

“Do It Yourself Video”: Equipping Indonesian EFL Teachers with DIY Video Creation Skill

Sajidin, Nia Kurniawati, Dian Ekawati, R. Nadia R. P. Dalimunthe, Aan Hasanah
UIN Sunan Gunung Djati Bandung, Jl. A.H Nasution No. 105 Cipadung, Bandung, Indonesia

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Abstract: The research is aimed at equipping in-service English teachers a DIY video creation skill through a workshop and exploring their perception of ICT integrating into English teaching. DIY Video is useful to help students learn independently. To achieve them, an exploratory case study was employed. The research involved eight in-service teachers of Islamic Junior High Schools. To understand the teachers' prior perception and experience of ICT, a questionnaire is distributed before the workshop. To support the questionnaire data, class observations are done. In addition, during the workshop, the observation was conducted to see the implementation. The workshop is also followed by a reflection section. Based on the collected data, this research concludes that 1) DIY instructional videos were successfully constructed after the training; with different levels of complexity among the participants: a) older participants were more struggling to construct the video; b) young participants could construct the video independently; and, (c) a half of participants could construct it with some assistance from the instructors (the trainer and facilitators); 2) some problems were encountered during the construction, however; the collaboration among the instructors could cope with all the problems; 3) all participants positively responded to the use of DIY Video for promoting independent learning among students of Junior Secondary Schools. The research recommends a further accompaniment to strengthen the teachers' skill.

1 INTRODUCTION

The demand of 21st century requires all elements including teachers to have the Information Communication Technology (ICT) ability since it provides more student-centered activities and emphasizes the learning from content to the development of competence and performance (Noor-Ul-Amin, 2013). Therefore, the focus of this research was to equip in-service language teachers' with DIY video creation skills through a workshop and to explore their perception of ICT-integrated learning before and after the workshop. The process of the research does not only involve the training but also an understanding of teachers' before-and-after perception and experience of ICT use in language teaching and learning.

2 THE NEED OF TECHNOLOGY IN ENGLISH CLASSROOM

2.1 ICT for 21st Century Teaching of English

The development of teacher's competence in terms of the use of ICT for learning is important for several reasons. First, ICT skills are skills that are required to be absolutely possessed by students to survive in the 21st century. The skill of using technology in the classroom by teachers is believed to help improve the learning process (Voogt et al., 2011) and provide direction for problem solving. Second, the teachers' ICT ability becomes one of the indicators of the competent teachers. Good teaching makes a different learning (Walter and Briggs, 2012). How teaching is carried out will greatly affect the learning process experienced by students. Third, the implementation of ICT provides a different atmosphere to students and teachers where classes become more flexible — the time for teaching and learning becomes longer — and

more unlimited interactions (Sánchez et al., 2012). Fourth, the teacher's skill in using technology needs to be a priority because the more skilful the teacher in using technology, the better the quality of the class: "both teacher and age affect the quality of teaching (Sánchez et al., 2012). The integration of technology, multimedia, and ICT makes the learning process more increasing and improving (Bilyalova, 2017; Umar and Yusoff, 2014).

Although the use of technology and ICT is a necessity in many countries such as Malaysia and Spain (Gil-Flores et al., 2017a; Sánchez et al., 2012; Umar and Yusoff, 2014) to meet the demands of the 21st century, some research shows that the real ability of teachers in ICT is still relatively weak or "low" (Umar & Yusoff, 2014). Whereas teachers with the ability to teach by using technology effectively in the classroom make the classroom an attractive space during the learning process (Fitriyadi, 2015).

Furthermore, Barber and Mourshed (2007) reveal three factors that can help the students produce good outcomes (a) they get the right people to become teachers, (b) they develop these people into effective teachers, (c) they put in place systems and targeted support to ensure that students were able to benefit from excellent instruction. The results of the learning process are strongly influenced by teacher qualifications and competencies, because qualified and competent teachers can present effective and efficient learning.

2.2 Video for Learning

Lanfrond (2014) identifies six reasons why English teachers must use videos in their classes. First, video is the most suitable medium for the younger generation. This opinion takes into account the rapid growth of social media and video and live video-based technology globally, such as Skype, iPad, YouTube, Snapchat, and Instagram, whose users are majorly young people. Video is not a form of passive entertainment, but an interactive mode of communication and information that is very likely to be accessed every day.

Second, the video is able to bring the outside world into the classroom. This video is authentic learning material - real-world portraits - that can be adapted for education.

Third, videos involve students in the learning process. Some teachers think video is an entertainment not an education. However, the fact that video has text - a source of information - and we make learning related to videos embedded will help students improve their language skills.

Fourth, video is a very good source of information. Learners of English - especially English for academic purposes - are often required to carry out research projects. Movies and videos can be excellent sources of information. Visual input on video supports audio input (language), and even this effectively supports the understanding of students at low levels.

Fifth, videos offer stimuli for class activities. Video can be a reference point for students' critical thinking skills; for example, in evaluating an advertisement, in considering whether supporting details are valid or not.

Sixth, video is a good model for student language output. In addition to being a good input and source of material in teaching and learning activities, video becomes a model that is subsequently produced by students in their language.

Video, in broader scope, can provide various benefits whether the video is used as a learning material or a form of activity in the classroom. The activities in this study will only focus on the role of video as learning material made by teachers because the program aims to develop teacher competencies, which will then improve the quality of their students.

Videos used in teaching and learning activities can actually be obtained by downloading from other sources on the internet or made by teachers or students for various purposes in teaching and learning activities. Videos obtained from other sources are easy to obtain, but it is not easy to get videos that fit the context and needs of the class. Many videos need to be adapted in order to be able to accept those contexts and needs.

Videos that are made by the teacher or students do require special time to produce them. However, the video departs from the context and needs of the class, so that the benefits are more maximal. Videos can be made simply by recording yourself using a camera, or by using applications such as Articulate StoryLine, Active Presenter, Icecream Screen Recorder, or Screencastify to make videos more interactive and interesting.

Making and implementing the right one will make the video motivate students to learn strongly (Whatley & Ahmad, 2007). Videos can involve students in active learning because video shows various forms of multiple literacy. Videos use several modes for sending content and emotional appeal to viewers (in this context students or learners). According to multiple literacy theory, an individual has, with various strengths and preferences, at least eight discrete intelligences: linguistic language, mathematical logic, spatial, musical, kinesthetic,

interpersonal, intrapersonal and naturalistic (Gardner, 2006). This intelligence is then stimulated by video.

3 METHODS

3.1 Research Design

This study is an effort to provide services to the community based on in-depth investigation. This study is a case study because this study portrays phenomena that occur in a group of individuals (Merriam, 1998; Starman, 2013). This study explores the phenomenon of strengthening the making of learning videos in a group of Islamic Junior High School teachers in one school in West Java Province.

This study also provides a "comprehensive description of individual case and its analysis" (Starman, 2013) in the form of descriptions of teacher achievements and their responses after the training process for preparing learning videos and their mentoring process.

3.2 Reserach Site and Participants

The research site is an Islamic Junior High School in in Garut Regency, West Java Province. This location was chosen for several reasons. First, the results of preliminary observations indicate that most teachers in this location who teach at the age of 23-25 years are classified as young teachers who belong to the "Digital Natives." Regarding this, previous research shows that skills in using information technology are closely related to age factors (Umar and Yusoff, 2014). Six out of 8 English teachers who become the participants of the research are young teachers with 0-5 years of teaching experience. Second, the results of the initial survey show that young teachers, especially young language teachers, are at the level of (a) "beginners" (6 out of 8 persons) who are able to perform basic functions in a limited number of computer applications, (b) "new comer" (1 out of 8 persons) has tried to use computer technology, but still needs regular assistance, and (c) "on average" (1 out of 8 persons) shows general competence in using a number of applications. The survey was conducted using a questionnaire adapted from a questionnaire developed by Tinmaz (n.d).

Meanwhile the participants in this study are grouped according to the needs and focus of the study. First, for video-making workshop as learning media, all teachers who teach diverse subjects are required to attend workshops. This is intended to introduce the making and use of video as a learning

medium to them so that in the end it is expected that there will be a change in the teachers' mind set who tend to consider that "technology is difficult." The teachers are given inspiration and skills to create interesting classrooms through technology. For this workshop session, 40 teachers from all fields of study attended the workshop. Second, to explore the benefits of using technology more comprehensively—specifically for language teachers—10 language teachers of English, Indonesian, and Arabic were explored with the experience of using learning videos before the PKM and their response to the process of making this learning video. Third, for monitoring the DIY Video implementation in the classroom by teachers, the focus is directed at monitoring 4 English teachers.

3.3 Data Analysis

As a case study, this study combines analysis of data qualitatively and quantitatively in the form of simple statistics such as the use of percentages (Starman, 2013) especially for presenting data taken from questionnaire results. Qualitative data is processed and presented with reference to the processing and analysis of data: prepare and organize the data for analysis, explore and code the data, code to build descriptions and themes, represent and report qualitative findings, interpret the findings, validate the accuracy of the findings (Creswell, 2012).

4 RESULTS AND DISCUSSION

This workshop involves includes a *questionnaire distribution* and *class observation* to know the teachers' prior perception and experience in the integration of ICT in teaching. The training is also followed by a *reflection* section. This section is important to understand the trained participants' perception during and after the training. The complete activates of the training phase are illustrated in Figure 1.

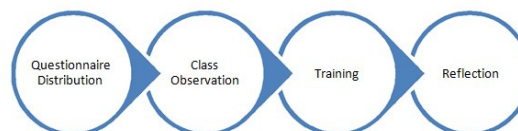


Figure 1: Training Phase

4.1 Questionnaire and Class Observation

The *questionnaire* is distributed to 8 English teachers. However, only 11 teachers submitted their feedbacks. Table 1 presents the teacher’s perception on the (possible) use of technology in the classroom.

Table 1: Teachers’ Perception

No	Items	Teachers’ Perception
1	Improving students’ academic achievement	Agree: 5 Quite agree: 2 Less disagree: 1
2	Promoting students’ team work	Agree: 4 Quite agree: 3 Less agree: 1
3	Compounding class management	Quite agree: 1 Less agree: 3 Less disagree: 1 Quite disagree: 2 Disagree: 1
4	Promoting students’ communication skills	Agree: 6 Quite agree: 2
5	ICT-based teaching media as valuable instructional tools	Agree: 4 Quite agree: 3 Less disagree: 1
6	Integration of ICT and teaching consuming time too much	Agree: 2 Quite agree: 3 Less agree: 2 Less disagree: 1
7	Integration of ICT and teaching engaging students to the class better	Agree: 5 Quite agree: 3
8	ICT-based teaching media as too expensive instructional tools	Agree: 4 Quite agree: 2 Less agree: 2
9	ICT-based teaching media increasing students’ stress and anxiety	Quite agree: 1 Less agree: 1 Less disagree: 3 Quite

Table 1 shows that the teacher believes that the use of technology in the classroom will (a) improve students’ academic achievement, (b) increase students’ ability to work in team, (c) enhance students’ communication skill, (d) improve students’ engagement. This indicates that the teacher has a positive belief of ICT-integrated teaching.

However, the teachers point out that the use of technology in the classroom will cause some

problems, especially related to (a) preparation time, (b) energy and money consuming. Nevertheless, they still believe that the implementation of technology (video) in learning is beneficial. It will not cause students’ stress and anxiety.

From the *observation*, the teachers’ experiences of ICT-integrated teaching are very low. The teachers have limited experiences in using simple technology to communicate ideas or simply send emails to others. They argue that emailing is not a necessary. Most of the teachers never use projector or slides for teaching. The rest (the young teachers) claim that they use projector or slides quite often.

4.2 Workshop: Developing DIY Instructional Videos

The workshop is carried out through several stages. First, this training begins with a *socialisation* of ICT importance in teaching and learning process. It prepares the teachers to have a “positive attitude” towards the use of technology for their learning (Sánchez et al., 2012). Their positive attitude will construct their belief to compile and develop video as learning media (Gil-Flores et al., 2017b).

The next section is a *confirmation* phase. This is the initial dialogue session before entering into the video compilation. This session began with the question (a) “Do you know Active Presenter [the used software to compile video]?” (B) “Have you ever used Active Presenter?” All of the participants stated that they did not know and had never used Active Presenter before. This is in line with the findings of the questionnaire and observation that the teachers generally have never used simple technology in their teaching.

Third, the trainer begins to **explain the features** of Active Presenter. The teachers looked enthusiastic even though they seemed still confused at first. The young teachers – digital natives – were easier to follow the guidelines. However, the older teachers – digital immigrants – experienced difficulties from the start. Through the facilitators’ help, the older teachers successfully followed all the materials.

Fourth, the trainer explained and also made an instructional video together with all of the participants. Until the final stage, various obstacles were faced by teachers. They required more personal assistances directly from the facilitators.

In general, from the workshop observation, the teachers could follow the trainer’s directions well. Moreover, there are several other factors that caused the workshop running more smoothly than expected. First, the use of grouping – 3 teachers for 1 laptop –

is proven to be more effective and also reduced the pressure on the mentality of the teachers who had never used a laptop before. Secondly, the instructions delivered more slowly make the teachers' better understanding.

4.3 Reflection

In general, the teachers respond positively to the workshop process. The teachers stated that it was the first time they had been given a workshop. It was not easy but, in the end, they could make their own video. From the facilitators' perspective, they stated that the workshop would be more effective if it was carried out in small groups. Grouping also needs to focus on the composition of digital natives and immigrants.

5 CONCLUSIONS

This present research is actually promising to be implemented in other parts in Indonesia since the findings show that the training of DIY Video can enhance the teachers' ability in using ICT and change their paradigm of ICT-integrated teaching. This research can greatly contribute to the work of teachers' training in ICT program and the finding suggest that training or workshop is better accompanied by mentoring to the classroom in order to have significant impact to the program.

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