The Use of *Self-Recording Videos* as ESL Learning Method in Increasing English Learning Performance

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Abstract

The use of Technology-based learning is currently tended to massively used in a variety of activities in schools and universities. SRV is designed to become an effective English learning method that can promote the students learning performance. This research aims at assessing or investigating the effectiveness of using SRV (Self-Recording Videos) in the university students of the Engineerings department, at the university of Bumigora. It was carried out by a quantitative research method which is descriptively statistically analyzed along with a number of samples are 14 students. This research's sampling technique was carried out through a simple random technique, then it was accounted the sample's number by using Slovin's technique. The instrument of data collection used is a questionnaire consisting of 9 items, then the reliability of the instrument was tested, in which the Cronbach alpha value (0.721 > 0.60), showing that the questionnaire is reliable. The quantitative data were descriptively analyzed by using a t-test. This study suggests that the use of Self-Recording Videos (SRV) affected students' English learning performance by assessing the average score. It is obtained that the average score is 0.8476/84.76%. In conclusion, SRV is an effective English learning method for enhancing students' English performance.

Keywords: *SRV, Learning Method, English Learning*

INTRODUCTION

The advancement in technology in various aspects of life cannot be stopped because of the increasing complexity of people's needs. In line with the science and technology periodical progress which is called the industry era 4.0. It should adapt as well as adopt all the advancements by following its developments and novelties. Technological developments have a very significant role in the development of English learning. Digitalization has penetrated and has been utilized in the education field of English language learning. A number of educational practitioners applying a technology-based learning model make use of the language learning method based on the technological attributes in which they can take advantage of various types of multi-methods-based technological media to help the learning process more effectively.

Many ESL teachers have carried out the use of technology in the form of video-media. The use of the video feature is part of language learning media and instruments in various types of learning platforms, such as *YouTube, Iflix*, and the other types of video-based learning, such as *Zoom-meeting and Google-meets* as live learning media which can be utilized in a seminar, virtual learning, and other online meetings. Therefore, the researchers have the initiative to take the advantage of the use of self-recorded videos as a method or as learning aids in English learning. The use of a self-video recording-based learning model is considered as supplementary materials because video-based materials are not only a learning method; but also are used as effective learning sources in increasing student-centeredness, interest, participation, authenticity, creativity, and communicative skills by suggesting English learners record themselves (self-recording), as a learning method to develop their speaking skills. The use of self-recording videos, as a learning method that has

preliminarily been made and prepared to present or to show in the classroom, can contribute automatically by letting the students participate actively in English learning activities. Then the students have the right and the responsibility to present or to show their self-video recordings in classroom activities which have been set by the lecturer-students. Rojas Encalada & Sarmiento (2019) suggest that the use of Self-Recording Videos (SRV) can improve communication skills. In addition, the use of various types of SRV to improve English language skills. SRV is also can be applied as a method in the form of project-based English learning.

Some efforts are made by experts and English teachers to design models, strategies, and learning methods for ESL learning performed in English classrooms. The use of the Self-Recording Videos method will have a positive impact on language learners in the form of social participation, interaction, and being more motivated to communicate, more enthusiastic, active in using the target language, and increased confidence in language use (Prisnanto & Purnawan, 2015). Language learning methods based on technology are widely used to increase the effectiveness of learning in class. Video-based learning has the advantage such as can be used as a language teaching model and as a learning method. A video-based English learning has more effective impacts in increasing the social participation of learners and can stimulate their interest in learning rather than the classic learning methods (Meylina, 2016). Furthermore, the use of the video method can increase learning centeredness, learning autonomy, interaction, and deeper understanding of the material in second language learning (Bajrami & Ismaili, 2016). In addition, they suggest that video-based English learning is considered quite well because its implementation is very interesting when compared to the classical learning models. They also state that the use of this learning model can provide opportunities for learners to incorporate external knowledge into learning content. So as to combine classroom materials with external sources become more positive, more effective, and more interesting and meaningful impacts. Huang (2015) states that technology-based learning must be developed because effective learning must be integrated with technology-assisted ESL learning. It provides opportunities for learning development in revolutionizing and designing how learners are able to convey ideas, then how they are able to communicate. Moreover, it has a significant impact on the teaching and learning of second languages (Danan et. al., 2010 cited in Aksel and Kahraman, 2014). He continued that the use of digitalization-based learning in EFL can help to achieve the instructional goals by providing opportunities for interaction, designing an attractive learning atmosphere, and untraditional and rigid learning.

Language learning activities in the form of a video-making model has quite effective and successful implication for the development of an English learning approach with a video-based ESL learning perspective, so the teaching and learning process can achieve predetermined targets. The advantages of the technology-based learning model show that the use of appropriate teaching methods must be done in an interesting learning situation (Yousef et. al., 2014). They claim that several research results regarding the use of video methods in learning English from 2003-2014 (library research), there are several advantages of using a video-based learning model, namely; the effectiveness of English learning and the use of effective teaching methods, so that these advantages can increase the use of teaching methods, a positive effect on learning achievement, and high satisfaction in learning. Self-Recording Videos (SRV) also can be used as a method of learning speaking skill. It should be noted that the development of the use of SRV is not widely used by English teachers. Therefore, researchers have the initiative to use this method as a tool in the learning process of English both in and outside the classroom (Encalada & Sarmiento, 2019). He stated in his research that the use of the Self-Recording Videos method in learning English can develop and improve the ability of language learners verbally. Furthermore, the use of SRV as a tool in teaching English is able to increase the effectiveness of learning methods, help design learning and take reflective action in learning English (Yousef et.al, 2016). Likewise, Shih's (2010), Video-Based Blogs where he creates a combined learning model; between online learning and face-to-face learning in the process of learning English in the form of public speaking (Rojas Encalada & Sarmiento, 2019). Shih (2010) again suggests that the use of video-based techniques has an impact on active,

effective learning of English and provides satisfaction to language learners if these methods are used properly and correctly.

The development of technology and science is increasing rapidly producing designs, models, and learning methods both from the scientific aspect and from the aspect of the learning methodology. In this case, the trend of learning English has long been started and formulated. Therefore, the use of technological features in the form of using videos and learning through social methods can improve oral language skills. Dell Hymes (1972) suggests the concept of Communicative Competence which focuses on social aspects and functional language aspects so that the development of English learning can be achieved, it begins to refer to the learning trend centered on the communication aspect in the 1970s. Interactive language learning can generate participatory and interactive learning motivation.

The use of methods related to English learning content that is sought to relate to the student environment in the form of interactive and authentic activities in language learning in the classroom has an important role in fostering learning motivation. Thus, they can understand the essence of the material and can internalize how to apply individual learning skills and strategies in the classroom (Arianie, 2017). The use of technological features in learning in the classroom is part of creativity in learning. The use of technology in learning has a relationship with creativity, where he views creativity as the ability to achieve learning goals (Fitriyah, 2018). Furthermore, he explains that the role of teachers tends to be aware of the importance of creativity in learning English. The existence of creativity can explore abilities and bring out the creativity of students. The perceptions of English teachers and learners are very positive then the presence of technology as a teaching method is considered very helpful in the learning process.

This research is aimed to find the effectiveness of using Self-Recording Videos, technological feature-based English learning, having shown a significant usage to facilitate the EFL students' English learning performance in the classroom. As an English language learning method that can motivate and develop English language learning by letting them record themselves while they practice their target language with a camera and other recording features. It also suggested the important finding of the use of the SRV method that can lead EFL students to learn creatively and increase their English learning performance. Inthis regard, videos-based language learning has more strengths than the traditional EFL learning method. As Yousef, A.M.F et al., (2014) suggest that English learners think Video-Based Learning (VBL) much more gratifying than the traditional class activities. English speaking skill improvement done through the use of Self-Recording Video is a significant pedagogical technique in English Specific Purpose (ESP) courses because the English lecturer becomes as a facilitator providing the students with real situations where they are allowed to socialize and collaborate with each other to build new knowledge (Murphy, 1997). Moreover the use of this method could increase the student's motivation to have more opportunity to talk as several research findings, like Pardo (2014), Yousef, Chatti and Schroeder (2014), Razmi et al.(2014), Hwang et al.,(2014) suggest that English language learning activities with technological assistance to boost students' motivation to speak up.

Based on the Encalada's and Sarmiento's reserach on assessing the use of SRV whether it has effectiveness or has not to have improved the students' conversational abilities on the scheduled contents of English class during the week then those were submitted to the e-learning platform served.They suggest that the use of Self-Recording Videos can facilitate the EFL learners' opportunity of speaking practice as well as conversational ability. According to this finding on the use of SRV, this current research would have strengthened the use of that method or improved the SRV's weaknesses done before. Researchers utilized SRV as a language learning method that are used by the English class participants to discuss the topics given while she/he recorded herself/himslef in class presentation. In other words, each student has prepared her/his self-video outside the classroom then she/he has presented in the classroom. Thus, the previous study used SRV as a learning method facilitating the university EFL learners to maximize their opportunity to talk more outside the classroom, but the current one used SRV as a method to improve

English speaking abilities not only from the outside classroom, as the preparation to do presentation to, but also in the classroom activities in the form of individual presentation. One of the novelities of this current research is the use of Self-Recording Video used as an interactive self-presentation language learning startegy hence English learners could use as a method to present the issue or the topic given while the audiences could ask some questions then the presenter responded them interactively. As a result, SRV can be used to facilitate English language learners to do a Question-Answer technique (Q-A) in a small group discussion.

METHOD

This study is carried out by quantitative approach. It was analyzed by using a descriptive quantitative method by determining the sample and designing a questionnaire. The total sample of this study is 14 students that have English as a foreign language in non-English department, the Engineerings department of Bumigora University by employing a simple random technique and Slovin's technique with a margin of error is 5% $(d)^2$.

The instrument items of this research consist of five main issues e.g. SRV as an English innovative language learning method, a problems-reduced learning model, experience-based learning, learning centeredness, and creativity in SRV. The questionnaire used Likert's scales; very agree (4.01-5.0), agree (3.01-4.0), neutral (2.01-3.0), not agree (1.01-2.0), and very not agree (0.5-1.0). It is already pre-tested (pilot testing). It consisted of 10 items which can be shown that 3 invalid instruments which had been modified. Then the questionnaire was designed to be 9 items. Cronbach's Alpha was used to test the reliability of the instrument showing 0.721 > 0.60. The instrument of the quantitative method is reliable. Thus, the validity of the used instrument can be shown in:

Table 1. The Validity of Instrument

Items	r_{xy}	r_{tabel}	Description
1	0.717	0.532	Valid
2	0.616	0.532	Valid
4	0.721	0.532	Valid
5	0.824	0.532	Valid
6	0.655	0.532	Valid
7	0.771	0.532	Valid
8	0.616	0.532	Valid
9	0.649	0.532	Valid

Reliability Statistics	
Cronbach's Alpha	N of Items
.721	10

Based on the Cronbach alpha value (0.721 > 0.60), so the questionnaire is reliable. In spite of the fact that the questionnaire's reliability was fully-required, the data analysis was further done by processing the data using the T-test. If the T-test is not fulfilled then data processing would use the Non-parametric Test.

RESULTS AND DISCUSSION

Here are the findings that were statistically analyzed towards the effectiveness of using SRV (Self-Recording Videos) as an English Language Learning method to foster English learning performance conducted by university students. The second finding suggests the creativity made by the students using the method in ELL. The number of respondents participating in this study is 14 samples having non-English department, enrolled in the computer science department. To measure the effectiveness of SRV in ELL (English Language Learning) performed by facilitating the learners' centeredness in developing their activeness, productivity, as well active participation to foster their English performance. Students have the awareness to use video features as a learning media to record what they

have done in ELL which has been scheduled. It suggests that the results show the students' perceptions of to what extent the SRV is effective to foster the students' speaking performance.

The Effectiveness of SRV towards the Students' English Learning Performance

A scientific research on technological devices-based learning has been conducted by many scholars, one of them is Shih (2010), the video-based blogs aimed to create a blended teaching and learning model which combined online as well as face to face instructional blogging for an ESP course called English Public Speaking. The study found that the learning technique would contribute to active learning and satisfied students if it is done appropriately. The most remarkable aspects of this intervention were the peer and instructor's feedback and the blog features such as free access, revision simplicity, and motivating material for learning were main causes that boosted students' learning satisfaction. Moreover, Yousef, *et al.,* (2014) critically explore the contemporary investigation of Video-Based Learning to undertsand the educational advantages and effectiveness of video-based learning method for teaching and learning process profoundly. The results of the study demonstrated effective teaching methods, design, and reflection. Lastly, the different study conducted by Yu-Chih S and Fang-Y.Y (2013), on videos-based learning which done in the university students creating two YouTube videos with informative presentations about the campus' activities to the international students. This research combined the service learning into English as a Foreign Language speaking class in the classroom by using 2.0 devices as platforms. It analyzed the students' perceptions about learning achievments in public speaking and whole language learning, learning processes, learning strategies, collaborative dialogs, and their perceptions about the web 2.0 service learning involvements.

The use of a Self-recording Videos which can be applied in English Language Teaching suggests the effectiveness of the students' English performance. As Encalada and Sarmiento (2019) mention on the use of Self-Recording Video that the students prefer working with current digital tools and all the instruments that they offer. The reserach on recording video had been conducted by Soto *et al.,* (2017) suggest that the technique of recording video can improve the English learners' motivation and academic achievement. Additionally, they developed personal self-regulated strategies, self-awareness of their learning progress, and self-regulated environmental strategies, reporting a positive influence of the strategy for their language learning progress. He additionally says that delivering English materials through video platforms makes positive impact on language learning in various of aspects, becoming a powerful tool for English as a Foreign Language/English for Specific Purposes classes. It encourages learners to take ownership of their learning process and induces them to become autonomous. Another study which was done by Kirkgoz (2011), about the outcomes of TBL (Tasks-Based Learning) blended course in which he found that the learners made significant development in their speaking skills, and were motivated by the use of technology in the classes. In addition, the outcomes revealed that the use of video had a positive influence on the students' self-assessment of the speaking tasks.

The descriptive statistical data analyzed shows the students' perception towards using SRV as learning media in English class. As s result, it suggests by assuming that every respondent replied with the highest perception (very agree; 5) towards every statement of the questionnaire. The analysis can be represented by showing that there are 9 items of the questionnaire having 5 scales (very agree, agree, neutral, disagree, and very disagree) towards the fourteen respondents. So, the ideal score is 630. The following statistical data was measured, namely, the variable score of the SRV method is 534. Thus, the average score of the students' perception of using SRV as a learning method in increasing English performance is 0.8476 or 84.76 %.

The whole scores of the students' responses towards the use of SRV as a language learning method in facilitating their learning performance can be identified through the students' perception. The following table shows the percentages of each item responded to by the students as their perceptions on the use of the SRV method in an English learning performance improvement, as in:
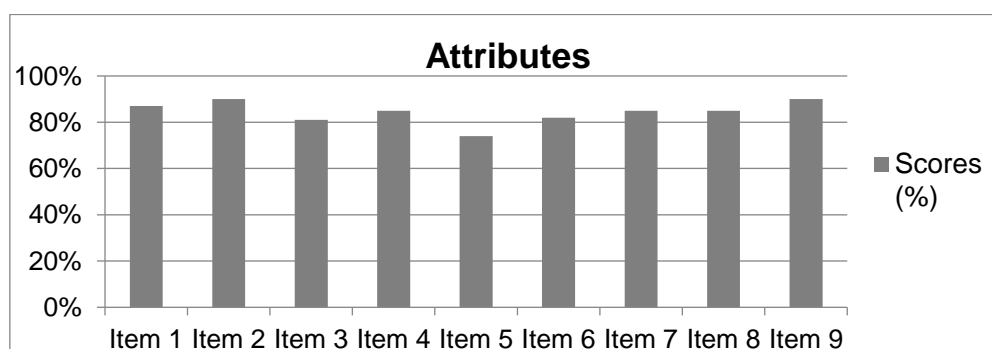
Picture 1. The diagram of the students' perception of the use of SRV in ELL

The diagram above shows that the use of the SRV method can provide innovation in learning English (87%), the use the of SRV method can build awareness to learn/practice the target language (90%), SRV includes communicative English learning methods having efficient time, efficient media and learning tools, attractive ELT, motivating language learning participation and meaningful effect on English language learning (81%), the use of *SRV* can be used to reduce both the problems on English learning and the problems on English speaking or it can help as well as develop speaking skills (85%), *SRV* can be used to increase creativity (creative thinking, new idea, and the ability to relate one idea to another (74%). The *SRV* can be used as experience or prior knowledge based on learning method to explain new concepts (82%), SRV method is recognized as appropriate to be applied in student-centered approach-oriented ELT (85%), SRV is a language learning which is oriented to make English classroom much more interactive and much more pleasant (85%). Here, the research finding shows that the use of Self-Recording Videos can enhance the students' learning performance. In line with this finding, Encalada dan Sarmiento (2019) said Self-recording Video is a good option to make it as English learning method to practice English speaking performance. Videos-based language learning could be usefull for the development of learner's speaking skills (Yu C.S & Fang Y.Y, 2013). In addition, many English learners could be encouraged to learn the target language or English by using recording videos-based as they can improve their other language skills (Soto, *et al.,* 2017). One important thing Encalada and Sarmiento (2019) highlight is that the positive aspect of using SRV can facilitate English learners to study about pronunciation and how it has helped them to become less fearful when they speak in the target language.

Video recordings-assissted learning is considered as the promising solution to improve the English learning performance, such as YouTube platform. YouTube, video recording is assumed as an interesting and beneficial learning media that can give the learners better exposure in the aspects of speaking skill. Thereby, videos can enhance students' speaking skill in some aspects namely fluency, vocabulary, pronunciation, and grammar. As Yousef, A.M.F et al., (2014) concluded that recording videos or videos-based learning is a rich and powerful model which is used in English Language Teaching (ELT) to improve learning outcomes and learners' satisfaction. He additionally suggested taht the Video-Based Learning (VBL) has been effectively assessed into four categories, namely effectiveness, teaching methods, designs, and reflection.

In other words, some English learners consider that technlogical resources as well as the technological features-based language learning become a problematic activity escpecially in speaking skill learning. Speaking is the most challenging language skill for EFL learners in which EFL teachers do not offer plentiful opportunities for speaking practice (Ahn and Lee, 2016).

The hypothesis testing was conducted to measure the research assumption before it would have carried out. The research hypothesis formulation is that the *SRV* learning method in ELL can be reached maximally 80% of what is expected. Thus, H0 and H1 can be shown as $H_0:\mu_0 \le 80\% \le 0.80 \times 45 = 36$ and $H_1:\mu_0 > 80\% > 0.80 \times 45 = 36$. To measure the hypothesis (H_1) which is accepted based on the assumption formulated before. Then *t-test* was compared with the *t-table*, by using the following formulation:

$$t = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}} = \frac{38.14 - 36}{\frac{3.08}{\sqrt{14}}} = 2.59$$

Then *t-value* was compared to the *t-table* with a margin of error (5%) with the degree of freedom (N-1), the total sample is 1. 771. After having tested and scored, the comparison of the *t-value* to *the t-table* is 2.59 > 1.771. Eventually, it can be inferred that H_0 is rejected and H_1 is accepted. As a result, the use of *SRV* as an English language learning method is properly used in English Language Teaching classes. Based on the *t-test,* the use of *SRV* can be scored (84.76%).

CONCLUSION

The finding of to what extent the use of SRV as an English language learning method in developing English learning performance statistically depicted that it has affected the students' English learning. From nine items used as the instrument to assess the students' perception of how the SRV is used in students' English learning performance, SRV shows very positive in which the average score of the use of SRV is 84.76 %. As a result, the Self-Recordinng Videos method can effectively facilitate the students' English learning performance.

RECOMMENDATION

The authors suggest towards the following reserachers under the use of Self-Recording Videos, as an EFL learning method, to endeavour to assess to what extent the use of SRV in Task-Based English Learning. SRV within Task-Based Learning makes the English learning as an ongoing assessment to evaluate the English learning performance. Additionally, they would like to recommed towards the following reseach on the investigation of what the weakness of SRV in English language learning is.

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