APPLICATION OF TEACHING ENGLISH USING VIDEO-LOG AT RURAL AREA : A CASE OF THAILAND EFL STUDENTS

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Abstract

This study reports a case study of english language students and rural area teachers. The purpose of this study is to explore the development of strategies and concepts of language learning on the use of technology media in language learning in rural areas, as well as to determine the extent to which these strategies are feasible to be applied in the learning process despite the inherent mother tongue in communication habits, shortage of english teachers, media learning and limited understanding of basic english. This research has used a qualitative research method with a case study approach. Interview data, observation, and questionnaire narration from language students in this rural area have revealed that their success is mainly based on the V-log, which has increased understanding, motivation, and confidence in learning the language for rural area students. The findings reveal that native students and teachers feel how V-Log helps them understand learning english in emergency remote teaching, students' motivation and confidence to practice and understand english, planning strategies and concepts of learning more efficiently in the future by using technology. In other words, students and teachers have positive perceptions about the use of V-logs in learning english.

Keywords: Rural Area, Strategies And Concepts Learning; Students And Teachers Perspective, Video-Log (V-Log)

INTRODUCTION

The spread of the COVID-19 virus has forced all countries to implement various policies, including implementing distance restrictions between humans. It also has an impact on Education related to the learning system where face-to-face meetings are not allowed. The World Health Organisation, which has become a significant global public health problem, proclaimed the new SARS-CoV2 illness pandemic (Amir *et al.*, 2020). The implementation of online schools has been implemented to reduce the spread of the virus throughout the world. Thailand's government has declared distance learning to avoid the spread of the COVID-19 virus in school clusters. Due to the COVID-19 pandemic, learning activities and the limitation of workers to necessary people in Thailand are significantly decreasing (Vanpetch and Sattayathamrongthian, 2020). It has been applied to the Northeastern part of Thailand due to a significant decrease in learning activities impacting students' cognitive development. It is due to the lack of development of learning strategies in the school area. In some learning changes, the teacher shifts the face-to-face learning process to an online class. Education institutions chose to close conventional teaching activities (facing-to-the-facing) and to move teaching activities online to avoid the transmission of the virus (Butnaru *et al.*, 2021).

They were alluding to the cognitive aspects of students. Students will lose part of their memory due to the impact of the pandemic, which negates continuous face-to-face learning. It will impact the focus of the student's understanding of the material in L2 language learning. The

focus of interaction is to create content that will amaze students. If the teacher creates interesting content for students, it will produce significantly good learning outcomes in students' cognitive development. The content of a cognitive lesson is an essential part of cognitive and metacognitive processes. In contrast, the content activities focus on thought modes that children have learned and develop in cognitive lessons. (Haywood, 2013).

The study of cognitive development motivated by this view has led to a study, which seeks to find the most widely used learning strategies and concepts by language learners during the current pandemic. Related to the problems faced by the research subjects are: 1) students have a very attached mother tongue, 2) students have a basic level of english, 3) lack of english language teachers, 4) the limitations of teachers using technology-based learning media. The existence of a problem in the subject of this researcher greatly affects their cognitive development. Teachers must be active in developing learning strategies and concepts.

Considering this problem, the teacher needs to find appropriate learning strategies and concepts to improve students' cognitive understanding in english. Broadly speaking about learning strategies, Yulianti as cited in Lee (2010), describes the language learning strategy as conduct, actions or methods used by language learners to make language learning easier (Yulianti, 2018). The significance of learning english in today's world cannot be overstated or disregarded, given that english is the language spoken in the majority of the world's countries. (Putra, 2020). Language development is an intellectually difficult cognitive accomplishment that requires high degrees of motivation and self-awareness. (Khan, 2018). The strategies and concepts of effective learning in the teaching-learning process during the pandemic are using technology media as a distributor of material that has been hampering the development of students in learning L2. The advancement of technology in education can address concerns regarding the effect of technology on the reconstruction of the education system and the application of technology following learning theory. (Sakat *et al.*, 2012). Media technology has been successfully applied in the development of Education.

According to the most recent findings on how current students of today like to use technology and how technology affects their learning, new equipment, technology, and tools improve student learning and engagement. (Raja and Nagasubramani, 2018). Significantly, these learning strategies and concepts successfully implement learning in schools, most located in big cities. Technology will help teachers distribute materials in schools located in rural areas. Implementing of video log learning strategies and concepts will greatly impact rural areas to distribute the material to be delivered. V-log is defined as a series of visual media that provides an online video display that everyone can watch. V-log is a combination of video and blog, which means blog stands for web and log. On the other hand, blogs may be classified as video blogs (Vlogs), audio blogs, or textual blogs since they will contain just one of those media types depending on their intended purpose or needs. (Fidan, 2018). Video-log will help the teacher as a learning technique, where the teacher will carry out a distance learning process with the involvement of the content in it. Videos can bring interesting visual effects and have greater potential in learning. Video logs are also great for providing quick information because children naturally love visual images that their brains will easily pick up on. It will be very effective if used during a pandemic like today. Teachers can apply video-based learning materials, which can then distribute to students like online learning media.

Thus, due to the development of this learning strategy and concept and the growing research on the use of technology media in language learners. This study will take a case study approach,

exploring how students as language learners will easily understand the material using Video-logs as a learning technique.

METHOD

This study explores learning strategies and concepts on using technology media in language learning in rural areas. This research has used a qualitative research method with a case study approach. In qualitative research, the researcher usually investigates meanings and insights in a particular scenario (Haradhan, 2018). Qualitative research can easily dig deeper information related to a research topic. Later, the information obtained can produce a comprehensive study of a phenomenon in language learning in rural areas. A case study is the investigation of phenomena or process as it unfolds inside a single instance (Swanborn, 2018). As an approach to research, the important role of case study research is to investigate a particular event, situation, or social condition and provide insights and observations in the process that explain how those conditions occurred.

The design used in this study is a single case design, which is a case study research that emphasizes a study only on a case topic. Single-case design (SCD) is an evaluation method that may be used to systematically evaluate the efficacy of an intervention or treatment on a specific instance (i.e., a person, school, or community) while simultaneously providing evidence on the overall effectiveness of an intervention using a relatively small sample size (Ryan and Filene, 2012). Researchers will focus on one particular object who studies it as a case. Case study data can be obtained from all parties concerned. In other words, in this study collected from several sources, both students and teachers involved in the learning process. The main research objective lies in the success of treatment at a certain time. The advantage of using this research design is that can use changes in a study. One of the main benefits of using the Single case design is changing treatment (independent variable) if it failed. In SCD, if treatment is not giving the desired result, it can be adjusted, and a new intervention phase started to determine the effect.

This qualitative case study focuses on L2 language learners in rural areas, who are detached from attachments to:

1. Students have a very attached mother tongue.
2. Students have a basic level of english.
3. Lack of english teachers.
4. Limitation teachers using technology-based learning media have created success in achieving goals in learning english.

Researchers have tried to achieve learning objectivity, resulting in many opportunities to develop technologies such as media and learning techniques to achieve good learning strategies and concepts.

1) What are the obstacles for rural area students in learning english?
2) What are the advantages and disadvantages of using video logs as teaching to students in rural areas?
3) How is the confidence and motivation of students in rural areas in learning english using video logs?

The population in this study were students of classes P4, P5, and P6 from Bansounpor School, totaling 27 students who were case study participants from this research; they were language learners from rural areas. The term "population" refers to all the units' collection or grouping to apply the study results (Shukla, 2020). Researchers chose students from this school because students have a very basic L2 language background—a lack of language teachers which resulted

in students lacking understanding of english. Their mother tongue attachment is Tagalog, making them stuck to understand english pronunciation properly and correctly. The lack of innovation to process strategies and concepts for learning a good language has become an obstacle to understanding language in the current pandemic era.

The purposive sampling technique was used in this study because the sampling was based on the consideration that only obtained the desired information from certain sources. The purposive sampling method is a purposeful selection of participants based on their quality and history; it is a non-randomized technique that does not need an underlying theory or many participants (Etikan, 2016). Sampling in this study was carried out by prioritizing a goal to be achieved by the researcher. The purposive sampling technique is the act of taking samples that are not random. It means that in taking the sample, the researcher has determined certain characteristics in advance of the object to be sampled, following the objectives that have been set. On the other hand, purposive sampling selects participants based on the research goals with the expectation that each participant would offer unique and valuable information for the study (Etikan, 2016). Therefore, purposive sampling is suitable for qualitative research to achieve the ultimate goal of research in determining the success rate of using video logs to teach english to rural area students.

Twenty-seven participants attended more than 90% of the total meetings (10 sessions in full). The students have participated in the class from start to finish. In the data collection procedure, the data collection technique used by the researcher was through classroom observations and teacher interviews as well as filling out questionnaires to students to support the research narrative. Interviews are a flexible and useful data collection method and are especially appropriate for collecting information on participants' experiences, beliefs, and behaviors (Ryan, Coughlan and Cronin, 2009). The researcher used an interview guide to find out in full the teacher's views on how language teaching techniques use Video-Log for language students at their school, which consisted of several questions, and was recorded using voice notes via LINE Group. Researchers conducted classroom observations by applying Video-log as a technique and model for learning english from January to April. Interviews were conducted using questions through voice and text because the original teacher did not understand english clearly. Therefore, the researcher gives the interview text to facilitate her understanding process about the topic of the interviews. Also, at the stage of the questionnaire filled in by students. Solely to support the narrative in the writing of this article. As many as Twenty-seven students have filled out a questionnaire regarding learning english using Video-Logs to learn english. There are 11 questions given to students. The results of filling out this questionnaire will be described at the result and discussion stage.

Data Analysis

After all the data has been collected, the next step is the data analysis stage. Texas State Auditor's Office stated that, The data analysis method for case studies is referred to as OTTR, which stands for "observe," "think," "test," and "revise." The idea of observing, think, test, and revise (OTTR) is fundamental to case study data gathering and analysis, according to GAO (1990), which has been cited by (Baškarada, 2014) It implies that the researchers consider the meanings of information gathered during and after observations regarding what it may indicate. This kind of thinking generates suggestions for new forms of information needed to validate current interpretations or rule out other explanations (this is equivalent to theoretical sampling). During the testing phase, the researchers gathered more data that, when analyzed, may lead to changes to original conclusions. Such changes may need another testing session. When a

reasonable explanation has been established, there are no outliers or unexplained data, no further interpretations are conceivable, or any more data will not lead to new information/insights (Baškarada, 2014). Thus, "in case study techniques, causation is proven via the internal consistency and plausibility of explanation, obtained additively through the OTTR sequence," according to GAO 1990.
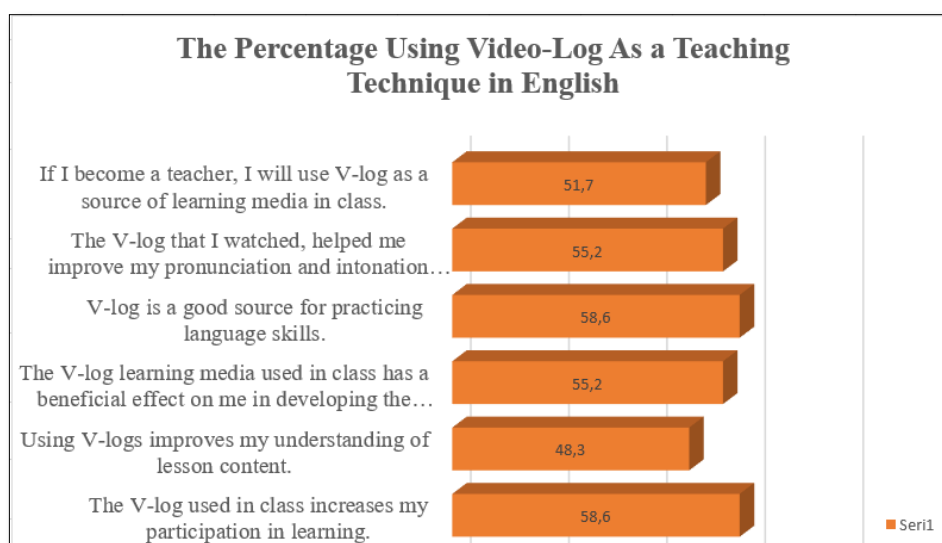
The analysis must be iterative, whereby the initial observations are reflected upon and shape following data collection. Data analysis is the process of compiling data that has been collected so that it can interpret it in the research narrative. By using the OTTR data analysis method, researchers collected data and made data transcripts by listening to voice notes recordings to get interviews in text form. Furthermore, the researcher understands the transcript of the existing data to find the meaning and emphasize the important statements of the research subject. Define category. Researchers can classify existing data into a category. The existing categories are grouped into sub-themes, where the emerging sub-themes are grouped again into potential themes. The last is reporting. In writing a report, the researcher must write down every phrase, word, and sentence and the meaning correctly to describe the data and the analysis results.
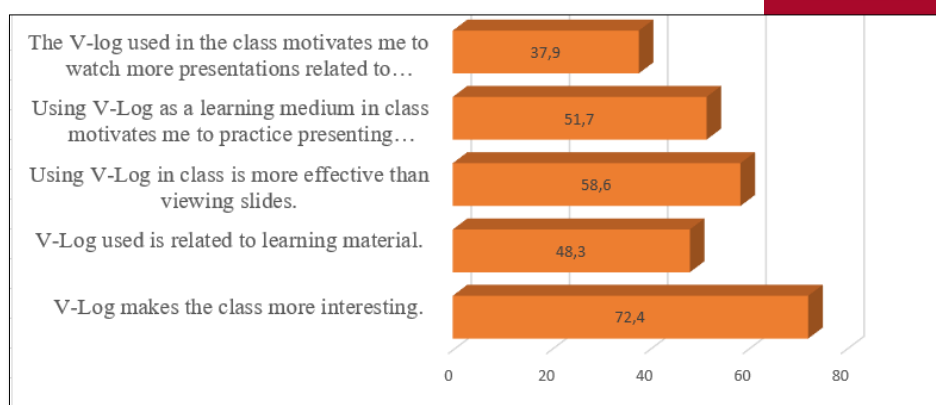
RESULTS AND DISCUSSION

Results

Based on the analysis of the results of questionnaires and interviews conducted with students and teachers in rural area schools using the V-log as a learning technique and teaching model in teaching english. It can find that the use of V-logs significantly increased students' understanding of english. It was proven by the results of the questionnaires that students filled out. This questionnaire was adopted in a study designed by (Murwantono, 2019). The use of the Likert scale as a reference for student assessment of the researcher's treatment has been carried out. The resulting data analysis will be described using narration and visualization of a bar chart from items questionnaire adopted in a study designed by (Murwantono, 2019).

Table 1. *Percentage (%) of the result from students' interest in learning english using Video-Log as a learning technique.*

The Percentage Using Video-Log As a Teaching Technique in English

Statement	Percentage
If I become a teacher, I will use V-log as a source of learning media in class.	51,7
The V-log that I watched, helped me improve my pronunciation and intonation…	55,2
V-log is a good source for practicing language skills.	58,6
The V-log learning media used in class has a beneficial effect on me in developing the…	55,2
Using V-logs improves my understanding of lesson content.	48,3
The V-log used in class increases my participation in learning.	58,6

Based on the results of the bar chart table above, it is clear that twenty-seven students think "Strongly Agree" that learning using V-logs can increase students' motivation and confidence to practice and understand english. Based on the percentage of 51.7% of the twenty-seven students who have learned english using V-logs as a teaching technique by the teacher are able to grow their confidence in learning english well. In addition, students really like learning using V-logs, it can be seen from the percentage obtained as much as 72.4%, the results obtained are significant because the teacher has presented interesting content and display for students. Not only that, students have succeeded in increasing their confidence in english pronunciation significantly, it can be seen from the second item where as many as 55.2% of students have been fluent in good english pronunciation which initially had many mistakes and became the focus. It is very clear and the objectivity of learning is well achieved using V-Log as a learning technique used in the area, especially during the current pandemic. The points described in the results of the questionnaire above are supporting evidence that learning using the V-log has proven to be effective and efficient in teaching english in rural areas. With teaching techniques and strategies using V-logs, it can increase students' motivation in learning languages well and looks very effective for teachers in teaching english during the pandemic.

Discussion

From the results of open interviews with the original teacher who taught at the school, the authors took one representative of the original teacher as a class respondent at the time of data collection. This interview was stated using english as the main topic and was also translated orally and in writing into Thai so that the teacher could more easily understand the questions and make them more confident to answer.

The resource person during the interview with the researcher said in writing that previously, some students often had difficulty in learning english because of their limitations in understanding vocabulary due to limited resources due to the lack of native english teachers at the school who could not provide appropriate material for learning at the school. In class, they are present but do not understand the material because the teacher who provides the material is not original from the english department and the limitations of the latest media make students very vulnerable to understanding english well. However, with a breakthrough regarding using V-Log as a teaching technique at the school, students experienced an increase in their understanding of english. They were able to improve their pronunciation in pronouncing vocabulary. They were motivated and confident in speaking english after learning to use V-Log as a learning technique. This breakthrough has built their motivation to learn to understand the language because, in the V-log, the researcher also displays two languages, namely english accompanied by Thai. From the results of the interviews, the authors conclude that teachers are motivated in the learning process. The use of V-logs in teaching english is considered a great

achievement. As far as learning goes, students are very active in imitating and demonstrating the material taught by the teacher. The content provided follows what they need. Processing learning concepts mixed with gameplay has caused students' awareness to grow and has slowly created maximum results.

From the presentation of the data above through the results of the questionnaire as a supporter and the results of interviews by the teacher, most of the students answered strongly agree with the questions given to them, and the teacher gave several positive statements in the use of V-Log as a model and learning technique during this pandemic. These results explain that most students have high motivation and have more confidence in learning english by using V-Log as a learning technique given by the teacher. Motivation is one of the important things that affect student attitudes and achievements. Motivation is believed to be directly related to behavior where each student decides to do a certain task or set a certain goal and then achieve that goal (Ajmal,M. Et al., 2021). In the findings of this study, students are more active and easy to understand the material provided, and they have good motivation in learning so that this condition can be useful for teachers in the future to make students succeed in understanding english better.

Behind the successful treatment of students using V-log as a teaching technique. The most prominent factor from the data obtained is the obstacles during learning faced by students where there is a lack of devices in accessing from home due to the economic factor of parents and the difficulty of signaling there. In rural areas, people are very obedient to their mother tongue, and the intonation used continuously creates different sound effects when taught L2, making teaching L2 difficult. Second, Students have a basic level of english. Not a few students in rural areas have difficulty learning english because of the lack of english language educators and the lack of the latest learning media in the area, as evidenced by field observations at the time of the study.

Furthermore, the teacher's limitations in using technology-based learning media have created success in achieving goals in learning english. The lack of media updates, strategies, and teaching techniques has a huge impact. The effect is the delay in understanding in capturing new material, especially in understanding L2. It had a major impact due to the spread of COVID-19, in which all schools were closed. It has a long-term impact on students' cognitive processes due to the absence of face-to-face contact and the background of students who have almost no access to online learning. However, for students' enthusiasm in learning languages, students are directed to carry out learning in class using V-logs and makeshift facilities. They never give up and keep learning.

It is proven that V-Log is very effective to use instead of learning via the internet, which is not too troublesome to always be active in a high and strong signal because the content of V-Log can be downloaded and then stored on the memory of the device used. By using V-logs in the learning process, students seem to be involved in one class, then the material provided will flow like learning in general. Very useful for all teachers, especially teachers around the world, because the generation that originally used face-to-face learning became an online school. It will be a breakthrough in the world of education. It is very efficient for teachers in rural areas because understanding a new language is difficult for students. It is a powerful way to use V-logs as a learning model as both a teaching technique and a learning strategy.

The use of V-logs has brought changes to the world of education, especially in rural areas. Innovation can be formed in the future regarding technological changes in supporting success in educational equity. The existence of the V-log as a breakthrough has changed the views of

educators in rural areas where difficulties in conveying this can make it easier to provide material to their students. Students' motivation and beliefs will emerge if the learning concepts provided by the teacher can be learned and easily understood. With the results given, V-log as a model and learning technique can grow their confidence in learning english well. The enthusiasm applied by them can bring them to the ease of absorbing the material used. With this spirit, students' motivation and self-confidence have emerged in learning languages. The content of the material that is easy to understand and the enthusiasm of students to know have shown positive results in applying this treatment. Very effective for the learning process in rural areas, native teachers will use this learning model as a form of flexibility in applying the lessons given to students in the future. The existence of interesting content, visual displays that successfully target students, and flexible learning styles will be additional positive factors in making it easier for students to stimulate their cognition in accepting new material in terms of L2 understanding.

V-Log being able to answer the concerns of students and teachers in rural areas, the benefits of using V-Log have brought success in teaching english. Using V-Log can raise students' high motivation and confidence in learning. Learning english with V-Log has succeeded in producing significant changes in language education in rural areas.

CONCLUSION

This study focuses on exploring strategies and concepts of learning technology media in english language learning in rural areas. About the application of Video-log (V-Log) in teaching english in rural schools. The findings found that native students and teachers felt how V-Log helped them understand english learning in emergency distance teaching, students' motivation and confidence to understand english, planning strategies, and learning concepts more efficiently by using technology. In other words, students and teachers have positive perceptions about the use of V-logs in learning english.

The changes in learning have shown positive results. Students can understand, be motivated, and be confident in learning english by using V-Log. Teachers and students feel the positive impact and produce significantly better results than before by using V-Log as a teaching model and technique. The results of this study underscore the importance of social support for students and teachers in rural areas. Has provided findings that contribute to language teaching in rural schools using V-Log as an efficient learning technique and model.

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