilization of video material in English asynchronous learning

No	Statements	SD	D	N	A	SA
1	English asynchronous Learning with Video is fun	2%	-	28%	64%	6%
2	English asynchronous learning with video is efficient	2%	-	44%	50%	2%
3	Video material makes English asynchronous learning more effective	2%	2%	34%	56%	6%
4	English asynchronous learning is more enjoyable with video	-	-	34%	60%	6%
5	English asynchronous learning is easier with video material.	-	-	32%	62%	6%

The table above shows that most of the students (64%) agreed that English asynchronous learning with video is fun. In comparison, 28% were neutral, and 2%, 6% strongly agreed, and 2% strongly disagreed with the statement. Most of the students (50%) also agreed that English asynchronous learning with video is efficient, while 44% of them were neutral, 2 strongly disagreed, and 2% strongly agreed with the statement. Most of the students (56%) also agreed that video material makes English asynchronous learning more effective, while 34% of them were neutral, 6% of them strongly agreed, 2% of them disagreed, and 2% of them strongly disagreed with the statement. The majority of the students (60%) English asynchronous learning is more interesting with video, while 34% of them were neutral, and 6m strongly agreed with the statement. Eventually, most of them (62%) agreed that English asynchronous learning is easier with video material, 32% of them neutral, and 6% strongly agreed with the statement.

The result of the questionnaire above indicates that the students positively respond to the utilization of video material in asynchronous learning in the EFL classroom. It exhibits that most of the students agreed that English asynchronous learning is fun, efficient, effective, interesting, and easier with video.

Table 3. The benefits of the utilization of video material in English asynchronous learning

No	Statements	SD	D	N	A	SA
1	English asynchronous learning with video increases my understanding of the material	2%	-	40%	54%	4%
2	English asynchronous learning with video increases my learning motivation	2%	-	44%	50%	4%
3	The English material can be explained well via video	2%	2%	34%	56%	6%
4	English asynchronous learning with video helps me enhance my vocabulary	-	-	26%	68%	6%

From the table, it can be seen that most of the students (54%) agreed that English asynchronous learning with video increases their understanding of the material, while 40% of them neutral, 4% of them strongly agreed, and 2% of them strongly disagreed with the statement. It also shows that English asynchronous learning with video increases my learning motivation, while 44% of them were neutral, 4% strongly agreed, and 2% strongly disagreed with the statement. The table also indicates that most of the students (56%) agreed that English material can be explained well via video, while 34% of them neutral, 6% strongly agreed, 2% of them disagreed, and 2% strongly disagreed with the statement. Ultimately, the data above shows that most of the students (68%) agreed that English asynchronous learning with video helps them enhance their vocabulary. In comparison, 26% of them were neutral, and 6% of them strongly agreed with the statement.

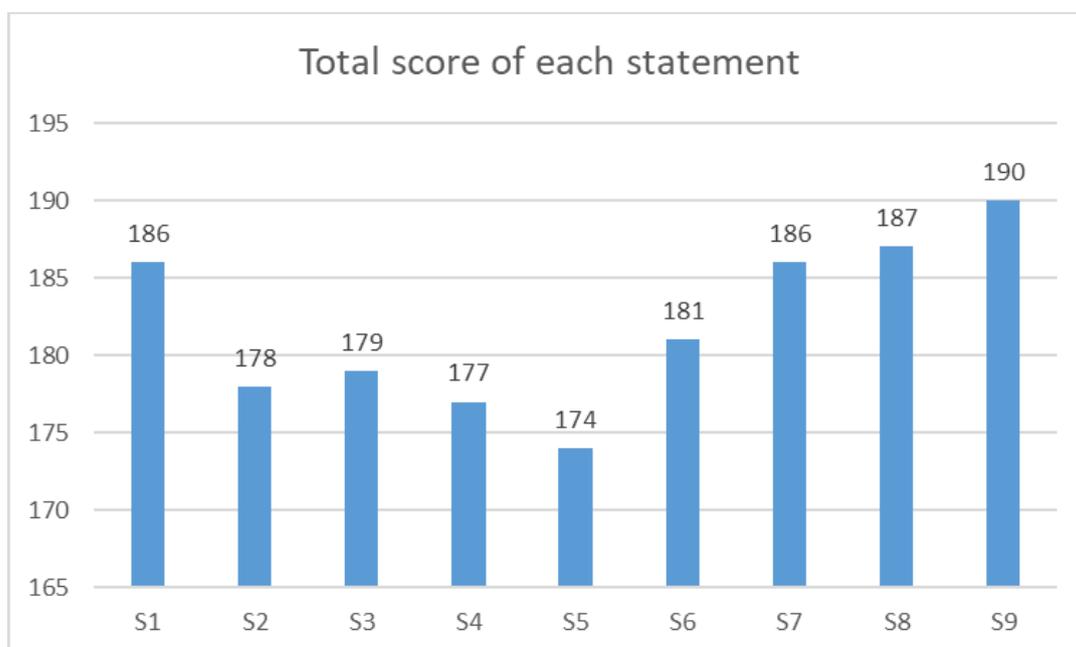
The data in the table above exhibits that the utilization of video material in asynchronous English learning has various benefits. It increases students understanding of the material; it is in line with the study conducted by (Novantara, 2018). English asynchronous learning with video increases students' learning motivation; it supports the research conducted by (Maneekul, 2002). The learning material can also be explained well by using video in English asynchronous learning. Lastly, video material in English asynchronous learning also helps the students enhance their vocabulary.

Table 4. The result of the questionnaire

No	Statements	SD	D	N	A	SA	Total	I
1	Learning English with Video is fun	1	-	14	32	3	186	A
2	Learning English with video is efficient	-	1	22	25	2	178	A
3	Learning English with video increases my understanding of the material	1	-	20	27	2	179	A
4	Learning English with video increases my learning motivation	1	-	22	25	2	177	A
5	Video material makes English learning more effective	1	1	23	23	2	174	A
6	The English material can be explained well via video	1	1	17	28	3	181	A
7	Learning English is more interesting with video	-	-	17	30	3	186	A
8	English online learning is easier with video material	-	-	16	31	3	187	A
9	Learning English with video helps me enhance my vocabulary	-	-	13	34	3	190	A

The table shows that students agreed with the entire statement. They believe that learning English with video is fun (186 points), learning English with video is efficient (178 points), learning English with video increases their understanding of the materials (179 points), learning English with video increases their learning motivation (177 points), video material makes English learning more

effective (174 points), English material can be explained well via video (181 points), learning English is more interesting with video (186 points), English online learning is easier with video material (187 points), and learning English with video helps them enhance their vocabulary (190 points).



Picture 1 Total score of each statement

The chart above indicates that statement learning English with video helps them enhance their vocabulary got the highest score with 190 points, it exhibits that most of the students believe that video material can help them enhance their vocabulary and an educator can implement video material in teaching English vocabulary, especially in an asynchronous learning environment. In contrast, the statement video material makes English learning more effective got the lowest score with 174 points, it indicates that a teacher should figure out a way to make English learning more effective with video material.

CONCLUSION

The research obtained data that most of the students have a positive response to the utilization of video material in English asynchronous learning. It is safe to conclude that English asynchronous learning with video material is fun, efficient, interesting, and easier to learn. The benefits of utilizing video material in English asynchronous learning are it increases students' comprehension of the learning material; it increases students' learning motivation; it makes the material explained well, and it helps the students enhance their vocabulary.

The result of the research indicates that the video material is usable and appropriate for the English teaching and learning process, especially in the asynchronous learning model. It can be an alternative for an English educator that implements distance or online learning besides synchronous learning that requires the students and teacher online at the same time. The teacher can create the video and provide it online to the students to learn English timelessly.

Ultimately, this research can be a recommendation for educators to utilize video material in the English classroom, especially in the asynchronous learning model. It can also be a reference for future researchers to observe the implementation of any video material in the teaching and learning process, both in online and offline learning.

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