



# Describing Camtasia Video as Learning Media: An Analysis of Response in Efl Context

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## ABSTRACT

The use of technology-based learning media, including video in English class can trigger students' motivation to learn English and improve the learning process. This interesting and innovative media is believed to promote students' engagement along the process. This descriptive study aims to describe the response of students related to their engagement to the use of English Learning video developed by using Camtasia Studio in second-grade students of elementary school. The data were collected through observations, interview and teacher's questionnaire rubric. The result reveals that using technology-based media in classroom is really appropriate to increase students' motivation and learning activeness to get a better teaching and learning process. Students and teacher gave positive responses toward the media and it was categorized into 'Excellent' media in which it was interesting and fulfilled the needs of second-grade students. Further, it was suggested for the next research to conduct the study in different grade.

## 1. Introduction

As the time flies, Information and Communication Technology (ICT) also develops as well. The use of ICT is also related with the demands of government to fulfill the expectation of industrial revolution 4.0. The industrial revolution 4.0 which is strived by the government in Indonesia also affects the education especially in Indonesia. According to Kagermann et al. (2013) in Khan & Turowski (2016), industrial revolution 4.0 is the involvement or integration of Cyber-Physical Production Systems and the use of Internet in technical process of industrial. Industrial 4.0 is also described as change of future productions, logistics and work-processes which is caused by the involvement of technology in processing the data and services (Acatech, 2014 in Morrar, Arman & Mousa, 2017).

The effect of this industrial revolution towards the education is in teaching-learning process, technology and internet should be involved to get wider information and make the students develop their skill in order to get ready for the future work and to achieve the goals in globalization era (Sadiyoko, 2017 in Anggraeni, 2018). According to Berge (1998) and Barron (1998), ICTs provide many opportunities for constructivist learning through their provision and support for resource-based, stimulate students to learn independently (student centered) and relate the learning with the context and practice. Through technology, teacher and students can access unlimited sources of learning in internet. Teacher also can use it to make learning media for students. It also helps students to dig their creativity and get more information for their learning especially in English. ICT-based media is appropriate to be used for delivering the material to generation nowadays.

Moreover, technology is not such a new thing for most of them especially young learners. Suhartatik (2008) in Rusiana & Nuraeningsih (2016) states that elementary school students are categorized into young learners which are in age of 4 to 12 years old. In this age young learners will tend to be curious of every something new, fun and interesting.

Using ICT-based media is more interesting for the students. It is also supported by Young (1991) in Diakou (2015) who state that using technology in learning process enables the teacher to create fun atmosphere and reduce students' anxiety to learn the language. Moreover, students in this era know

technology and being common with it. This situation is really good for supporting the implementation of ICT-based media given by the teachers.

Scott and Ytberg (1990) in Rusiana & Nuraeningsih (2016) also add that young learners love to play something that use their senses especially eyes, ears, and hands; they also comprehend something through it. Most of them like to play something that use technology. They are introduced with technology since their early age which makes them common in using smart phone, personal computer and other gadget. Based on this fact, students in this generation will be able and feel motivated to learn when involving technology for their learning.

The technology based media in form of audio-visual or video could be made by using Camtasia Studio. Based on Dahtul (2013) in Wirasasmita and Putra (2015) Camtasia Studio is software to edit or produce video in form of recording (screen casting), tutorial, demonstrations and presentations. Since this software has many advantages such as being easy to use, recording high quality of videos, unlimitation time for any video and providing interesting visual effects which make it becomes appropriate software for developing video as learning media for young learners. Adi (2014:1) in Hafizh (2017) says that it is mostly used by people to make video or edit video which has features that other software does not. Its features are also easy to use even by the beginner. Gromik (2007) also added that it has simple timeline which make it easier to use. It allows the user to add shades, colors and call out on the video.

But even though ICT is beneficial for teaching and learning process, most teachers especially English teachers of Elementary School in Elementary school still do not involve the technology such as computer, LCD and projector which are already provided in that school for teaching and learning process. It makes the available of technology become useless and not optimal. It is also found that the English teachers in SDN 3 Banjar Jawa still used conventional teaching strategies and media in classroom which makes the process of learning in classroom become boring and monotonous.

Therefore, considering the fact that happened in that school, this study was made in order to identify the responses of the students and teacher related to the use of technology-based learning media especially in English course in second grade students in second semester.

## 2. Methods

This study used qualitative approach which is proposed by Creswell (1994). Creswell said that qualitative method is a holistic discovery research in which also means unfolding the phenomenon through real experiences. The data were collected through observation and interview. During the implementation, the observation was conducted and the responses of the students and teacher toward the learning video which was developed by using Camtasia Studio could be found through observation, the interview which was conducted with the students and the questionnaire rubric which was given to the English teacher of second grade in Elementary school.

As what had explained previously, this study was conducted in second grade students of elementary school which consists of 29 students. It was conducted in June, 10th 2019. But, on that time only 27 students who joined as the participants of this study.

Further, the data from the observation, interview and teacher's questionnaire were analyzed qualitatively by describing the result in description.

## 3. Result And Discussion

### Findings

In implementing the learning video in SDN 3 Banjar Jawa, the responses of the students and English teacher toward the video were obtained by giving the teacher a questionnaire which contained ten items about criteria of a good learning media.

The result of the questionnaire represents the data of teachers' perception toward the video. The following table shows the detail information about the perception.

**Table 1.** Teachers' perception of the learning implementation

No	Statement	Score			
		1	2	3	4
1	The text is placed in a visible place and easy to be seen.				✓
2	The choices of text box shape should be acessive, simple, and do				✓

	not distract the material.		
3	The use of the text's color which is clear and match with the color of the background		✓
4	The choice of the color should be excessive and attract students' attention		✓
5	The integration of color choices enhances the realism of the material presentation.	✓	
6	The transition of the presentation not too fast and not too slow.		✓
7	The choices of the background picture which is exaggerate and can divert students' attention.		✓
8	The use of picture is not exaggerated and reflects the real object.		✓
9	The backsong is varies and attract students' attention to learn.		✓
10	The backsong does not distract the students' concentrate.		✓

From the table above, it could be seen that overall, the teacher gave good or high score about the video and it was meant that the learning video which was made by using Camtasia Studio fulfilled the criteria of good media and appropriate to be used as learning media for second-grade students.

It was proven that the teacher assumed that the proportional of the text was already good and visible. The teacher also stated that the choice of text shape was already appropriate and various, with the integrated choices of the text color were already integrated. Next point was about the color choices which were also interesting for the students. Besides, the time management for the material transition was already exact. The background choices and the pictures were also already appropriate, not exaggerate and resembled the original object. Furthermore, the teacher stated that the background sound of the video already appropriate, varies and appropriate and did not distract the students' concentration.

The positive response was also obtained from the students. The data were obtained through observation sheet. The following table represents the result.

**Table 2.** The result of observation sheet

No	Activities	Yes	No
1	The students are able to see the video clearly.	✓	
2	The students are able to hear the audio of the video clearly.	✓	
3	The students concentrate when learning.	✓	
4	The students are enthusiastic in learning process.	✓	
5	The students are enjoying in doing the task.	✓	
6	The students ask if they find any problem.	✓	
7	The students always do the task given by the teacher.	✓	
8	The students are active in responding the instructions.	✓	
9	The students are easy to understand the material	✓	

Based on the observation which was conducted during the implementation of technology-based English learning media which was made by Camtasia Studio in second grade students of elementary school, it could be seen that the students actively engaged during the learning process. The students absolutely saw the media and the audio clearly because all the students were really active in responding the instructions and questions which stated on the media itself, which means that they could see and heard every single part of the media even from the back. It was seen that the students could concentrate and understand the material well. All of the students were very active and enthusiastic in learning. There was almost no student who did not raise his or her hand when the questions were asked in the media or directly by the researcher. It was also seen that the students were really enthusiastic from their spirit in saying the answer loudly.

From the observation that was done, the students were really enjoyed doing the tasks, they directly did every single tasks seriously and they tried to do every task. During the implementation process there was no one of the students found any problem related to the material or the process of learning. As what have mentioned previously, all of the students were very active in responding the instructions. Further, from what was found, it could be said that the students were easy to understand the material which was

presented in the media because when answering the tasks, they did not need a long time to do and answering the task although some students still got confused in spelling a word.

## **Discussion**

Based on the result of observation, it was found that the technology-based English learning media which was made by using Camtasia Studio was really clear to be seen and heard by the students. Therefore, the students could easily understand the material and they could concentrate to learn by using it. The results of the interview also showed that the students were very happy and enjoy learning by using the media. They added that they were please and cheerful in learning. Because of that convenience situation, they could catch and understand the material easily. Moreover, they were more excited to learn when using media rather than learning without using media. They also added that they felt bored when they taught by their teacher because their teacher rarely used media. It proves that the learning video is an effective media that could be used to teach. It is supported by Muhanna (2018) who states that using Camtasia in the teaching and learning process considered as an effective way. Since technology-based media could bring a new way of delivering the material. According to Hasibuan (2015), when the teachers provide something new in interesting package for them then they will feel more motivated to learn and easy to grasp the concept. They also can accept the material enjoyably and enthusiastically in comfortable situation because with technology teachers can design fun, innovative and creative teaching techniques or strategy. Still, the role of technology in the teaching and learning process could be effective if it used in an accurate and appropriate way. Nirmalya, Kaushik and Rituparna (2015) also added that visually and verbally presented lecture information has shown a clear superiority of visual information over verbal information for both immediate and long term recall.

The media also makes the students felt enthusiastic and enjoy the learning therefore the learning video stimulates them to be active in learning or doing the tasks which were given through the video. It is because the media does not deliver the material only, but it is also supported by a good quality of picture and audio which can motivate the students to learn. During the interview, the students argue that after they were taught English by using the media, they became love to learn English more than before. Because, the media was very interesting because the media consisted of game and completed with music and pictures which triggered them to be passionate in learning English. This statement is supported by Oyesola (2014) and Wahono (2006) who underlined that visual media (picture) should be used to achieve the learning objective and use the media based on the learning activity. For the sound or audio which is used in the media, proves that audio is very effective if combined with another media, which is really suitable for certain learning objective that accentuate background sound and be able to be the center of attention and maintaining the attention. Besides, the students also said that they were very excited to learn through the video, the material which was presented through video also enabled them to understand it easier. This statement is supported by Hasibuan (2015) who said that technology-based media can give the advantages to the students such as students can understand the material easier and students can accept the material enjoyably, because by using technology-based media the teacher can deliver and package the material with interesting, fun, innovative and creatively which can motivate and make the students enjoy to learn. Nuari and Ardi (2014) also added that using the learning video which is produced by Camtasia Studio in the learning process can motivate the students to learn. It means that involving technology as media in teaching and learning process can improve the quality of process, technology can help the students to understand the material in an interesting and fun way.

Besides, when the students were taught by using video, they were active in doing every task that was shown in the video, they were also active in responding the instructions. Along the implementation of the learning video, there was almost no question that asked by the students. it meant that they were know what they should do and they understand the instruction and material which were presented in the video. It is supported by Parvin and Salam (2015), the involvement technology in teaching and learning process is literally advantageous especially for increasing students' general language abilities and learning the kind of English communication and skill for their life.

Overall, using Camtasia learning video in teaching could trigger students activeness and their positive responses. It was meant that the learning video which was made by using Camtasia Studio was led them to do positive attitudes during the teaching and learning process. It was supported by Saigh (2015) the benefits that are offered by Camtasia in learning, using Camtasia videos in students learning leads students positive attitudes towards using this technology.

Based on the result of teacher's questionnaire, it was found that the technology-based learning media which was made by using Camtasia Studio for second-grade students was a good media because it fulfills the criteria of a good media. It is supported by Munkiman in Nurseto (2011) says that the in developing the learning media should follow VISUALS principles which stands for Visible, Interesting,

Simple, Accurate, Legitimate and Structured. It means that the media should be easy to be seen, interesting for the students, simple and easy to use, reliable, valid and designed systematically. In this case, the English learning media which is made by using Camtasia Studio is designed very simple and adjusted with the need of the material and need of students in second grade.

However, this English learning media which was made by using Camtasia Studio is not perfect. Beside the strength, the media also has the weaknesses. The strengths of the media are the media presents the new way of learning, it provides an interesting picture and audio which can maintain the students' willingness to learn, it can be accessed offline whenever and wherever and the important one is the media can help the students to understand the material easier. Meanwhile, the weakness of the media is on the tool that is needed on its application in classroom. When using the media, the tool should be complete in order to run it optimally. When the media is used in the classroom, the teacher should prepared computer, LCD projector and speaker to ensure the media can be seen and heard clearly by the students.

#### 4. Conclusion

Since the technology-based media especially in form of video which was made by using Camtasia Studio gave positive impacts and advantaged the teaching and learning process, in this case this descriptive study was done in order to describe the students' engagement and responses of students and teacher toward the use of English learning video which was made by using Camtasia Studio for second grade students in elementary school. From the observation, interview, and teacher's questionnaire, it was found that when they were learning by using Camtasia learning video, the students actively engaged in learning process. The students and teacher also gave the positive responses toward the video which meant that the English learning video was an appropriate media for delivering the material in classroom and increasing students' motivation to learn English in interesting way.

For the implications of this study, this study gives some benefits for both the students and English teacher. Generally, the teacher and students can know that technology-based media can be used in teaching and learning process and improved the learning process. It is because the media is ICT-based media which using technology in its application which follow the flow of globalization nowadays. It is also be an alternative media that can be used by the teacher in delivering English material which can avoid boring atmosphere in classroom. Second grade students can learning English in interesting way inside or outside the classroom by accessing this media through mobile phone.

As the result of this study, it was suggested for the user to ensure the completeness of the equipment such as LCD and projector, supported laptop and speaker before applying the media because the use of the media would be much better when all the equipments are provided. Since the study was conducted in small group only, it is suggested that the next study can involve bigger and different grade of participants in the study as well as to investigate how far the media affects students' engagement.

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