The Utilization of Video-Based Learning in Teaching English for Non-English Major Students

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ABSTRACT

The aim of this study is to investigate students from non-major English department perspectives toward the use of Video-Based Learning in an online English language process. This study was conducted at Politeknik Negeri Ujung Pandang using a convergent-parallel design, a combination of quantitative and qualitative methods. Eighty students of the first semester from the accounting department who were involved in a video-based learning process became the participants of this study. The data was gathered through the use of a questionnaire that included closed-ended and open-ended questions. The data from the closed-ended questions were quantitatively analyzed using descriptive statistics in SPSS. Additionally, a narrative method was used to analyze the open-ended questions. The results of this study indicate that the non-English major students have a positive perspective toward video-based learning utilization because it increases their motivation to learn and makes it easier for them to comprehend the material.

Keywords*: Video-Based Learning, Non-English Major Students' Perspectives, Online Class*

INTRODUCTION

The world was stunned towards the end of 2019 by the discovery of the covid 19 virus. Many sectors of life have come to a halt as a result of the COVID-19 outbreak, including education. To address this problem, the government has implemented a policy in which face-to-face classroom is changed by online class. Online learning does not require students and teachers to interact personally throughout the learning process, but rather makes use of technology to facilitate the process. The presence of science and technology, which is constantly expanding, is what defines time development and supports a variety of changes, including those in education(Astri, Noer, et al., 2022).

This condition is in line with the fact that it is considered necessary in the twenty-first century to incorporate modern technology into the teaching and learning process.

Students at today's higher education institutions were born and raised in the digital era. They are highly technologically literate and frequent internet users. They are significantly assisted in their daily lives by Google products and are also accustomed to interacting with smartphones. Students can access learning from a range of locations and times via personal computers, laptops, tablet computers, and smartphones through the technology platform. As a result, the use of this technology has encouraged students to take an active role in their education (Aryusmar et al., 2021; Hoopingarner, 2009; Neal & Miller, 2013). Moreover, the use of technology in education, particularly for teaching, learning, and practicing English, has the potential to affect some existing teaching methods and allow students to simultaneously acquire and practice the language (Alsied & Pathan, 2013). Additionally, using technology can enhance students' motivation and interest in the English language (Pun, 2013).

However, switching from face-to-face to online learning facilitated by technology does not always lead to learning improvement. There are numerous drawbacks to implementing online learning. One of these issues is learners' inability to comprehend learning material when it is provided online by their lecturer (Efriana, 2021; Prayudha, 2021). This has developed into a significant issue in addition to the other issues that arise within online learning. Students will experience severe if they do not comprehend

the learning material. They will be unable to master the learning content and hence will reflect a lack of depth and a tendency to be inactive during learning. When online schooling is used, many learners become quite bored. Thus, even though the learning process is handled online, it is essential to have an active learning strategy to stimulate students' interest in learning. Moreover, the utilization of learning strategies that contain intriguing phases will have an effect on the level of comprehension, as well as the interests and motivation levels of students (Syamsir et al., 2021)

There are numerous teaching strategies for lecturers to stimulate students' interest in English learning during virtual classrooms. The term "teaching strategies" refers to the framework, system, methods, techniques, procedures, and processes that are utilized by a teacher while they are imparting knowledge to their students (Astri & Wahab, 2019). Video-based learning is one method that the lecturer can utilize. Video-Based Learning refers to the process of transmitting knowledge to students through the use of various forms of video (Prayudha, 2021). Researchers in Technology-Enhanced Learning (TEL) are now recognizing video-based learning (VBL) as a powerful learning resource for online teaching activities (Aryusmar et al., 2021; Yousef et al., 2014a). VBL can capture students' attention, motivating and engaging them to collaborate more. Thus, the use of videos may lead to improved learning outcomes. Moreover, video can support a

variety of learning styles where there are three types of learning styles in the classroom: visual, auditory, and kinesthetic (Astri & Wahab, 2018) and Video will be best applied for them particularly those of students who are 'visual learners which visual learners acquire knowledge visually (Astri, Nur, et al., 2022). Meanwhile, the combination of online learning and learning videos appears to foster a more positive atmosphere, interest, and motivation in students than learning that is devoid of media. As a result, the use of instructional videos in the teaching and learning of English will be more enjoyable and effective at assisting students in comprehending the learning material (Haimi & Adnan, 2019; Yousef et al., 2014b).

Nevertheless, (Yousef et al., 2014a) also revealed that in terms of effectiveness, the reviewed studies have reported mixed results regarding the use of VBL in educational settings, as some found it beneficial while others reported no significant outcomes. Besides, (Nikopoulou-Smyrni & Nikopoulos, 2008) stated that VBL can increase students' attention to the lecture's subject matter in addition to having a positive effect on their motivation level. However, researchers agreed that when used under appropriate teaching techniques, VBL has the potential to improve learning outcomes. Therefore, the purpose of this study is to find out the students from a non-English department perspective the utilization of VBL in English class when it is implemented in online-learning classes.

METHOD

This study combined qualitative and quantitative methods (a mixed-methods approach). The subject of this study was 80 students of Politeknik Negeri Ujung Pandang's accounting study program who have experienced Video-based learning in their general English class. In this study, a convergent parallel design was used, in which the researcher conducted qualitative and quantitative items concurrently in the same stage of the research procedures, but both data were analyzed separately and interpreted mutually (Creswell, 2012). To elicit responses from students regarding their perceptions of the use of VBL in the online classroom, a questionnaire comprised of closed and open-ended questions rated on the Likert scale was used.

To validate the questionnaire, a pilot study was conducted. A random sample of 30 students was asked to complete the questionnaire as part of the pilot study. The questionnaire, as a non-test instrument used to measure attitudes in this study, must meet construct validity requirements (Sugiyono, 2017). The construct validity of the questionnaire was determined in this study by administering the questionnaire to the sample. If the significance level is less than 5% and the r count > r table, the instrument's statements are valid. The following are the results of the validity test:

Table 1. Validity Test of the Questionnaire

Questions	Sig	Pearson Correlation	
Q1	.000	.673	>.361 (valid)
Q2	.000	.793	>.361 (valid)
Q3	.000	.779	>.361 (valid)
Q4	.000	.813	>.361 (valid)
Q5	.000	.870	>.361 (valid)

Table 2. Reliability Test of the Questionnaire

N of Items	Cronbach's Alpha	
5	.845	Consistent/ Reliable

According to Table 1, the questionnaire has a significance value of 5% and r count > r table (0.361), indicating that the questionnaire is valid. Cronbach's Alpha was used to determine the questionnaire's reliability. Table 2 shows the Cronbach's Alpha value is .846 (> 0.361), which indicates that the questionnaire is reliable and produces consistent results regardless of the response of each student.

The data collection procedures were included in this setting: the students were asked to watch a video that related to the material of the English class before joining the online class on the Zoom platform. The video was made by the researcher who is the lecturer of the English class in which the materials are explained through the video by recording the PowerPoint slides. Next, the students had to take notes of material parts in the video that is unclear or they do not understand to be discussed in the class which is conducted online on the Zoom platform. After that, the students completed a questionnaire. The closed-ended questions were analyzed using SPSS version 25, while the open-ended questions were analyzed through the narrative procedure.

FINDING AND DISCUSSION

The purpose of this study was to ascertain the perspectives of students from non-English major departments on the use of video-based learning in English-online classes. To gain the data, researchers distributed questionnaires via a Google online form to 80 students who had experienced the learning process using the VBL method. A Likert scale was used to analyze the data. SPSS version 25 was used to analyze the data from the closed-ended questions.

The results of this study indicate that VBL can stimulate students' interest in learning and can accommodate a range of learning styles since as a variable among students, learning style is sometimes overlooked by teachers in the classroom (Astri, 2018) and VBL can accommodate it and most notably those of students who are 'visual learners. Moreover, it appears that combining online learning and learning videos fosters a more positive mood, engagement, and motivation in students than traditional classroom instruction. As shown in Table 3, the average mean score reflected the students' positive perspectives toward video-based learning utilization in the English online classroom (mean = 4.04). In statement 2, the students' attitudes toward video-based learning were rated highest (mean= 4.15). Additionally, the students expressed their support for statement no. 4, stating that the use of video-

based learning enhances their comprehension of the materials (mean= 4.14). This result confirms a previous study that found that integrating instructional videos into the teaching and learning of English makes the process more enjoyable and effective at supporting students in understanding the learning material (Yousef et al., 2014b). Furthermore, the statement with the lowest mean score (mean=3.88) was that video-based learning increases their confidence in enrolling in an English class.

Table 3. Non-English Major Students' Perspective on the Utilization of video-based learning

Statement	Mean	Std. Dev
1. I enjoyed learning English independently through video-based learning	4.13	.582
2. Video-based learning makes English class more interesting	4.15	.597
3. Video-based learning enhances my confidence in joining the class	3.88	.682
4. Video-based learning increases my understanding of the materials	4.14	.611
5. I learn English faster and better through video-based learning	3.90	.587
Average	4.04	.612

Furthermore, the narrative method was used to analyze the data collected from the questionnaire's open-ended questions. The result of the open-ended questions shows that all participants expressed their positive perspectives toward the use of video-based learning in the online- English classes. All of the participants claimed that the use of VBL helped them to be easier in understanding the material. Since they had to watch a video explanation provided by the lecturer before joining the online class through the zoom platform, they argue that the class becomes more interesting and the class becomes more active since they can actively ask and discuss the material parts that they have not to understand yet in the class. The results of this study were found to be in accordance with the previous study that VBL can increase students' attention to the lecture's subject matter while also improving their motivation level (Nikopoulou-Smyrni & Nikopoulos, 2008). Additionally, the results of this study also denote that (Efriana, 2021) findings that one of the challenges with online learning activities is learners' incapacity to comprehend learning material does not apply if lecturers utilize an active learning technique to stimulate students' interest in learning.

CONCLUSION

The results of this study indicate that the students had a positive perspective on the utilization of video-based learning methods in their English class. They confirmed that this method helped them to understand the material easier because they have to watch the video before they join the virtual English class. As the result, they can actively ask and discuss the material parts that they have not to understand yet in the class

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