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PREFACE

These proceedings contain a collection of papers presented at the 16th JETA International Conference conducted by Jogja English Teachers Association (JETA), in collaboration with Universitas Sanata Dharma on Friday and Saturday, on the 12th and 13rth of July 2019. This conference took place at the Koendjono Hall in Universitas Sanata Dharma.

The conference whose theme was "HOTS-oriented English Instruction" was special because, along with the one-day pre-conference workshops, the activities disseminate creative ideas through seminars, workshops, and teaching demonstrations. We hope that participants would get relevant information, knowledge and experience in teaching from fellow teachers, lecturers, and practitioners as well as perspectives concerning High Order Thinking Skills.

Finally, it is expected that the proceedings could give many benefits to readers, especially English teachers, to be creative in improving English Language Instruction in their schools, and particularly to those who could not join the conference.

Have a nice reading and, together let us improve our professionalism.

Yogyakarta, July 30th, 2019

Chairperson of JETA Publisher

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STUDENTS' VIEWS ON VIDEO LECTURES USED IN A FLIPPED CLASSROOM

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Abstract
Videos have been widely used by both teachers and students to facilitate learning. The present study aims at examining the difficulties faced by students in video making and to discover the benefits gained by the students after watching videos. Three students of English Language Education Department of a private university in Yogyakarta, Indonesia were interviewed. The results have shown that the participants faced difficulties in terms of teamwork and technical problems. Despite the difficulties they faced, they also reported that videos they watched helped them improve their language skills, motivation, and comprehension. The study concluded that video lectures could be media used by teachers to facilitate learning.
Keywords: video, video lecture, flipped classroom

Background

It is interesting to note how technological advancement can be very helpful in education field and changed many aspects of education, one of which is teaching strategies. Of the various strategies that teachers can apply by incorporating technology in their teaching is flipped teaching. Flipped teaching has been popular as a teaching model in which the use of technology particularly video lectures becomes its typical characteristics. In flipped classroom, lectures are delivered at home through videos provided by teachers; therefore, it helps them create more student-centered learning (Bergmann & Sam, 2014). In addition, Educause (2012) mentioned two components in flipped teaching; those are pre-class video watching and in-class practical application. Flipped classroom can be done by replacing teaching material with videos and encouraging students to focus more on learning activities with teacher's facilitation inside the classroom. Hence, it can be said that flipped classroom is one of the teaching models in which lecture is delivered outside the classroom using electronic means or videos provided by teachers, and students are encouraged to pay more attention to in-class activities. With this inverted scheme, flipped classroom helps create student-centered learning.

At English Language Education Department of a private university in Yogyakarta, Indonesia, flipped teaching was implemented in a two-credit course namely English for Young Learners. In this course, there were five activities done by students. The activities were divided into pre-class activities and in-class activities. In pre-class activities, students were asked to read a book and watch videos prior to in-class activities. Inside the classroom, students had microteaching, feedback delivered by both students and teacher, and explanation provided by the teacher. Since flipped teaching was applied in this subject, videos became an important tool. The videos watched by students were used as a teacher's explanation substitute. Interestingly, the videos were made by students themselves. Students were divided into some groups to make a video and to perform microteaching. Thus, in this class, students created a video tutorial as well as watched video tutorial from their peers.

Given the phenomenon that students taking English for Young Learners course had an experience in making a video to explain materials to their peers, knowing their views on this activity is worth exploring. This research aims to investigate difficulties faced by students in creating the video lectures, since the video-recorded peer tutorial was their first experience. Besides making the video tutorial, students also watched the video tutorial made by their friends. The researchers also wanted to discover the benefits gained by students after watching the video lecture.

Literature Review

The development of technology gives new insight for both teachers and students. According to Reinders and White (2011), technology is a tool which can help learners and teachers to reach educational goals. One of the most frequently used technological tools in language learning is videos. Hadijah (2017) mentioned that some students are interested to learn new lesson taught by using videos. In addition, audiovisual technology provides educational needs of a language learner (Sanders, 2016; & Tight, 2010). It also caters for the unity of teaching, learning, and development of students' individuality (Pisarenko, 2017) as well as improving students' motivation to learn (Thanajaro, 2010). It can be concluded that videos are beneficial to use in language learning.

Videos used in teaching and learning process can be provided either by teacher or by students. In higher education, teachers sometimes ask students to create a video. Many studies have reported some difficulties faced by students in making videos. In their study, Norton and Hathaway (2010) found out that equipment became an obstacle in video making; the difficulties included incompatibility associated with computer, video devices, and video editing software. The main equipment for making video were a camera and video editing software. The students got difficulty in finding appropriate camera and video editing software.

Another problem faced by students in creating a video is they do not understand how to use camera and they do not have sufficient ability to edit the video. Forester and Meyer's (2015) study revealed that many students did not know how to operate camera and to edit the video using digital editing software. In addition, Ting (2013) found that editing video was the most frustrating part in the process of making video. Khojasteh, Mukundan, and Shokrpour (2013) added that one of technical problems in creating video was editing the video. Even when most students used the easiest software like Windows Movie Maker, they still got difficulty in editing the video. Thus, the technical problems faced by students in video making included operating camera and editing video.

Time also becomes a challenge in creating video. Ting (2013) mentioned that it took long time to complete the shooting of video, because of the problems came up during the process of video making such as preparing property, being nervous, and having no experience in making video. Additionally, Burston (2005) stated that making video was a time-consuming activity even the video made by students is the simplest like dubbing activity. It can be said that video making is a time-consuming activity because of its long making process and preparation.

Students may also get difficulty in term of sound during the process of video making. Forester and Meyer (2015) reported that it would be more difficult for students to get good sound quality if there was noise or issue in the audio since language learners are lack of language source. Additionally, Khojasteh, Mukundan, and Shokrpour (2013) suggested students to avoid disturbing sound or crowded place, because noisy sound often appears in the process of video making, and it can cover up the words said by students. Hence, students can record video in quite place in order to avoid noisy sound.

In video making, students are often divided into some groups in which they should deal with each member's ideas and decision making. Each member can have different opinion, and they sometimes change their mind which can influence decision making (Khojasteh, Mukundan, and Shokrpour, 2013). Students should eventually make decision which can satisfy all group members. Finally, it can be concluded that there are five difficulties faced by students in making video. The obstacles are equipment, technical problems such operating camera and editing video, time, sound, and teamwork.

Besides facing difficulties in video making, students may also get benefits by watching video. According to ÇAKIR (2006), it is a fact that English learners get insufficient time to practice using target language both in spoken and in written mode; they also might not understand the use of the target language. ÇAKIR also added that non-native speakers depend on the use of visual aid to help their understanding toward the target language, and video is an effective visual aid which can be used in teaching and learning process because it presents the target language naturally. Besides that, Hadijah (2016) mentioned that teaching English using video material can give a lot of information about the language itself and also the culture of English native speakers to the learners, improve students' comprehensive

linguistic competence and communicative competence. Additionally, using video material in the process of teaching and learning can motivate students to improve their language skill (Bajrami & Ismaili, 2016). Therefore, video becomes one of the effective teaching media in language learning, because it presents the target language naturally, provides a lot of information about the language and the culture, and motivates English learners to improve their English skills.

Methodology

In conducting this research, qualitative research design was adopted. According to Creswell (2012), "the characteristic of qualitative research is exploring a problem and developing a detailed understanding of a central phenomenon" (p. 16). In addition, the nature of data of qualitative research was words not number. Creswell further stated that the major characteristic of qualitative approach is using words in collecting the data. Thus, it was appropriate to apply qualitative approach as it was used to explore a problem and it developed a detail understanding of the problem.

This research was conducted at English Language Education Department of a private university in Yogyakarta, Indonesia. Three female students, Jennie, Melisa, and Inggit who had the experience in making a video lecture and watched one created by their peers were selected to be the participants in this research. Since the researchers needed to get in-depth data, interview was used to collect the data. Before conducting the interview, the researchers designed an interview guideline used to help them interview the participants. After that, contacting the participants was done to make appointment and to confirm their willingness to participate in the study. After interviewing the participants, analyzing the data was done by doing three steps: transcribing, member checking, and coding.

Results and Discussion
Difficulties in Creating Video Lectures

In the English for Young Learners course, all students were required to create a video lecture prior to the in-class meeting. The topic of the video lecture was pre-determined by the teacher. Since students worked in team to make video, a good teamwork was needed. They needed to choose the date to meet each other and make video. Regarding teamwork, two participants said that they got difficulty to decide the time since they had different schedule. Jennie said, "it is difficult to find right time to gather all of group member". Melisa also said, "since we work in team consisting of three people, we need to manage time to meet each other because each of us has different schedule". In addition, Melisa added that her group member did not prepare anything for the video making. She stated, "when we meet, my group members have not prepared anything". It also became a difficulty for students to create an interesting content, if they did not have good teamwork. It is supported by Khojasteh, Mukundan, and Shokrpour (2013) who stated that teamwork is really needed in video making, since they have to make decision which can satisfy all group members.

Another thing which must be decided by students in video making was filming place. Choosing filming place was difficult, because it must match with the theme of the video. It was also used to attract viewers to watch the video. Jennie stated, "it is difficult to find quiet place to avoid noisy sound". In addition, Melisa said, "we decorate the filming place using some hijabs in order to make our video interesting". According to Khojasteh, Mukundan, and Shokrpour (2013), choosing right filming place is a difficult thing to do in video making. In addition, choosing filming place correctly was suggested, because another challenge in video making was noisy sound. Since noisy sound can appear anytime, students should find quiet place in order to prevent noisy sound which can disturb in the process of video making (Khojasteh, Mukundan, & Shokrpour, 2013). Forester and Meyer (2015) also said that quite place helps students to have good quality of sound. Thus, choosing right filming place is suggested to avoid noisy sound and to attract the viewers.

Additionally, problems also appeared in the process of taking video. Jennie stated, "in the process of video taking, the difficulty is in term of speaking". Students were not confident to speak in front of the camera since they had to speak in English. Moreover, students also

forgot what they had to speak or what they said was not based on the script. Thus, they had to repeat taking video (Ting, 2013). These things caused another problem faced by students. The process of video making took long time. Inggit said, "it takes two hours to take a video from one person appearing in the video for only five minutes, because of repeating video taking". According to Burston (2005) and Shrosbree (2008), video making activity is considered to be an activity which needs long time to complete. In addition, Ting also mentioned that the video taking session takes a long time because of the challenges faced by students.

After finishing the video taking session, students must edit the video. Editing became a frustrating thing faced by students since they did not know the application used to edit video and how to edit video. Jennie said that she got difficulty in editing the video in terms of cutting the video, putting background music or music effect. She also did not know the application to edit the video. In their study, Khojasteh, Mukundan, and Shokrpour (2013) also found that editing video is one of technical problems in video making. Ting (2013) also mentioned that one of the most difficult things in video making was editing. Therefore, students are suggested to watch video about editing video or ask someone knowing how to edit video. If the video was complete, it must be uploaded on YouTube. Inggit admitted, "after finishing the video making, we upload the video for the first time, but it fail may be because of the internet connection". She also added that she tried to upload her video until three times. It was because YouTube's rule saying that she needed to upload a ten minutes videos ten times minimally before uploading a video having fifteen minutes long. Finally, she uploaded her video on Google Drive.

In conclusion, students face difficulties in video making. The first difficulty is in term of teamwork. It becomes a difficulty since the group member should make decision which can satisfy all group members. The decision can be about time to meet or content of the video. Teacher can ask students to choose their own group so that they can work well. Another problem is finding right filming place and avoiding noisy sound in order to attract viewers and to get good sound quality. The problems also appear because students are not confident to speak in front of the camera. Moreover, they have to speak English which causes them to repeat taking video. Finally, it takes long time to take the video. After finishing the video taking, the difficulty faced by students is editing the video as they do not know the application to edit video and how to edit video. In addition, uploading also becomes a difficulty in video making because of the internet connection or YouTube's rule. Thus, teacher should consider the duration for the video.

Benefits of Watching Video Lectures

Besides creating the video, students also watched video made by their friends. They got benefits by watching their friends' videos. After watching video from their friends, students knew what should be included in their own video especially the content and the language used because making video was their first experience. In addition, Jennie said, "I finally know the application used to edit the video, because there is name of the application placed in the corner of my friends' video". According to Bajrami and Ismaili (2016), watching video can give many information and emotional attitude about language learning.

Watching video also helped students improve their listening skills. Since they watched their friends' video, in the process of watching, they paid attention to their friends' pronunciation and grammar used. If they found their friends mispronounced words or made grammar mistakes, they would check using Google translate. Jennie said, "my listening skill improves". She also mentioned, "I pay attention to my friends' pronunciation and grammar. For example, in the video, my friend says something that makes me doubt about the grammar, I will check it". Additionally, Melisa said, "there must be words that we will use when we make our video. When we find our friends mispronounce, we will check it using Google translate". Bajrami and Ismaili (2016) said that the fundamental goal of using video in teaching and learning process is to develop students' communicative language skills including listening, speaking, reading, and writing. In addition, Melisa said, "when I watch my friends' video, and I find that they can speak English fluently, I want to be able to speak English fluently like them,

I get motivated to be able to speak English fluently". She was motivated to be able to speak well when she knew that her friends could speak English more fluently than her. It is in line with Thanajaro (2000) who said that using video as an authentic material gives positive impact on students' motivation to learn the language. It is also supported by Bajrami and Ismaili (2016) who mentioned that video can be used as an authentic material and motivation tool. Additionally, students also got better understanding about the material shown in the video. Inggit stated, "I can know the material, the content, we do not have to read the book, we can watch the video and know the material" interview excerpt. She also added, "it helps me to understand the material". Bajrami and Ismaili stated that both teachers and students can incorporate different video materials to enhance learning outcome, and to encourage students the relationship between learning and practicing. Finally, it can be concluded that watching video material can help students to improve their communicative language skills, to motivate students, and to enhance students' understanding about the material.

Conclusion
Video is one of the most used technologies in language learning. Sometimes, students are asked to make video material by teacher. The present study found out that in the process of video making, students faced technical difficulties namely filming place, noisy sound, repeating video taking, editing, and uploading as well as teamwork. Considering the difficulties faced by students, teacher should let students to choose their own group so they can have good teamwork. If students have good teamwork, they will make right decision which can satisfy all of group members to solve every problem in video making. Besides making video, students also watch video lectures made by their peers. The study showed that through video watching, students could improve their communicative skills, get motivated by seeing their friends' skill, and get better understanding about the material. Thus, it is recommended that video lectures can be used in teaching to exploit students' learning potentials.

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