

WATCHING VIDEOS TO IMPROVE AUTONOMOUS LEARNING BEHAVIOR FOR UNIVERSITY STUDENTS AS GENERATION Z

Setya Putri Rahayu

Universitas Aisyiyah Yogyakarta

setyaputri20@unisayogya.ac.id

Abstract

Technological changes have brought great impacts for the development of teaching and learning process. Moreover, students as generation Z are usually keen on experiencing new methods to learn. The objectives of the study are to investigate activities preferred by students in learning English autonomously and to analyze why they choose them. Mixed methods were applied to get deeper and broader analysis on autonomous learning behavior among the participants. Descriptive quantitative analysis and phenomenology approaches were used in the study. The result showed that watching videos became the most favorable activity to learn English autonomously because the media offered some benefits in terms of vocabulary enrichment, listening enhancement, and pronunciation practice. However, teachers' guidance to choose what videos to watch were admittedly required.-

Keywords: autonomous learning, videos, devices

INTRODUCTION

English has undeniably become an international language used broadly over continents and countries, both in academic and in non-academic purposes. The language is also significantly used in business and trading. People over generations will also find it easier to travel if they master English. Moreover, it is needed by young generations to get brighter future because the language enables them to learn a lot of things through internet. It can also help them to win competition, giving higher bargaining position in the job market. The government has encouraged students to develop their English skills by the policy of English as compulsory subject from primary school to higher education. However, the English capability among young generation is still far from the expectation. Most students tend to learn English when they are in the classroom using textbook-learning-method. Whereas, language is a matter of practice; they should try to practice using language to master it. Language cannot be mastered if the students only learn it by reading text and doing exercise.

The development of new technology has brought changes in instructional methods. For teachers, new technology has offered more varied and interesting ways in delivering and teaching English. For students, new technology especially internet offers students access to learn from articles, videos, and other online resources. They can easily learn without teachers' presence by maximizing the function of new technology, provided they are eager to learn individually. Moreover, they can also learn English individually by the help of new technology. They can read million English articles in the internet or watch YouTube as the biggest video platform to learn English from native speakers. Videos offer visualization enabling students to keep watching them without feeling bored and examples to practice their English. By using videos available in the internet, students do not have to go to school or campus formally. This technology has offered borderless and timeless learning materials and methods to ease students learning autonomously.

Despite the feasibility to learn English autonomously by means of technology, students still have high dependency to their teachers (Karababa, Eker, & Arik , 2010). Moreover, the importance of developing learner autonomy in language education has become significant themes in every nation (Ivanovska , 2015). However, students and teachers still find it difficult to accommodate the needs and to sustain students' autonomous learning behavior (Idri, 2012). The objectives of the study are to analyze the use of videos in autonomous learning behavior among students in Universitas Aisyiyah Yogyakarta and to determine what kinds of videos students prefer to watch to improve their English. This study needs to be conducted because the findings could be beneficial for students and teachers to enhance students to enhance autonomous learning behaviors.

Globalization and the development of technologies have brought great changes in the way people learn. English is no longer a necessity; it has become a language of choice. ESL classroom can certainly offer the right platform for skills development so that the graduates are skillful enough to meet the challenges of the 'competitive', 'real', and 'much bigger' world outside the classroom (Sultana, 2018). The "mind alternation" or "cognitive changes" caused by the digital technologies and media have led to a variety of new necessities and preferences in the area of learning (Prensky , 2001). Consequently, globalization has created a need for students, workers, and adults to "learn how to learn" independently. People need to learn themselves in order to adapt to new environment (Yurdakul , 2017). In addition, independent learning beyond classroom is one of the prominent factors in defining the quality of a student's learning performance (Hsieh & Hsieh, 2019).

With the importance of autonomous learning in English education today, EFL teachers are required to deal with the task of developing and implementing new teaching programs and methodologies that can be efficiently increase students' autonomous learning capacity (Genc, 2015).

An interesting technology in supporting students' English learning is video. Video material is considered more effective in terms of its method and results. Video materials have been found to further encourage dynamic and pleasurable learning experience (Yasin, Mustafa, & Permatasari , 2018). Students can also produce collaborative videos as class assignments, and their peers could watch, study form, and assess their works. Video will significantly change the way people interrelate with interactive program learning environments (Bakla, 2017). YouTube has the prospective matter to be a useful educational instrument that offers boundless chances for formal and informal student centered language learning methodologies (Brunner, 2013). Using videos for grammar teaching stimulates students to take part in the lesson. Using

new technologies in the language classroom, people can prepare students for cross-cultural interactions which are gradually required for success in academic, vocational, or personal lives (Ilin, Kutlu, & Kutluay, 2013).

METHOD

Mixed methods were employed to gather and analyze data of this study. Questionnaires were used as data collecting instrument which were then analyzed quantitatively resulting in descriptive data on students who used videos to improve their English capability. Subsequently, structured interview was conducted to collect data analyzed qualitatively. Phenomenology was applied to determine the systematic data, to categorize data, and to further analyze the meaning of respondents' responses.

The respondents were 206 students at Physiotherapy Study Program in Universitas Aisyiyah Yogyakarta taken by total sampling, and the respondents filled questionnaires as the technique for quantitative data source. In addition, structured interview was also conducted as data collecting technique to obtain qualitative data. Total sampling was used to analyze the phenomena more broadly, and structured interview was also applied to obtain deeper data.

FINDINGS AND DISCUSSION

Activities to enhance autonomous learning

The researcher distributed questionnaires as the instrument to assess how students autonomously learn English as a foreign language. Specifically, five questions addressed activities to enhance self-regulated learning activity, namely using video, reading articles, learning vocabularies through dictionary, using mobile phone application, and taking notes on the book. The findings could be seen on the table below.

Table 1: activities to enhance autonomous learning

No	Activities	Never	Rarely	Often	Always
1.	I like to use cassette/video/CD to learn English outside the classroom	8.3%	32%	33%	26.7%
2.	I like to read English articles outside the classroom	8.3%	44.1%	26.6%	19%
3.	I like to learn new vocabularies from any dictionaries	18.9%	50.5%	26.2%	4.4%
4.	I have an English application in my mobile phone to learn English individually	19.4%	25.2%	28.6%	26.7%
5.	I prefer to learn English by taking note in the class and repeat the materials outside the classroom	11.2%	34%	35%	20%

Students who belong to generation z commonly prefer to learn by means of interesting activities. The findings of this study indicated that students prefer to learn English using multimedia devices such as videos and applications in their mobile phone when they are not in the classrooms. Students who prefer using video to learn English reached 59.7% (33% often and 26.7% always) because videos provided by YouTube have prospective matter to be a beneficial educational instrument offering boundless chances for formal and informal student centered language learning methodologies (Brunner, 2013). Those who prefer to use application in their mobile phone also showed high rate as much as 55.3% (28.6% often and 26.7% always).

However, surprisingly, students also prefer to use conventional method to learn. It is known that 55% (35% often and 20% always) of the students also prefer to take note in the class and use the note to repeat the materials outside the classroom. Although students can be categorized as the members of generation z who usually love to do everything with high technology, they still use conventional method to learn English as a foreign language. It seems that making notes is considered helpful for the students.

On the other hand, most of the students do not like to learn English by using dictionary (4.4% learn new vocabularies from the dictionaries). Similarly, low percentage (19%) was obtained on reading English articles outside the classroom.

Reasons to choose multimedia activities to learn English autonomously

Autonomous learning needs to be applied by students as the part of generation z because English has become an international language, both in academic and non-academic fields. Hence, these autonomous learning activities need to be analyzed to understand and recommend strategies to learn English as a foreign language.

The data on students' reason why they prefer multimedia activities such as videos or mobile applications were obtained through structured interview. Most of the students admit YouTube as the source of media because of its easy access. YouTube is available everywhere and every time (Student 5, 9, 26, 37, 69, 132, and 187). Moreover, YouTube also offers videos with various topics to learn English (Student 32, 78, 92, 131, 142, 189, 201, and 203). Videos become students' favorite media to learn English because watching video is interesting and it does not make them bored, as compared to other activities.

Student 60 stated that he could learn new vocabularies when he watched online game as his favorite program in YouTube. Based on the student's statement, learning vocabulary can be obtained indirectly when he watches video on online game although he does not deliberately learn English. In addition, student 11 shared that she liked watching Korean drama to learn English. It sounds irrelevant, but they watch Korean movies by using English subtitle and sometimes they do this on purpose (Student 56 and 78); they do not have other choices - Indonesian subtitle is not available (Student 11 and 42). According to their opinion, English subtitle in Korean movies is easier to understand because it uses easier vocabularies, compared to subtitle in English movies.

Learning English by using videos can increase students' listening skill. Student 24 stated her reason how she could improve her listening skill by watching English videos. Her hobby is crafting; she likes to make some cute handicrafts from paper. By watching crafting videos in English, she acquires new vocabularies and learns their pronunciation. Moreover, she can watch the lips movement to pronounce the words. She admitted that her listening skill increased by watching English videos. Student 78 and 132 stated that aside from vocabulary pronunciation, videos also offer more interesting visual appearance. Interesting visualization becomes the strongest reason why students like to learn using videos. Good visualization has helped students to get engage to the topics that they were interested in (Yasin, Mustafa, & Permatasari, 2018). Students 9, 92, and 201 shared their obstacles of using videos as their learning device. Apparently, they found it difficult to determine which videos they could use to increase their English skills. They had big willingness to learn autonomously, but they still needed some guidance from the lectures to determine the videos they watched. When they watched videos especially videos related to learn language functions like grammar, they did not know how to start and to do afterwards. Most of the students who like to use videos admitted that their biggest obstacle to

use videos was the limitation of the quota. YouTube requires bigger quota than other mobile applications. Therefore, they prefer to use campus wi-fi facility.

Aside from these findings, it is implied that students still used their note from classroom activities to learn English autonomously because they contain theories on language functions such as grammar, conditional sentences, and other information (Student 23, 46, and 190). However, students rarely took notes on some vocabularies that they discussed in the classroom because the lecturers barely used them in the evaluation.

CONCLUSION

Videos have become great media to learn English as a foreign language as it is shown by the high percentage of students choosing it to learn English autonomously. Based on structured interview to students of Physiotherapy as the respondents of the study, it can be concluded the reasons why students prefer watching videos to learn English. Enriching vocabularies, enhancing listening skill, and giving real examples of pronunciation are the main benefits. However, teachers' role is still significant since the students needed guidance to determine which videos they need to watch, especially in relation to the language functions or grammatical points.

The result of the study implies that teachers should include videos as the teaching materials due to the abundant benefits offered by videos to support the teaching learning in the classroom and to encourage students' autonomous learning behavior.

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