Chapter Four

Finding and Discussion

This chapter presented the interview result about the students' perception on the use of video as teaching media at EED of UMY. All interview were divided into three categories, those categories are: 1) the use of video as teaching media in English Classroom at EED UMY. 2) EED UMY's students' perception on the advantages of using video as teaching media. 3) EED UMY's students' perception on the problems of using video as teaching media. Each category was discussed on the following discussion together with the quotes of the interview and the interpretation of the quotes. Those categories were presented to answer the two research questions in this research.

Research Question 1: What are the students' perceptions on the advantages of using video as teaching media at EED of UMY?

The researcher had gathered the data from the participants of this research. There are one categories explained to answer the first research question. Those categories were served to know about the EED of UMY students' perception the use of video as teaching media. Next, the researcher asked the participants about the advantages of using video as teaching media. All participants agreed that video as teaching media was very useful and assist students in learning activities. It shows that video as teaching media contains a lot of advantages for teaching and learning activities in English classroom.

Finding 1. Students feel enjoyable and enthusiastic in learning using interactive video. All participants stated that video as teaching media make them feel enjoyable and enthusiastic in learning. As shown in their answer as follow, "I personally prefer to use the video in learning, because it does not make me feel bored. ... I think the video is interesting, so as c" (P1.1). In addition, the second paticipant also supported by stated " According to my observation in the classroom, if the lecturers use video in the class, students will be more enthusiastic, maybe it is because for the first time we are learning the new material by the video as teaching media in this semester" (P2.1).

Another evidence was mentioned by the third participant who stated that "I think by using video as teaching media in that class will create a fun learning, because the video as teaching media is interesting. ... So, with the video as teaching media, learning in the classroom will be more enjoyable, can be serious but relaxed, students will not be bored and will be more enthusiastic" (P3.1). The last participant also conveyed the same idea about video as teaching media that make the students feel enjoy and enthusiastic in learning "Video can also be drowsy sleepy. When the lecturers start palying the video, the students will said "wow the video makes me not so sleepy again". So video make students more enthusiatstic to learn" (P4.1).

Based on the data above, it was clear that all of the participants perceived that they feel enjoy and enthusiastic in learning by using video as teaching media in the classroom. This finding was in line with Sarker and Nicholson (2005), who state that

video can be effective; teacher gives video and accepted by the students. Video must provide an enjoyable or at least suitable learning experience. Based on the statements, it could be indicated that the video as teaching media make the students feel enjoyable and enthusiastic in learning, because video provide an enjoyable learning experience, so that the learning will became more interesting. Whereas, Laurillard (2002) have different statement about the interactive video, he said that using interactive video methods could have positive effects on student achievement, but many other environmental variables had to be taken into consideration. Any teaching that uses video has to understand, benefit from, and employ the 'interactive' nature of video.

In addition, Day (2008) found that video usage can be a way to "decrease the in-class time spent on information transfer and increase the in-class time available for more engaging learning activities that facilitate learners' active knowledge construction" (p. 19). Video can be a more intimate way of communicating between the lecturer and the student. While it is important that students enjoy the learning process, as Kirschner & Van Merrienboer (2013) argued, students are not always the best managers of their own learning in the digital world so any perceptions of students claiming improved learning should be carefully examined.

Finding 2. Video as teaching media is helpful because it is efficient, simple, and up-to-date. Two out of four participants agreed that video as teaching media is helpful for the students. It could be seen on the statement of the first participant that said "Anyway, I think video as teaching media is also efficient,

because video not only shorten the time but also simple for us to learn anywhere. Especially with the current technology that is increasingly sophisticated and up-to-date" (P1.2). Then, the second participant supported the idea by saying " .... How about if we are not familiar with the new course? I think, using video as teaching media is helpful instead" (P2.2).

Based on the data above, the first participant stated that video as teaching media is simple and up-to-date. Then, the second participant state that using video as teaching media helpful. Based on the two participants' answered, it could be concluded that with a simple and up-to-date video as teaching media, it can make students feel helpful in learning in the classroom. The participants' statement was supported by Day (2008), who found that implementing the video teaching was inexpensive and easy to do, while increasing the engagement of students and turning the classroom into a space of active learning. He provides evidence that this format was effective and the students found it helpful.

Finding 3. Students are able to listen and get the real examples from the video as teaching media. All of the participants agreed that they are able to listen and get the real example from the video as teaching media in the classroom. Four participants mentioned that they are able to get the real example from the video as teaching media. As shown in their answer, the first participant stated "Thus, through the video we can listen and get a good and true example, because usually the native speakers in the video really demonstrate a real example for us to learn something

new" (P1.3). Then, the second participant stated that "…. For example, if in a course the lecturers used video as teaching media to explain the material, the video also demonstrate the real example. So as the students we will realize how is the good way to make us more understand the material" (P2.3).

In addition, the third and the fourth participant have the same statement, the third participant stated that "The video can also give an example to the students on how the native speakers are speaking clearly, so the video are able to guide students, because the video contains real examples" (P3.2). Furthermore, fourth participant stated that "I think the lecturers have to give a video as teaching media in every lesson, because the video provide more explicit example" (P4.2).

Based on the data gathered, after watching the video as teaching media in the classroom, the first participant can listen and get a good and real example from the video given. The second participant get the real example from the video as teaching media. For example she can realize what is the best way to make students understand about the material given. Then, the last participant have the different statement that he think the lecturers should try to give a video as teaching media in the classroom, because video provide more explicit example. Even though, all of the participants agreed that video as teaching media make them can listen and get the real example, it was seen by their answer during the interview. This result also support by Anderson (1994) the video can be used to show the real examples and how to perform or act in an appearance, especially regarding the interaction of learners.

Finding 4. Students easily remember the contents of the material from the video as teaching media. When the participants were asked about the advantages of using video as teaching media, all the participants agreed that they feel more easily to remember the contents of the material from the video. It could be seen from the data of the first participant who stated that "video as teaching media of learning can make us become easier to understand the contents of the material" (P1.4). In addition, the third participant has the same statement that "Video makes students easy to remember the content inside, moreover, it is better if the content is the good material" (P3.3).

Another evidence, the second participant stated that "I think video as a media of learning is very good, and I also feel happy learning with video because we can be clearer in learning and better understand the detailed content of the video" (P2.4). It is also supported by the statement from the last participant, "In my opinion, video is a good teaching media, because we can more clearly understand the material of the video. For example, previously I did not know about interpreting, with the video, I have more points of view about the material" (P4.3).

Based on their answer, it was seen that they can remember and understand the material from the video as teaching media. The third and fourth participant have the same statement that they feel good with the video as teaching media, because they can understand the detailed content of the video. Based on the data above, the findings is in line with Nashash & Gunn (2013). They stated that students considered video as an effective way to help them study, with 24 hour availability and the opportunity to review material.

Finding 5. Video can improve the student's skills and ability. In the interview, the researcher asked the participants about the improvements students feel by using video as teaching media. The four participants have individual statements depand on their feeling when they are being as students that learning with video as teaching media in the classroom. The two participant have same statement in this interview section, it could be seen from the data of the first and last participant who mentioned that "Video as teaching media can improve our listening skills, for example in one course that every one week we are given material or short story video and there are also some movies, so we can think "oh it turns out like this yes" exactly he explained in the video" (P1.5). Then, the fourth participant stated that "With video as teaching media, I feel my listening comprehension increase. Besides, video also made me better understanding in the context idea, for example we not only listen and view the video, but also can get the lessons from the video" (P4.4).

Another evidence, The second participant mentioned that " Video as teaching media can improve critical thinking, because some of the class video was abandoned to the students so, what is the continuation of the story, so we can more freely in watching the video and can increase our critical thinking from there. .... In a course we played a video about people who is delivering a speech using English, it help us to know more about the familiar grammar and accent. We become know the synonym of "how are you", which is "how are you doing, what's up?" Etc. (P2.5).

Based on the data, they feel that video as teaching media can improve their listening skills, but the last participant have same addition that he also feel better understand the context idea and get the lessons from the video. In addition, the third participant stated that "Video can also increase our vocabulary mastery and pronunciation, for example by listening to there are or strange words" (P3.4). That is why video as teaching media can improve their skills ability. According to Anderson (1994), with video as teaching media, either by slowing down or accelerating the movement display edit will be very good to show real examples of skills. Second, through video as teaching media it can instantly get visual feedback on their ability to be able to improve the skills concerning the earlier movement.

Finding 6. Using video as teaching media motivates students. Two participants said that the video will give them some motivation. Video as teaching media can improve creaticity as well, as said by on of the participant. If we do not have enough motivation, we cannot increase our creativity as well. It was mentioned by the first participant, she stated that "By using video in learning, it can improve our creativity as well, so our creativity automatically is measured to elaborate some material on the video" (P1.6). The last participant stated that "Video is also able to inspire, with video as learning media we can be more excited and motivated to continue to learn and work" (P4.5).

Based on the data gathered, the first participant feel that video as teaching media can improve her creativity as well. It means that when she learned to use video

as teaching media, she felt more creative because she must to elaborate some material with the video given. She said that "our creativity automatically is measure to elaborate some material on the video". In addition, the last participant feel that video as teaching media can increase the creativity, "so in my opinion, the video is very helpful in learning and so much give me motivation because the video's influence is amazing" (P4.6). The findings are in line with Beshnizen and Puthen (2000) who stated that video has the capacity to motivate students and difficult skills are better viewed especially with the slow motion.

Research Question 2: What are the students' perceptions on the problems of using video as teaching media at EED of UMY?

The researcher had gathered the data from the participants of this research. There are one categories explained to answer the second research question. Those categories were served to know about the EED of UMY students' perceptionon the use of video as teaching media. Then the researcher asked the participants about the problems of using video as teaching media. The data gathered about the problems of using video as teaching media was used to answer the second research question about the problems of using video as teaching media in English classes at EED UMY.

Finding 1. The technical problems. In the last interview, the researcher asked to the participant about the problems on the use of video as teaching media. Almost of them state that the problems is technical problem, among others are the

technical problems on the projector and internet connection. There are three from four participants that observed if one of which the problems on the video as teaching media in the calssroom is technical problems.

   The technical problem on the projector. Based on the data interview done by four participants, each participants have different statement about the technical problem on the projector. It was seen by the 1, 2 and 4 who stated that "The problem is, usually the function of the LCD projector does not work properly" (P1.1). Then, the same statement was answer by participant 2 that stated that " The same disruption LCD projectors and monitors are still the most frequent it, because it will waste time. It happens when projector is broken so we cannot watch video and then the lecturer asks us to look for video on YouTube through mobile phone for each student" (P2.1).

   The last participant stated that "Sometimes the electricity problem and the broken projector becomes an obstacle to watch video in class" (P4.1). In addition, the last participant also have the statement about the lecturer's computer does not match the existing HDMI cable, he stated that "Sometimes the type of lecturer's computer does not match the existing HDMI cable in the class, so those problem can make the learning activities will disturbed" (P4.2).

   It shown that one of the problems on video as teaching media is the function of the LCD projector does not work properly. Anderson (2009) said that requires a screen or projector is adequate if you want to use for learning classical or

comprehensive. The rapid changes in information and communications technology, which causes the video system limitations, be an ongoing problem. The last participant adds that, on the other problem that ever happened when the lecturers was starting to use video in the classroom, suddenly the type of lecturer's computer does not match the existing HDMI cable in the class, it will be an obstacle on the use video as teaching media in the classroom.

Technical problems on the internet connection. Two out of the four participant have the same statement about the problems on the use of video as teaching media is on the internet connection. As shown in their answer, the firts participant stated that "Because the good and accurate video to learn is found through the internet, if the internet connection is not good it is also difficult to us to get the video" (P1.2). Another evidence, the fourth participant stated that "If the learning video we want is on YouTube, but the internet connection is bad, we can't download it" (P4.3).

The low digital fluency of faculty is considered a challenge that is understood and can be solved (Jacobs, 2013). From the answer of two out of four participants, it could be concluded that both the lecturers and students should also pay attention to technical problem such as the internet connection, to avoid the occurence of unwanted things while teaching and learning by using video in the classroom. Many lecturers in Higher Education do not come from a technological background and there is sometimes a generational gap between the technological capability of the lecturer

and that of their students (Palfrey & Gasser, 2008). It is support by Bichsel (2013) in Stover & Veres (2013) research that Lecturers may have inadequate or inappropriate technological experience, and learning how to use new technology can be complicated and time consuming.

Finding 2. The problems on the video itself. Apart from the problems on the use of video as teaching media is the content and lenght of the video itself. Three participant have different statement about that.

The problem on the video content. Based on the data interview done by four participants, three out of four participant have different statement about the problem on the video content. It was seen by the first participant who stated that "Sometimes the lecturer provides the offline video which has no relationship with the given material. ... Usually video given by the lecturer is a boring learning video so the video will make students easily bored and want to back home in a hurry, instead" (P1.3).

Then, the second participant stated that "Based on my experience, on a lecture that gives short movie to the students but on the video there are some scenes that I think less educate, so the students become noise. .... Usually there is no correlation between the video and the material, for example, we focus on the formal course but the video showed by the lecturer was too casual, so it is not appropriate" (P2.2). Another evidence, participant 3 stated that "Sometimes lecturers do not relate the content material with the video or the video itself do not relate the material learn"

(P3.2).

Based on those answer by three participant, it could be concluded that according to the first participant, if the content of the video given is not attractive, it make the students feel bored and want togo back home in a hurry. Then, according to the experience from the second participant, there is a some scenes that less educate when the lecturer gives short movie to the students. In addition the second and third participant agreed that, sometimes the video that lecturers give in the classroom do not relate with the material content.

The problem on the video duration. Based on the data interview done by four participants, only one out of four participants have the statement that the duration of the video is too long that make the student's consentration decreased, so lecturers must also pay attention to the duration of the video as teaching media. "Other problems such as the duration of the video is too long that make students less-concentrating and make spirit of learning are weakened because of the duration of the video is too long, it will make the learning atmosphere becomes boring. .... Lecturers must also pay attention to the duration of the video so it will not take a long time so forget about the duration of the class (over time)" (P3.3)

Based on the statement, it could be seen that according to the third participant's statement, sometimes the duration of the video as teaching media is too long, it can make the students becomes boring. According to Riyani (2007) affirm that video create objects in the form of sound and image means the object can be

stored in a given time period. The appeal of video is able to maintain student attention longer up to 25 to 30 minutes. Video as teaching media the object contains an image, updated information, warm and real-time.

Finding 3. The problems on lecturers' classroom management. The two participants agreed that the teacher should have planning and more prepared as well before use the video asteaching media in the classroom. The participant one and participant four have the same opinion that the lecturer should be more readiness before teaching with video in the classroom. It could be seen from the following data "What I see when the lecturer gives the video, there are some students who are busy themselves with their gadgets (P1.4). Another evidence, the fourth participant stated that"It is better before starting the lesson, the lecturer should check again the readiness to start watching video in the class (P4.4).

The statement was in line with the Guo, Kim and Rubin (2014)'s statement about the lesson content should be carefully planned and segmented into more manageable sections. This segmentation, also known as 'chunking' can lead to better understanding and retention. If teachers are to provide students with the skills needed to survive in the 'Second Machine Age', then it is important they understand the technology at a deeper level (Hughes & Daniels, 2013). In addition, according to Kliphuis (2008) stated that teachers need more help and support in understanding the 'zone of possibility' offered by the technology, what this means for their teaching, and how they can effectively implement new technologies into their classroom.

Lecturers have limited time so support can be provided in the form of helpful tools such as workshops, consultation or handbooks.