

**THE USE OF PERSONALIZED VIDEO LEARNING TO FACILITATE
EFL ONLINE LEARNING IN JUNIOR HIGH SCHOOL**

Best Practice

**Presented to the Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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RATIFICATION SHEET

THE USE OF PERSONALIZED VIDEO LEARNING TO FACILITATE EFL ONLINE
LEARNING IN JUNIOR HIGH SCHOOL

By:

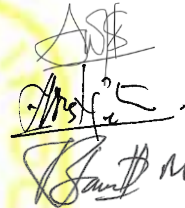
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STATEMENT OF WORK ORIGINALITY

I honestly declare that this thesis I have written does not contain the work or part of other people's work, except those cited in the question and references, as scientific paper should.

Yogyakarta, 18 januari 2024

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In the beginning, I thank Allah SWT for making this best practice procedure run smoothly. I'm happy because I finished it, and I'm also proud of myself for going through a process that will help me become a better person. And, of course, nothing I'm going through will be easy if I do not have excellent people around me who are always kind and patient. I do my best not to let them down, and I dedicate my Best Practice to :

1. My parents who always support and give me all their love on me in all situations.
2. My sister and brother who support me too.
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ABSTRACT

The pandemic has changed many aspects of education, including the mode and technique of teaching. This best practice report aims to explore the use of recorded learning video in asynchronous learning modes. The first thing I did to run this mode was by observing, preparing material, and evaluating previously done learning. At the first meeting during the synchronous meeting, some students were less interested when learning started, several students left suddenly, and some did not even attend. When I changed learning to use asynchronous, learning was more conducive, as evidenced by the number of attendees being more significant than at the previous meeting; even in the third meeting, after I gave instructions via chat group, students received learning well, as evidenced by students submitting quite a lot of assignments. Thus, it can be concluded that the asynchronous learning mode is more acceptable to students because students could have more time to work on assigned tasks and are more flexible in understanding the teaching materials.

INTRODUCTION

In 2020, the entire globe was startled by an outbreak known as Covid 19, in which everyone was ordered to stay at home to prevent the spread of the plague. All sector relied on online activities, including education. All teaching and learning activities took place entirely online. At that time, I was assigned to conduct a school based teaching practice in eighth and ninth grade at an Islamic private school in Yogyakarta. This school is a middle to lower-achieving school with reasonably limited facilities. This school had to be conducted online throughout the pandemic, just like the other schools. However, online learning is usually only asynchronous because facilities are limited.

As a pre-service teacher who is the first to teach students in schools online, I often found my students having difficulties attending classes due to internet connection problems that prevent them from meeting online synchronously via video conference. When the learning began, there were some students who could not listen to sound or video clearly due to the internet lagging and it hampered students' learning process. Thus, when I tried to ask them a question, they could not answer or even had no answer at all. This situation made teaching and learning activities through video conferences became increasingly difficult. I also provided several assignments to students based on the material I had taught to the students. There were many complaints between not being able to access their duties or not being done at all. This situation somehow made the teaching and learning process itself even more difficult and challenging every time I had a class with them. I had to find a solution that was easier and preferred by my students.

To get around this, I decided to switch into asynchronous learning by utilizing Google Classroom (GC). However, new problems arose even when the internet connection problem was solved. Asynchronous learning limited a direct interaction between teacher and student, student among students.

Thus, I posted my learning video on Google Classroom and encouraged students to re-watch it so that students who had issues in the previous online meetings would not be left behind about the learning material that is being presented, also they could still feel my presence as their teacher as well. I made this video by myself by addressing the students directly in the video so they could feel the teacher's presence even though the meeting is asynchronous. According to Lancellotti, Thomas, & Kohli (2015), the addition of video modules resulted in a considerable genuine improvement in students' exam results in learning principles. Students who had the choice of watching a full set of short concept-focused videos outperformed those who did not. I was encouraged to share the presented content in one of the chat rooms via online chat on the Whatsapp group application.

Based on my limited observations of my classroom, this research aims to observe students' interest in synchronous and asynchronous learning, and the results clearly show that students in asynchronous courses are more engaged than students in synchronous sessions

CHAPTER II

CONSTRUCT

2.1 Synchronous and Asynchronous Online Learning

There are two types of learning: namely synchronous and asynchronous. According from Singh et al (2021) synchronous is a learning interaction between lecturers and students carried out simultaneously, using video conference or chat technology. Whereas asynchronous lecturers can prepare material in advance, learning interactions are carried out flexibly and not necessarily simultaneously, such as using discussion forums for independent study or student assignments.

Synchronous and asynchronous learning have both advantages and disadvantages. Teachers conducted tests, checked attendance, and integrated learning through safety cameras in the synchronous learning process to assess students' level of performance, motivation, and commitment Mutahi et al. (2017). Asynchronous is a substitute method for synchronous learning facilitated by distance learning. The internet is a rapid and effective means to communicate. Furthermore, there were no face-to-face encounters in synchronous learning, and student participation in online activities such as participating in discussion forums or watching videos is determined to be challenging, despite that does not mean that asynchronous is not problematic; there are several problems with asynchronous learning, namely that a delay in interaction can make users feel less close to the lecturer or fellow students, there is a possibility that there will be differences in understanding the material due to the lack of direct interaction.

Synchronous systems encountered several issues due to the lack of face-to-face meetings. Absence is a significant issue that must be addressed through research. Most pupils need help to complete help work training throughout the online system. Additionally, McCully et al (2011) discovered that asynchronous interactions increased social expression while decreasing the amount of text delivered synchronously. Therefore, overcoming issues in the online learning system is a challenge for online learning organizers.

The quality of interactions among teachers and students are equally important in both synchronous and asynchronous situations. Ginns and Ellis (2009) underlined the importance of synchronous and asynchronous experiences in achieving targeted learning results. The purpose of their study is to investigate the collaborative qualities of interlocutors. To assess the quality of these two items, it is required to build a link between "parts" of the learning context, such as online activities and discussions, and the "whole" student experience, which includes all learning events.

2.2 Video Learning for EFL online course

In the most recent years, the use of video in teacher education has increased. Videos could play an important part in an EFL (English as a Foreign Language) class because it can be used at many stages involved such as brainstorming, introduction, practice, test, and to engage and encourage students from a learner-centred viewpoint (Keddie, 2014). Due to a large range of video-sharing websites on the internet such as video classes, documentaries, and instructional resources in both humanistic and scientific subjects may be benefited from the usage of films, those types of videos can also be used to teach

other subjects in a foreign language for low-level learners as well. In order to assist learners in developing listening and comprehension methods, it is necessary to examine a student's needs, degree of ability, and background information.

As a result, all lesson planning should be guided by a careful selection and appropriate use of visual elements. According from Sari and Sugandi (2015), subtitling movies has proven to be ineffective and distracting during an EFL learning session, as students' attention would be drawn to the written texts rather than the content. The latest educational trends, which are focused on user generated content rather than user downloaded content, have recently made a significant step forward in the use of videos at school.

CHAPTER III

TEACHING PROCESS

3.1 PRE-TEACHING

Initially, I created a lesson plan to generate a learning plan at Islamic private university in Yogyakarta. Then, I determined the teaching medium for asynchronous learning with the guidance of both lecturers and teachers due to several obstacles such as signal problems and inadequate equipment that did not support the students in the previous meeting.

At this pre-teaching, I used Google Meet to conduct class meetings, starting with greetings to the children who have entered the class, then I led a prayer before the lesson began, then asked about the students' circumstances. For attendance, I still used online group chat so that it can be easily accessed by all students. Furthermore, before starting the material I presented, I asked if anyone had understood the material that we were going to study that day.

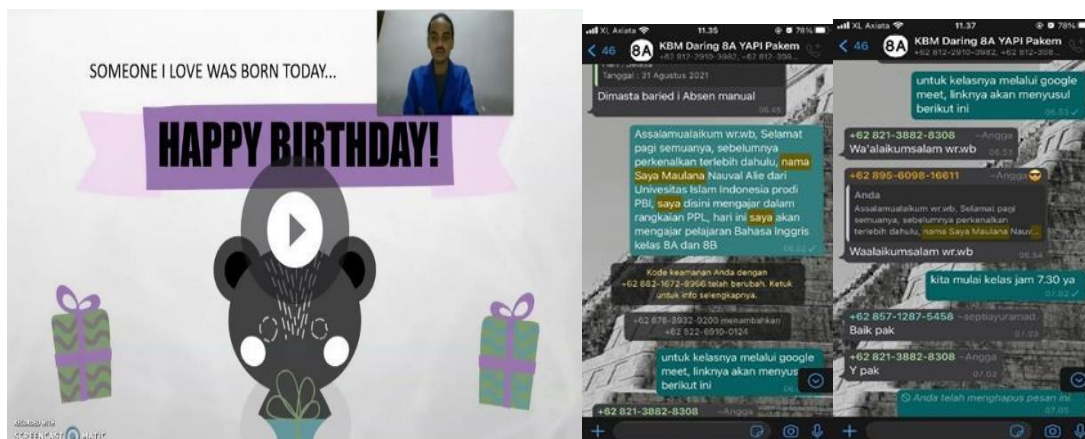


Figure 1. Google Meeting for the first synchronous meeting with students.

3.2 WHILE TEACHING

I moved to Google Classroom for the following meeting to mitigate the difficulty in the previous session. I had previously given my instructional video to students who could not attend the class due to the internet connection problems. At the same time, I gave assignments in the form of essay questions totalling 20 questions. I explained the material about these questions through videos I uploaded on Google Classroom. Still, only a few children submitted them because of internet connection problems and devices needing support.

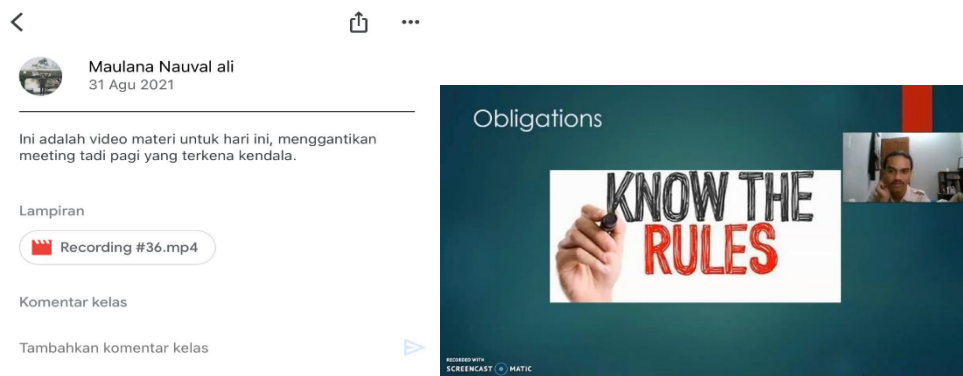


Figure 2. Teaching Video about obligation, prohibition, and suggestion

3.3 PRODUCTION

In order to improve communication, I also utilized WhatsApp group chat to supervise my students in understanding the materials deeply. At this stage, I gave an essay assignment to practice student's writing skills in which they submitted the essay quite well. However, several students still missed the assignment due to some technical problems. I overcome this by instructing via online group chat and making sure students understand my directions. Yet, the number of inactive students was lower than when the learning mode was fully synchronous. From then on, providing personalized video learning in asynchronous online learning could help students participate better in the classroom.

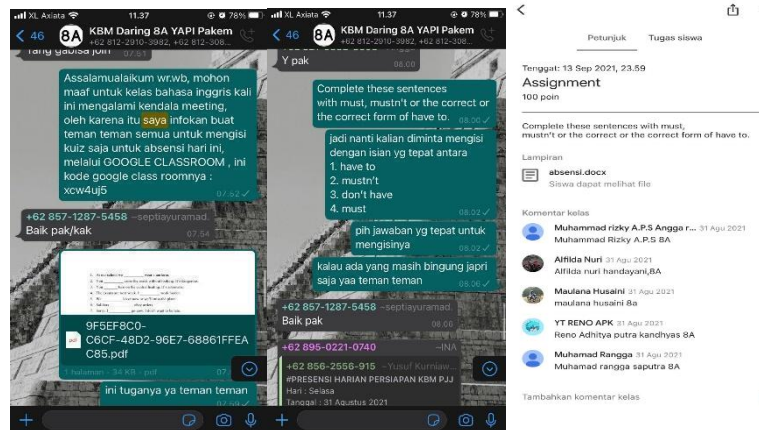


Figure 3. WhatsApp Group Discussion giving questions and how to do them

As for closing the classroom or in the post teaching stage, I reminded all students to be present, did the given assignments, and asked if anyone has difficulty when accessing it, I would suggest students to give an attendance chat message independently to my WhatsApp number.

3.4 TEACHING REFLECTION

This experience made me feel more challenged to teach students to be better in the future. Considering the many problems with online learning today, I had to rack my brain even harder about how to deal with online learning problems that appeared with many obstacles. For example, when some students could not access the internet, the internet indeed became one of the main problems in online learning. To overcome this, I took the most straightforward strategy, namely doing online learning using video and online group chat, because it will make it easier for students still having problems with the internet or devices to watch it anywhere and anytime. This is a problem that needs to be solved for all students in Indonesia especially related to how students could get familiar with technology in order to keep up with educational system in Indonesia.

CHAPTER IV

4.1 CONCLUSION

The role of video learning for synchronous and asynchronous learning is vital during a pandemic or other things that require students not to be able to learn face-to-face. Therefore, the teaching and learning process can run smoothly, it is necessary to hold several discussion sessions between students, give assignments and share materials or video recordings so that students can access them at any time.

On the other hand, an internet connection is still something that needs to be considered for synchronous or asynchronous learning. This has an impact on student attendance because students are unable to participate in learning. As a result, learning using the video learning platform sometimes takes less than 30 minutes during class.

In conclusion, it is essential to introduce synchronous or asynchronous learning from an early age, apart from that, we can also tell students that learning technology is increasingly being updated.

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