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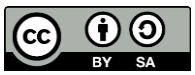

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EFL Students' Perceptions and Preferences of The Video Use as a Replacement for Traditional Lecture Method

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Abstract

The purpose of this study was to investigate students' perceptions and preferences of the video use as a replacement for traditional lecture during e-learning in times of the COVID-19 pandemic. This study used two staged mixed-method. The design of this study was sequential explanatory. This study used 30 closed-ended questionnaire and focus group discussion as the instrument to gain a rich understanding of students' video experiences, perceptions and preferences. Data were collected from 108 EFL students through online questionnaire using Google form and face-to-face focus group discussion. Results show that (1) Most of students showed positive perception of the use of video as a replacement of traditional lecture during e-learning in times of the COVID-19 Pandemic. It can be seen from the questionnaire results that 83.3% of students showed positive perception. (2) Students mostly preferred video-based learning if there is post-videos watching activities such as reviewing, re-explaining, question and answer, etc. Furthermore, the types of video they preferred are instructor-created video and animation video from YouTube.

Keywords: E-Learning; Perceptions; Preferences; Traditional Lecture Method; Video Use

Introduction

The COVID -19 pandemic has caused educational institutions worldwide to switch to an "online-only" mode. (Pal & Patra, 2020). Online education has become increasingly important as Internet technology continually evolves, allowing educators to reach audiences with fewer limitations due to timing and geography (Allen & Seaman, 2011). Particularly in higher education, virtual classes are

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beginning to replace traditional ones. Due to the pandemic, universities were constrained to carry out their activity with students exclusively online (Coman et al., 2020). E-learning also known as web-based learning, internet-based learning, online learning, or computer-assisted teaching, defined as "any type of instructional format that uses information technology to provide instruction to learners."

The traditional lecture method is how teachers communicate information to students orally (Li- Niang et al., 2005). Furthermore, the traditional lecture is frequently defined as a lecture intended to transmit course content, emphasizing the lecturer's delivery of the information (Chellapan et al., 2016). Traditional lecture methods include the telling method, explanation method, speak pronunciation method, and voice method. In their classrooms, teachers employ various instructional techniques, the majority of which are supplemented by a teaching form (Chellapan et al., 2016). Traditional lectures are advantageous because they allow the teacher to fully take on the role of leader while also enabling students to obtain extra knowledge (Xing-Ju et al., 2013). However, he added that the teaching model causes students to lose their learning initiative and creativity.

A survey conducted for students found evidence that 59 percent of the students feel their dull lectures half of the time, and 30 percent find almost all of their lectures boring (Mann & Robinson, 2009). The results of students' boredom cause them to miss future lectures, and an association between grade score average and the level of boredom (Mann & Robinson, 2009; Alpert, 2016). Furthermore, when there is no movement, and all they have to do is wait and listen, lectures appear to them to drift off or daydream.

Video is one of the technologies used to teach students during e-learning as a replacement for traditional lectures (Alpert, 2016). Video-based learning can improve students' learning experience and outcomes, according to Kinash et al. (2015) and Yousef et al. (2014). The learning experience is essential because it influences how students "engage" in a classroom and, potentially, whether or not they complete it (Martinez, 2001). Because there is no single universal definition of "engagement" (Carmichael et al., 2018), the term is used broadly to refer to enhancing cognitive and emotional participation and involvement with course material. As a consequence, according to Alpert (2018), many educators attempt to maximize student "engagement" by incorporating video. However, we still do not know whether students can learn better by the use of video as a replacement for traditional lectures during E-learning or not as well as the efficiency of using this technology for replacing traditional lectures.

Taking into account the existing research gap, the purpose of this study is to investigate students' perceptions and preferences of the use of video shown during E-Learning as a replacement for the traditional lecture. It highlights what students think about how videos replace the explanation of lecture material directly by the instructor and how it affects their understanding. This study also reports students' preferences between video based-learning and traditional live lectures. The researcher believes that The changed circumstances brought along by the COVID-19

pandemic, in the absence of any physical classes, make it extremely important to examine the adoption scenario of technology in classrooms, especially video and students' perceptions of using video content for online learning as a replacement for the traditional lecture in a higher educational context. Understanding student perceptions and preferences will also allow course instructors to use, create, and design better and more compelling video content for teaching-learning activities.

Method

This research used a mixed-method with *sequential explanatory* as the research design. The participants of this research were 108 EFL students of English Education Study Program of State Islamic institute (IAIN) of Palangka Raya in the academic years of 2018, 2019, and 2020. The quantitative data was collected through online questionnaire using Google Form followed by collecting qualitative data through face-to-face focus group discussion.

Thirty (30) close-ended questionnaires were adapted from the questionnaire developed by Pal and Patra (2020). The questionnaire was developed based on the *Technology Acceptance Model* (TAM) and *Task Technology Fit* (TTF) perspective. In this research, an integrated TAM/TTF framework was used for explaining students' perception on the adoption of video technology/content as a replacement for traditional lectures for online learning. This is in line with these research objectives, wherein the aim is to gauge the students' perception after using the system (video-based learning). All the items used for each of the constructs are adapted from scales validated in previous studies and modified to suit the present context. This research instrument had already been read and revised by an expert. Some changes were made. The statement "Prior to Covid-19 ‘’ in statement number one and two was replaced with "During COVID-19 Pandemic" to fit current situation.The reliability of the questionnaire was high (0,930), meaning that all the items can be used to collect the data.

The questionnaire result was analyzed using SPSS 25. On the other hand, the qualitative data collected through focus group discussions were audio recorded and manually transcribed by the researcher then analyzed using Miles and Hubermen (2014) technic: data reduction, data display, and drawing conclusion.

Results

Students' Perceptions

The result of the data obtained from the questionnaire showed a consistently high level of students' perceptions of video use as a replacement for a traditional lecture in times of the covid-19 Pandemic. The perception is divided based on the construct of the questionnaire; they are *individual characteristics, perceived usefulness, perceived ease of use, attitude towards the use, actual use, video characteristic, and task-technology fit*. The data can be seen in the following table.

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Table 1. Individual characteristics

Statement	Students' perception				
	SD	D	N	A	SA
	1	2	3	4	5
1. During COVID-19, lecturers frequently use videos to replace traditional lecture for learning purposes.	1	8	41	49	9
	0,9%	9,3%	35,2%	41,7%	13,0%
2. During COVID-19, I have been regularly watching videos during E-learning as a replacement for traditional lecture and it helps me to understand the subjects matter.	1	10	38	45	14
	0,9%	9,3%	35,2%	41,7%	13,0%
3. I actively participate in various classes that use videos as a replacement for traditional lecture during E-Learning in times of Covid-19.	0	11	37	48	12
	0	10,2%	34,3%	44,4%	11,1%

Table 1.0 presents data pertaining to the overall score of students' perception of video use as a replacement for a traditional lecture. For item 1, only (0.9%) of students strongly disagreed, 9.3% of students disagreed, 35.2% of the students were neutral, 41.7% of students agreed, and 13% strongly agreed with the statement. The finding above shows that most of the students agree with the statements. It showed that they are actively experiencing video use as a replacement for traditional lectures in times of the covid-19 Pandemic.

Table 2. Perceived Usefulness

Statement	Students' perception				
	SD	D	N	A	SA
	1	2	3	4	5
4. Using video as a replacement for traditional lecture improves my learning performance.	1	16	60	25	6
	0,9%	14,8%	55,6%	23,1%	5,6%
5. Using video as a replacement for traditional lecture enables me to accomplish my learning tasks more quickly.	1	12	48	40	7
	0,9%	11,1%	44,4%	37,0%	6,5%
	2	10	50	35	11

6.	*Using video as a replacement traditional lecture makes me understand the material easily.*	1,9%	9,3%	46,3%	32,4%	10,2%
7.	*Using video as a replacement for traditional lecture makes it easier for me to study.*	3 2,8%	6 5,6%	39 36,1%	50 46,3%	10 9,3%
8.	*Using video as a replacement for traditional lecture enables me to accomplish my learning tasks more quickly*.	1 0.9%	12 11.1 %	40 44.4%	48 37%	7 6.5%

Table 2 presents data pertaining to the overall score of students' perception of the usefulness of video use as a replacement for a traditional lecture. Although the finding above shows that many students are undecided if using video as a replacement for the traditional lecture is useful for them. It was also found that more students agree that using video as a replacement for a traditional lecture is advantageous compared to the number of disagreements.

Table 3. Perceived Ease of Use

Statement	Students' perception				
	SD	D	N	A	SA
	1	2	3	4	5
9. *My interaction with video-based learning is clear and understandable.*	1 0,9%	12 11,1%	49 45,4%	41 38,0%	5 4,6%
10. *It is easy for me to play and watch the videos used given by the instructor.*	0 	1 0,9%	34 31,5%	51 47,2%	22 20,4%
11. *Overall, I found that learning through videos is easier than traditional live lectures.*	6 5,6%	32 29,6%	50 46,3%	16 14,8%	4 3,7%

Table 3. presents data pertaining to the overall score of students' perception perceived of ease of use of video use as a replacement for a traditional lecture. The

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finding above shows that students have positive perceptions, as seen in item no. 9 42.6% of students agree and strongly agree with the statement, and 67.6% of students agree and strongly agree with item no.10. Nevertheless, most of the students were undecided/disagreed about whether it is easier to learn through videos than traditional lectures.

Table 4. Attitude towards the use

Statement	Students' perception				
	SD	D	N	A	SA
	1	2	3	4	5
12. I believe that using videos as a replacement for traditional lecture is a good idea.	3	14	54	31	6
	2,8%	13%	50%	28,7%	5,6%
13. I believe that using videos as a replacement for traditional lectures is advisable.	0	2	48	49	9
		1,9%	44,4%	45,4%	8,3%
14. I believe that it is better to learn by videos than learning by live lecture.	9	29	50	16	4
	8,3%	26,9%	46,3%	14,8%	3,7%
15. I consider the use of video as a replacement for traditional lecture is not a boring way of learning in times of COVID-19.	5	8	48	41	6
	4,6%	7,4%	44,4%	38,0%	5,6%
16. I do not consider the use of video as a replacement for traditional lecture as a symptom of ''teacher laziness''.	2	2	46	44	14
	1,9%	1,9%	42,6%	40,7%	13,0%

Table 4 presents students' attitudes toward using video as a replacement for traditional lectures. From the results above, students are neutral about the use of

video. It can be seen as the highest number of the option chosen by the students of all items are ''neutral''. It indicates they still want a traditional lecture.

Table 5. Actual Use

Statement	Students' perception				
	SD	D	N	A	SA
	1	2	3	4	5
17. After watching the video, I feel that the instructors should let students ask questions about the video and its content.	0	1	23	66	18
		0,9%	21,3%	61,1%	16,7%
18. After watching the video, I feel that the instructor should encourage/facilitate a discussion about the video and its content.	0	1	33	56	18
		0,9%	30,6%	51,9%	16,7%
19. The instructor shows different types of videos as a replacement for traditional lecture.	0	2	26	63	17
	0	1,9%	24,1%	58,3%	15,7%
20. I watch the videos given by the teacher as it helps me for enriching my knowledge.	0	8	46	46	8
	0	7,4%	42,6%	42,6%	7,4%
21. overall, I prefer video-based learning to traditional live lectures.	11	19	54	19	5
	10,2%	17,6%	50%	17,6%	4,6%
22. I would like my teachers to	4	20	52	26	6

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	continue using videos to replace traditional live lecture	3,7%	18,5%	48,1%	24,1%	5,6%

Table 5. presents students' views on how the technical use of the video in the online classroom. Most of the students agree with the statement. Nevertheless, particularly regarding their preferences, they are primarily neutral about video use. 58,3% of students agree that students showed different types of videos. This result furthermore will be investigated in the focus group discussion session.

Table 6. Video characteristics

Statement	Students perception				
	SD	D	N	A	SA
	1	2	3	4	5
23. I feel that the content of the video used as a replacement for traditional lecture is relevant.	0	2	30	63	13
		1,9%	27,8%	58,3%	12%
24. I feel that the content of the video used as a replacement for traditional lecture is understandable.	0	4	53	45	6
	0	3,7%	49,1%	41,7%	5,6%
25. I feel that the content of the video used as a replacement for traditional lecture is engaging.	0	4	55	41	8
	0	3,7%	50,9%	38%	7,4%
26. Using video as a replacement for traditional lecture provides me with high-quality learning material.	0	8	66	29	5
	0	7,4%	61,1%	26,9%	4,6%

Table 6 shows students' perceptions of the characteristic of the video shown by the teacher. Most students have a positive perception of the video characteristic. But 61.1% of students feel neutral about the quality of learning material provided by the use of video as a replacement for the traditional lecture method.

Table 7. Task Technology-Fit

Statement	Students' perception				
	SD	D	N	A	SA
	1	2	3	4	5
27. It is convenient for me to access the videos through various mobile devices (e.g., smartphones, computers, tablets, etc.)	1	0	20	60	27
	0,9%		18,5%	55,6%	25%
28. I believe that using vides as a replacement for traditional lecture meets aspects of my learning requirements	1	5	56	41	5
	0,9%	4,6%	51,9%	38%	4,6%
29. I believe that the service provided by the video used as a replacement for traditional lecture in E-Learning meets my learning objectives.	1	7	58	35	7
	0,9%	6,5%	53,7%	32,4%	6,5%
30. I believe that using video as a replacement for traditional lecture in E-learning during the Covid-19 pandemic environment is appropriate and necessary.	0	1	41	55	11
	0	0,9%	38%	50,9%	10,2%

Table 7. shows that 80 % of students agree that the video use is convenient to access through various devices, 42.6% of students agree and strongly agree that the usage of video meets their learning requirements, 38.9 % of students agree that the service provided by the video meets their learning objectives, and 60.2% of students think the use of video as a replacement of traditional lecture is appropriate and necessary to do in online learning during the COVID-19 Pandemic.

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Table 8. Data Description

R/N	X	R/N	X	R/N	X
1	115	**37**	97	**73**	98
2	118	**38**	103	**74**	93
3	88	**39**	90	**75**	102
4	135	**40**	103	**76**	94
5	128	**41**	84	**77**	105
6	92	**42**	96	**78**	119
7	99	**43**	92	**79**	131
8	89	**44**	93	**80**	80
9	109	**45**	119	**81**	104
10	104	**46**	88	**82**	89
11	108	**47**	93	**83**	119
12	113	**48**	87	**84**	86
13	81	**49**	124	**85**	120
14	103	**50**	103	**86**	86
15	125	**51**	110	**87**	95
16	99	**52**	110	**88**	94
17	97	**53**	107	**89**	100
18	134	**54**	126	**90**	104
19	105	**55**	109	**91**	119
20	95	**56**	108	**92**	101
21	119	**57**	98	**93**	104
22	101	**58**	114	**94**	96
23	95	**59**	92	**95**	120
24	114	**60**	104	**96**	88
25	91	**61**	93	**97**	113
26	96	**62**	105	**98**	106
27	105	**63**	89	**99**	85
28	103	**64**	89	**100**	111
29	97	**65**	136	**101**	117
30	101	**66**	81	**102**	115
31	97	**67**	89	**103**	103
32	93	**68**	120	**104**	106
33	103	**69**	111	**105**	107
34	99	**70**	106	**106**	122
35	116	**71**	90	**107**	128
36	115	**72**	143	**108**	114

After gathering data on students' perceptions, it was found that the max score

of the total score (X) is 143, and the min score is 80. With interval scales, one could describe the data in terms of central tendency. As mentioned earlier, attitude scales are often treated as interval scales so that the central tendency of Likert scale questions is sometimes calculated. The calculation of analysis of students' perception of each of all items and their categories can be seen in the following table.

Table 9. Category of measurement of students' perception

No	Class Interval	Interpretation	F	%
1	≤≥ (0.80 x max score)	Strongly positive	10	9,26%
2	(0.60 x max score) – (0.80 x max score)	Positive	90	83,3%
3	(0.40 x max score) – (0.60 x max score)	Negative	8	8,33%
4	< (0.40 x max score)	Strongly negative	-	-

(Khotori & Suzzane, 2020)

Based on the results of the data analysis, it was found that most students have a positive perception of the use of video as a replacement for a traditional lecture. It can be seen in the following diagram.

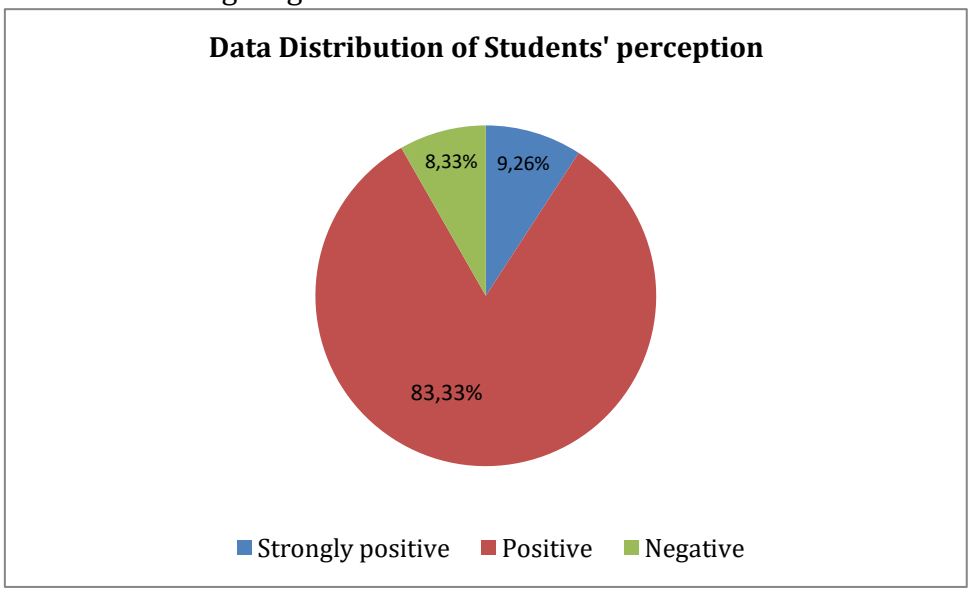

Figure 1. Data Distribution of students' perception

From figure 1 above, 83,33% of students showed a positive perception of the use of video as a replacement for traditional lecture methods in times of the COVID-19 Pandemic. In conclusion, the use of video as a replacement for a traditional lecture is acceptable and useful in delivering material to the students.

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Focus Group Discussion Results

The participants of focus groups discussions represented students of the different academic years after three focus groups totaling 18 participants (6 students in each group). The researcher, as the moderator, led focus group discussions. The focus groups discussions were audio-recorded and transcribed. Although participants experienced a wide range of video frequencies as a replacement for traditional lectures, student preferences were relatively similar despite the diversity of their different years within degree courses.

The Showing video

Respondents were responsive to the use of videos in lectures if the material added value by being relevant to the lesson topic and well-integrated. Students did not believe that using videos was a sign of "instructor laziness," but this depends on the type of video used by the teacher. Students value the use of instructor-created videos more because of the time and effort that went into their creation. Students also stated that the use of video assists the teacher in explaining the lecture material as well as assisting them in easily understanding the lecture material.

Types of video

During the discussion, respondents were given the opportunity to mention any video used by the teacher to replace traditional lectures. The types of videos used by the teacher are Lecture videos, animation video, PowerPoint video, *instructor-created videos*, and presentation videos created by students. While respondents generally resisted watching long videos in class, they acknowledged that some students might not watch them out of class.

Source of video

Students mentioned that the videos are mainly from the public internet. The most used source mentioned by students is YouTube. The other sources are: Tiktok, Instagram, websites for English learning such as BBC learning English, and TED Talk.

Video facilitation

There was a lot of discussion about how videos should be shown. Many students were dissatisfied when the teacher simply provided a link to a video to watch with no further activity. Participants had a lot to say about how videos should be shown, especially about the learning activity created by using video as a replacement for traditional lectures. After watching the video, they believed that there should be follow-up activities such as reviewing the video content, a question and answer session, a discussion, and a re-explanation of the video's content by the

teacher. Students stated that if there is no following activity, they frequently do not watch the video provided by the teacher.

Students' Preference

When asked about their preferences for traditional lecture and video-based learning, most respondents were not preferred traditional lecture because it is boring. They preferred video-based learning as long as there was a follow-up activity, to sum up the learning material. All of the respondents agree that video use is better for complementing traditional lectures rather than replacing traditional lectures. Students prefer watching animation video because it is engaging, and they also like instructor-created video because of the effort of the production. When asked the duration of video they preferred, they said 5-10 minutes is enough. They think long duration video is boring, and they often do not watch the video when the duration is too long. Moreover, students prefer YouTube as the source of the videos since it is free and easy to access. Last, when asked about their preferred way of how the video should be shown, students mentioned that there must be following activities after watching the videos because the interaction is essential for them.

Discussion

The primary purpose of this research was to investigate students' perceptions and preferences of video use as a replacement for traditional lectures in times of the COVID-19 Pandemic. Although digitization of education has been a hot topic of research in recent years, actual results show that schools, universities, teachers, and students are poorly prepared to accept this transformation (Beaunoyer et al., 2020). Therefore, the onset of this new paradigm of "online-only" education has placed a significant burden on the students, and it is needed to investigate their perceptions and preferences of using video technology for fulfilling their learning needs. The results of this research are in line with the previous research by Pal & Patra (2020), where students show a positive perception of video-based learning.

Traditional lectures can be boring and ineffective (Alpert, 2016). According to one student survey, during the lecture class session, lecturers must compete for students' attention. Many teachers are aware of this and are making use of freely available online videos (Alpert, 2016). However, in some cases, researchers reported that using any form of video content (whether live videoconferencing sessions or uploading prerecorded videos) does not help students learn (Ulrich et al., 2019). The focus groups discussion, as conducted to get deeper information on survey results, showed that the choice of videos is fit to the lecture material is the starting point for successfully using video as a replacement for the traditional lecture. The focus groups showed further, however, that the post-video activities were necessary. It was found that rather than replacing traditional lectures, based on students' perception, video use is better to be only as a complement to traditional lectures. Alpert (2016) mentioned that rather than abandon traditional lectures, one way to enhance is

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through the use of video during face-to-face lectures. In this research, students agreed that teachers must combine video-based learning and traditional lecture methods in face-to-face classes. They still wanted synchronous interaction between teacher and students during learning sessions.

YouTube is one of the most recent e-resources that can be employed in higher education pedagogy, according to Jackman (2019). In this research results, YouTube appeared to be the most preferred source of videos since it is free and easy to access. This result is relevant to Alpert & Hodkinson (2018). Moreover, it was found that students preferred short animation videos and instructor-created videos. While instructor-created video has been characterized as a ''rarity'', students appreciated the effort involved as long as the video was relevant to the class and lecture topic (Giannakos et al., 2015). This is relevant to the results of the focus group discussion. Students tend to appreciate instructor-created videos because of its effort in video-making, and it also indicates that the teacher is not lazy to explain lecture material.

In this research, it was found furthermore that students wanted good post-video activities to sum up what was important to learn from the video during reviewing sessions, question & answer sessions, or discussion time. It also discovered the kind of video that is liked by students to watch is not only *instructor-created* video but also animation video. In addition, the results of this research also found that the ideal length of the duration of video used by the teacher is 5-10 minutes. Therefore, educators do need to be aware to facilitate students to do some post-watching videos activities in order to make sure they are learned from what they watched.

Conclusion

The results indicate that (1) 83.3% of students showed a positive perception of video use as a replacement for the traditional lecture method during e-learning in times of the COVID-19 pandemic. (2) Most students prefer video-based learning if there are following activities after watching the video, such as reviewing sessions, question & answer sessions, or discussion time. The types of videos they preferred were instructor-created videos and animation videos from YouTube. Although they showed a positive perception of video-based learning, it was found furthermore that according to students, video is better to use only as a 'compliment to traditional lecture'' not replacing traditional lecture for the next uses.

This study is limited to one institution which particularly is limited to EFL students. A similar survey, or repeating this survey, in other institutions would assess the universality of the finding. The researcher recommended the following suggestion: (1)students are hoped to be more active in learning by video since e-learning includes asking the teacher to give them the following activities after watching the videos given by the teacher (2) Teachers do need to encourage the students to watch the video as well as facilitating them to do a discussion, question and answer session, or any other post-video watching activity in order to make sure students learned from what they watched (3)In future research, a survey of teachers would be helpful to complement this survey of students. It would also be beneficial

to investigate the use of video as a supplement to traditional lectures. Overall, since the current situation is still in online learning mode, students' perceptions and preferences of video use in online learning is an increasingly interesting topic. There is a clear need to investigate and comprehend the use of video in education. Furthermore, research is required to examine the video use strategy and define video quality. New digital technologies will be effectively adapted to improve learning outcomes as a result of such research.

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