EFL students' beliefs on learning English through self-recording video

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Abstract

Technological developments in the world of education provide enormous opportunities to improve students' abilities independently. The use of technology also provides an opportunity for students to be able to search for and learn from various sources without having to deal with the teacher directly. Therefore, this study examined students' perspectives on their English speaking ability through self-recorded videos they made. This opinion can be divided into two parts, namely, the advantages and disadvantages of implementing English learning using self-recorded videos. The method used in this research is qualitative through a descriptive approach. Furthermore, data was obtained through observation of learning activities and interviews regarding deeper perceptions of self-recorded videos. The results of the study show that students have positive views and changes towards increasing their self-confidence in communicating in English; they are also more courageous in providing ideas, creativity, and better speech. However, there are also drawbacks faced by students related to self-project videos, including inadequate technological devices, lack of ideas and reference sources for making videos, internet quota, and amount of time to complete the project. However, even though they experienced challenges in processing their English, their communication skills had improved quite well.

Keywords: Students' beliefs, English, self-record video

INTRODUCTION

English is the most widely used international language throughout the world; therefore, the younger generation should have good preparation for using English as a language of communication. English has also been studied at almost all levels of education in Indonesia, starting from the elementary school level to the tertiary level. Seeing the importance of English in everyday life, learning by prioritizing communication skills should continue to be implemented. English is not a language that is only studied for educational matters at school; more than that, we can see and find lots of words or sentences in English in everyday life. Prayudha, Nabila & Ami (2023) stated that English is often found in social media, technology, and advertisements, so it can be found on every street corner. It is no surprise that learning English will help you understand meaning or utterance and avoid the problem of misunderstanding. With the frequent use of English in everyday life, there should be self-awareness in order to improve English language skills in order to understand and use this language in many ways, whether in the academic field, international relations, health, or even international communication with foreigners. On the other hand, it is necessary to provide a good understanding of learning English so the younger generation is able to understand and use English as the language of everyday communication without having to set aside Indonesian as the official state language. It is expected that by enforcing the practice of learning English, the younger generation of Indonesians will have good bilingual skills (Prayudha & Pradana, 2023).

However, in reality, there are still many students in Indonesia who have not been able to maximize their abilities in using English to communicate. It is often seen that students are less or not at all able to start a conversation using English, even though they have studied English since they were in elementary school. This does not mean that their ability to understand and use English is getting better. It is still common to find students with low English proficiency or no increase in understanding at all in communicating in English, even though they are already at a higher level of education. This is not an absolute mistake by their teachers; almost every teacher has taken their time to provide good teaching, but the results have not been maximized in facilitating students to communicate in English. English teachers have tried their best so their students can have good language skills, either by providing interactive teaching by applying learning strategies, techniques, or interesting media, but still, the process of change is felt to be very slow. There needs to be varied learning by looking at

the characteristics and learning interests of students in order to determine what kind of learning should be brought into the English learning class. A teacher has been equipped with good pedagogical skills on how to adapt strategies and learning according to the conditions of students, therefore, problems regarding language skills that are not optimal can be avoided early on.

In this case, an English teacher must be able to provide learning and activities that can encourage students' interest in improving their English language skills. The teacher also has high authority in the classroom to manage implementation by providing activities, exercises, and learning concepts that are in accordance with the conditions that occur in learning. Prayudha (2022) states that the teacher is the main key in determining the success of learning, so this allows teachers to use pedagogical and other competencies to help overcome problems like this. Teachers can also use a variety of sources and learning media to meet the needs of their students, ensuring that what is done in class has a positive impact on the implementation of student learning activities. Here, teachers can provide an interesting quality of learning by providing attention that can encourage students to do activities related to learning English. It could be by providing and using fun technology-based learning for students, as it is known that nowadays almost every student or individual has good access to technology when compared to the generation before them. Currently, the development of information and communication technology is the most prestigious thing to be followed and witnessed by many people (Menggo et al., 2019). Technology itself is created and utilized in order to provide convenience for humans, so it is not surprising that technology is used in the world of education (Encalada & Sarmiento, 2019). In other words, technology is a product of learning activities, and it is natural that technology cannot be separated from education.

In learning English, the role of information and communication technology is very useful in providing media for teachers and students to improve their communication skills in learning foreign languages. There are so many platforms that can be used to encourage students to improve their English language skills, so this convenience should be maximized by language teachers to help students learn English. The use of technology is a modern method that professional teachers can use to provide fun learning activities for students so that teachers can be straightforward and intelligent in implementing better learning by looking at the conditions and potential possessed by students. Learning through technology integration has become an alternative to provide knowledge to students so that they can more

easily absorb the material and knowledge conveyed (Koesoemah, 2020). One of the advantages of the technology itself is the video recording feature. Users can take advantage of this feature to take moving pictures, or in other words, videos, as content or recordings to be kept private or distributed to other users (Prayudha, 2021). In this study, learning English can be done by using videos to record oneself in English learning activities. Students are asked to create a self-recorded video about the English material they learn at school so that students can be as creative as possible in making the video so that it can be used as a language learning or evaluation in communicating in English. Thus, this study seeks to find out students' beliefs about using self-recorded videos to learn English and whether it has a positive or negative influence on the activity of making self-recorded videos about English material or on how students are when practicing learning by using self-recorded videos.

METHODS

This study uses qualitative methods through a descriptive approach. Qualitative research is used to get an overview of students' opinions on learning using self-recorded videos. Then, a descriptive approach is used to describe the results of the research findings in detail regarding the use and opinions of students on video self-recording in learning English. According to Nassaji (2015) qualitative research is a research method that can be carried out by collecting data from various sources to understand perspectives, intentions, and information related to what is being studied. This means that qualitative research can be used to find research results that are opinions or perspectives on the object under study. Sugiyono (2014) added that a qualitative descriptive method is to find out the situation or condition of the object under study to obtain natural data about what is happening. In addition, Arora & Stoner (2009) explained that qualitative methods can be used to obtain more detailed information about what is being studied so that the results obtained are more comprehensive. Stake (2010) added that qualitative research can also be used to study human perceptions of the subject and the time that has been used on a matter discussed. Thus, descriptive qualitative methods can be used to obtain information about what is being studied by clearly explaining what is in the form of opinions, views, and perspectives from the object under study.

This research was conducted on 35 vocational school students who took English subjects where they were given learning and assignment tasks by applying self-recorded videos. Students are given the task of recording videos about themselves related to the topics

discussed or studied so that the product they create is a video of their self-representation. After learning was carried out for about two months, the experiences they had were observed and used as a source in this study. Data collection was carried out through observation for two full months about the circumstances and conditions of students when learning English, especially when they were working on making a self-recorded video. Observation is an activity that involves directly relating what is observed to the focus of research studies to obtain detailed and correct information about students' perceptions of learning English using self-recorded videos. After the data from the observations were obtained, interviews were given to ten students as representatives in the study to obtain information on their understanding and beliefs in more detail. Interviews were conducted directly with ten students in a structured manner related to the topics discussed regarding the conditions of learning English through a self-recorded video. After the data was obtained, it was analyzed through three stages proposed by Miles, Huberman & Saldana (2013), namely data reduction, data display, and conclusion. Data analysis was carried out so that the information obtained can be filtered and presented properly, thus the information from research results can provide appropriate knowledge to the readers.

RESULTS AND DISCUSSION

The use of self-recorded videos in learning English is one of the learning methods of project-based learning. Students are given the task of making videos related to the material or topic being studied. The videos made must be able to explain the circumstances, experiences, conditions and abilities of students in conveying the intended message. The implementation of making self-record videos was carried out for two months related to the experiences or habits or daily activities of students which were then explained again by students using English. The researcher examined the research results through observation and interviews, and the research results can be seen as follows:

1. *Conditions and circumstances of students*

The observation activities carried out by utilizing self-recorded videos in learning English provided a learning atmosphere that promotes students' involvement in learning activities. Students were actively involved in making assignments given by the teacher by using technology in the form of smartphones regarding themes or material in English. Learning activities encouraged students to give examples or explain the material they are

learning at school, for example, students were asked to explain the daily habits that they often do, tell about idols or food, places or their favorites. Students were also asked to hold discussions in the form of giving short videos about their understanding of a topic so that once they conveyed the idea it would be seen and heard by classmates. This kind of activity will have a very important influence on the formation of students' confidence in expressing sentences in English. Suadi (2020) added that using self-recording videos can provide independent practice for students to improve their English skills. Therefore, speaking training activities in video form also have a big impact on students' motivation to always encourage improving their English speaking skills.

Apart from that, during the learning process, students tend to develop ideas and creative abilities in forming interesting sentences to be conveyed in a more fun way in the form of a self-recorded learning video, therefore by providing learning like this the teacher is able to take advantage of the use of technology in supporting the process of learning that they can better adapt to learning patterns and activities which can attract students' learning interest. Rahmi (2019) said that giving assignments through recordings would encourage students to think more creatively in finding ideas for making English videos. In English classes that do not integrate technology learning tends to make students unable to provide their creative ideas in producing language. Therefore, English teachers must be able to familiarize themselves and their students with English speaking practice by creating output in the form of video or audio in order to provide real products in language learning. Thus it can be concluded that the description of learning while implementing self-recorded videos provides flexibility and freedom for students to be able to express themselves using their ideas and creativity in shaping language learning for the final product which is carried out in the form of videos. One important aspect that needs to be considered by the teacher is how the assignments do not create a feeling of pressure or burden for students in creating a language product so that when they are doing or participating in learning activities they can be carried out happily. Padmadewi (2019) also agrees that in the implementation of learning using video recordings, clear directions must be given to help students follow the activity process properly. Another important thing in this activity is that the teacher not only asks students to practice making independent self-recording videos but also encourages students to collaborate with their friends in the form of group video recordings. This will provide an opportunity for students to improve their ability to cooperate well in solving a problem and certainly provide great

competence for students to practice respecting one another's opinions. By encouraging students to practice tolerance and respect, learning is not just about providing learning materials to students, but more than that, namely giving moral messages and training students to be able to live in harmony in a world that has these differences.

2. *Interview result*

Interviews were conducted with 10 students regarding the perceptions of using self-recorded videos to improve their ability to communicate in English. Interviews were conducted in a systematic manner regarding the advantages and disadvantages of using self-recorded videos to support English learning. The interview consisted of five questions about the feelings and conditions of learning English through making a self-recorded video. The interview questions can be seen in the following table:

Table 1. Interview questions

No	Questions
1	What do you think about learning by using self-recorded videos?
2	In your opinion, what are the advantages of learning using self-recorded videos?
3	What obstacles did you face when making assignments through self-recorded videos?
4	How can self-recorded videos help you improve your English communication skills?
5	Do self-recorded videos give you the opportunity to develop your potential and creativity in learning English?

From the results of observations made on students' beliefs related to the use of self-recorded videos, it is necessary to collect additional, more in-depth information related to the use of self-recorded videos in improving students' English skills. Questions were prepared by paying attention to how self-recorded video learning activities can have an impact on learning English. The answers from students are described in narrative form so that the answers are easy to understand.

Q1. What do you think about learning English using self-recorded videos?

"Learning English using self-recorded videos is a unique and challenging learning where we are given the task to be brave enough to appear to speak English but in the form of making videos. This learning activity at the same time trains us to be able to have the courage to practice speaking even though it is only limited to videos, but in doing so it takes patience and repeated practice in order to produce cool and good English learning videos. In addition, by utilizing technology in English learning activities to give us more enjoyable learning activities, we can use our creative ideas to make content in the form of videos that are more exciting."

Q2. What advantages do you feel in using self-recorded videos in learning English?

"learning activities by utilizing self-recorded videos provide a more modern learning style where we are trained by utilizing the potential of technology that is currently trending and that we currently have. This learning requires us to think in more depth to make a concept like what will be delivered using English. We must be able to explore many sources to find ideas and creativity in order to form interesting learning videos. When making videos there are usually no significant distractions so we can focus more on doing English assignments plus we are more courageous and confident in expressing an English utterance when compared to speaking in front of the class. There is no distraction in making the video, we just enjoy editing it and showing the best talent that we have in completing the tasks delivered by the teacher."

Q3. What are the obstacles faced in making self-recorded videos?

"In carrying out the process of learning activities there are several difficulties that occur so that it does not maximize the performance of learning English through self-recorded videos including there are still some students who do not have sophisticated technology or electronic devices to support or make good videos along with a lack of features or applications of editing that make students less able to add filters or creativity in making videos so that it hinders the implementation of making videos for some students. In

addition, the lack of support for various learning references sometimes makes students just make videos as if reading there is no element of renewal or they don't have good ideas or creativity in the implementation of making videos then coupled with fulfilling internet quota needs which are wasteful and require sufficient processing time long time in making videos is also one of the problems faced by some students."

Q4. How can self-recorded videos help you to improve your communication in English?

"Several activities in improving English through self-recorded videos train students to get used to practicing speaking even though through making videos. This implementation consciously and unconsciously will encourage and form good habits to train students' speaking skills. The implementation of speaking and using English for almost a full month forms a planned learning to use English for most students and has a very good impact on the development of their speaking skills. In this case students are asked to be disciplined in doing assignments by providing opportunities and freedom to be creative using video learning concepts like what they want so that sometimes the implementation of learning in the classroom can run well based on the character and interests of student learning."

Q5. What opportunities do you get when using self-recorded videos to help improve your English skills?

"The process of learning and training in English by applying self-recorded video learning provides extensive and intensive opportunities for students to make English videos by utilizing the role of digital technology so that learning is not just about understanding English material but also provides opportunities to improve technological competencies that support students in conducting more in-depth communication. The use of technology in language learning will form a good habit for students so that they can take advantage of the technology they have to practice English so that with technological advances they can also advance the use of it in learning English. Technology fully supports training students to communicate in

English so that what is done during learning will certainly provide new knowledge and positive habits in practicing communicating in English."

Based on the results of observations and interviews that have been conducted about students' beliefs in using self-recorded videos, it is revealed that actually learning by training oneself to speak in the form of video results is a good lesson. Fitriyani et al. (2020) support that learning by utilizing video recordings can train students to develop their knowledge and communication. In addition, students are also required to appear and express their ideas in more effective delivery so that practicing English in a way that is considered appropriate to the conditions and circumstances of students will provide a learning scheme that is in accordance with the abilities of students. Prayudha (2021) argues that learning using video recordings must be able to understand what kind of characters and learning concepts are desired by students so that learning can be done in a way that is more in line with the nature and interests of student learning. Thus, students have good and positive beliefs in improving English skills by using self-recorded videos even though there are also some problems encountered during learning and making videos, but that is not a significant obstacle to continuing to improve communication skills in English.

CONCLUSIONS

Applying video-based learning in English, where students are asked to make self-recorded videos regarding the material and themes discussed during learning, provides a challenge for students to create a video-based learning product to improve their English. Learning by providing exercises and practice of communicating using English in the form of videos will train students to continue to improve their speaking skills, especially video products, which can be used as reflection and self-evaluation of students' learning and making of videos in the form of practicing speaking in English. In the implementation of the research, the results showed that most students had positive and good views and beliefs about the use of self-recorded videos in improving English speaking skills. Students are more confident and free to experiment in making and creating the type of video they want based on what the teacher instructs. Through making self-recorded videos, students can look back at the videos they made as a form of evaluation material for improving their communication and speaking skills. Through this method, the teacher can improve students' thinking skills and creativity

for creating learning videos in English. However, even though learning by applying self-recorded videos provides positive beliefs for English students, there are several obstacles that occur when doing the assignments, including the less optimal use and mastery of technology in supporting self-recorded video creation, the lack of reference sources for making videos, and the lack of time to work on making and editing self-recorded videos. Even so, the learning process can still run smoothly, and students can take part in all learning activities in order to improve their ability to communicate in English.

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