

## A Teacher's Beliefs on the Integration of Video Technology in Teaching Speaking: A Case Study

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### ABSTRACT

This study investigates the teacher's beliefs on video technology integration in ELT. A case study was employed as the research design to produce an in-depth description of video technology integration that is rich and holistic. An English teacher was purposefully selected as the research subject of the study. The results of the study indicate that the teacher's beliefs about English, teaching and learning, and video technology are strongly connected with teaching practices. Moreover, the findings show that there is no any discrepancy between beliefs and practices. This study attempts to contribute to the literature on the study of the teachers' beliefs that underlie teaching practices. Teachers should understand their own beliefs to promote effective teaching practices.

**Keywords:** *teachers' belief, teaching speaking, video technology.*

DOI: <http://dx.doi.org/10.20961/ijpte.v1i1.4914>

## INTRODUCTION

Living in the 21<sup>st</sup> century more or less demands people to make use of technology including in education. In this case, the integration of technology in the classroom is viewed as an important strategy to increase the effectiveness of the teaching-learning process (Mirzajani et al., 2016). Technology is viewed essential to successful performance outcomes (i.e., student learning). In other words, effective teaching requires effective technology use (Ertmer & Ottenbreit-Leftwich, 2010). Considering that technology is crucial in the 21<sup>st</sup> century learning, teachers cannot stay put. Instead, they must be able to adapt. However, teachers are not always interested to change. As said by Prensky (2001), teachers who were not born into the digital world (digital immigrants) assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. That assumption, however, is no longer valid in this era. Teachers should be adaptive which means that they should start believing that integrating technology in the classroom is an effective way to improve the quality of education.

Nowadays, it is evident that teachers have integrated some common digital media and resources in language teaching e.g. video, PowerPoint presentation, web 2.0, etc. It is interesting, therefore, to know teachers' beliefs underlying the integration of technology in language teaching. For instance, teachers who believe that teaching speaking using technology (e.g. video) brings about greater benefits than providing an illustration in the book would tend to deliver the materials in the form of video. Reflecting to the example, teachers' beliefs clearly can influence behavior (Ajzen & Madden, 1986). They are important for understanding and improving educational processes (Fauziati, 2015; the Organization for Economic Co-operation and Development (OECD), 2009). Teachers' beliefs are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement (OECD, 2009; Fauziati, 2015).

Theoretically, teachers' beliefs are assumptions about students, classrooms, and the academic material to be taught (Kagan, 1992). In addition, Borg (2001) defines belief as proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment. Teachers' beliefs, therefore, can be generally said as assumptions about students, classrooms, and academic materials imbued with commitment to reflect their beliefs on the method or strategy they use. Likewise, in language teaching, teachers' beliefs plays an important role (William & Burden, 1997; Borg, 2001). They are involved in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected (Borg, 2001).

With regard to the fact that the 21<sup>st</sup> century learning demands skills in using technology, teachers can make use variety of digital resources that can facilitate students to learn; one of them is video. Video is an audiovisual material which assists students to learn at their own pace and consequently make learning process meaningful (Secer et al., 2015). Put simply, the use of video technology is

effective in language teaching (Hung, 2016). He (2016) further suggests that there are at least four advantages of using video in language teaching, (1) video contains context; it usually includes body language, facial expressions and artefacts, (2) video brings real world; when online videos are created by learners, they can be viewed and commented on by audiences beyond classroom contexts, who serve as genuine audiences with whom the learners interact, (3) video gives emotional impacts; it establishes a connection with the unconscious mind and the emotions, and (4) video creates redundancy; it repeats same messages in two modes, visual and verbal.

There are several studies related to the use of video technology in ELT. Hung (2015) investigated whether video blogs can enhance EFL presentation skills. In this study, the result shows that video blogs helped the students improve overall presentation performance. In a further study, Hung (2016) conducted a research investigating the pedagogical potential of videos in feedback provision. The result of the study reveals that video promotes peer interaction, fosters personalized learning, and enables learners to contribute ideas in a broader and deeper way. Some other studies focusing on speaking skill as dependent variable also revealed that there is a significant difference on students speaking skill after being taught by using video (Octavia, 2015; Saleng et al., 2014; Mustikawati, 2013). Those findings show that video technology integration is effective in teaching speaking.

In addition, some other studies focusing on the teacher's beliefs on technology integration also have been conducted by prior researchers. Kim et al. (2013) investigated how teacher beliefs were related to technology integration practices. The findings revealed that beliefs about the nature of knowledge and learning were significantly correlated with beliefs about effective ways of teaching, and beliefs about effective ways of teaching was significantly correlated with technology integration practices. Besides, some other researchers learnt the connection between teachers' beliefs and teaching practices, and it was found that teachers' beliefs are strongly connected to teaching practices (Kagan, 1992; Nespor, 1987; Pajares, 1992).

Thoroughly reading, however, the prior studies related to the use of video in teaching primarily focus on investigating the effect of video technology on different variables (see, for example, Octavia, 2015; Saleng et al., 2014). None of them specifically learned the teachers' beliefs underlying the use of video technology. Besides, the previous study related to the teachers' beliefs on technology integration only investigate the belief on technology in general, not specific (see, Kim et al., 2013). Therefore, it is needed a further research to explore the use of video in teaching and learning process particularly by investigating teachers' beliefs on the integration of video technology in the classroom. In addition, it is also needed a more specific study investigating what kind of technology that teachers integrate in the classroom to get a more focused results. In this study, it was found an interesting case that a teacher who teaches at the tertiary level in one of the senior high schools in Surakarta, Indonesia has made use of video technology as one of his effective teaching materials. Regarding to this preliminary study, we will explore the teacher's beliefs as well as the sources of beliefs on the integration of video technology in teaching

speaking. The result of this study, therefore, will fill the gap found in the prior studies related to the teachers' beliefs and technology integration practices.

## **METHOD**

In this study, a case study was employed as the research design. A case study itself is typically used if the researcher wants to focus on a single unit to produce an in-depth description that is rich and holistic (Ary et al., 2010). Likewise, in this study, a single teacher from SMP Al-Islam 1 Surakarta was purposively selected as the research subject since from preliminary study, it was found that he integrates online video in teaching speaking. This was considered as a unique case since allowing students to go online in the classroom finding their own videos is rarely done by other teachers.

The data were collected by using some data collection techniques such as in-depth interview, observation, documentation, and audiovisual materials. Some instruments including interview guide, observation sheet, and camera were then used to collect the data. To explore the teacher's belief in this research, we followed the guidelines proposed by Richards & Lockhart (1994) which focus on investigating beliefs about (1) English, (2) learning, (3) teaching, (4) and (5) beliefs about video technology. Then, to analyze the data, we pursued some steps starting from organizing, reducing, interpreting, and finally displaying the data (Ary et al., 2010).

## **RESULT**

### ***Belief about English***

According to Fauziati (2015), it is crucial to examine the underlying beliefs teachers have about English and how it influences their attitude in teaching. In this study, the teacher believes that English is an important language since it is used by people all over the world as a means of communication. Nowadays, English is regarded as essential language in globalization era which grows rapidly. However, English is a difficult language to learn. It requires the learners to have a huge motivation, curiosity, and creativity in learning. The gap between the native and the target language becomes a separated problem faced by Indonesian learners especially in speaking skill. The teacher further stated that speaking is the skill that the learners will be judged upon most in real-life situation. Speaking is an important part of everyday interaction, and most often, the first impression of a person is based on his/her ability to speak fluently and comprehensibly. In this context, however, the teacher believes that speaking is the most difficult skill to be learned by students among other skills of English (listening, reading and writing).

According to the teacher, there are two reasons why speaking is difficult to master: (1) the students' lack of motivations, and (2) the use of inappropriate teaching techniques used by the teacher or less of media usage in teaching speaking. Whereas, teaching English as a foreign language requires the use of effective learning methods and/or media that promote speaking activities. Thus,

the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation by using appropriate teaching method and teaching media. In this study, the integration of video technology in speaking class is evident that beliefs about English (with speaking as the most difficult skill) are related to the teaching practices. The relation is apparent in the way the teacher uses video to encourage authentic learning of speaking. It can be said that, therefore, there is no any discrepancy between the teacher's beliefs and teaching practices.

### ***Beliefs about Learning***

According to Fishbein and Ajzen (1975) beliefs about learning refer to a person's subjective judgments about a relation between learning and his or her values or attributes. Specifically, Fauziati (2015) states that teacher's belief about learning reflects everything that they do in the classroom. Related to this, the teacher views learning as *the process of gaining and acquiring knowledge that leads to change which occurs as a result of experience*. Learning should develop a student's capacity for independent thought and action. The use of authentic material, for instance, can motivate students in learning independently, especially if it is supported with appropriate media such as technology. The use of technology is one way of the teacher to encourage students' learning style into multi-sensory learning. Besides, socio-affective strategy can be a good learning strategy toward the students, that is, by cooperating with others in finding their own resources. In the class, the teacher wants the students to be aware of their roles, that is, as an active participant. This finding shows that the teacher's beliefs are connected to the teaching practices in which the teacher maximizes the use of video as teaching materials, and groups the class. This is an evidence that there is no discrepancy between what the teacher believes, and what the teacher does in the classroom.

### ***Belief about Teaching***

According to the teacher, he believes that teachers' role in the 21st century learning is merely as facilitator, no longer as transmitter. Interestingly, his belief is reflected in the way he teaches speaking. The result of observation shows that he encourages students to find their own resources, that is, from YouTube. In this case, the teacher believes that students role in teaching and learning is active recipients of information. The finding shows that there is no discrepancy between his beliefs and teaching practices. Practically in the classroom, the teacher conducts teaching and learning with the basis of student-centered. He asked the students to be active in learning by dividing them into some groups. Then, each group should open some channels on YouTube which are relevant to the topic being discussed. During the teaching and learning process, he also approached each group to monitor the students and help students whenever it was necessary. This is a representation of his belief believing that the teacher's role should be a facilitator. After getting the videos, students were asked to do role play by using the materials that they got from the videos. Referring to those findings, it is concluded that the teacher's beliefs are related to teaching practices.

### **Beliefs about Video Technology**

With regard to the topic of this research, that is, integration of video technology in ELT, it is needed to explore the teacher's belief about video technology as meaningful resources in teaching speaking. The teacher believes that the use of video is effective in teaching speaking with two reasons (1) video is contextual, and (2) video gives emotional impacts. The teacher believes that using video, students will not think that they are involved in a serious learning activity. Rather, students will consider that learning speaking is fun and enjoyable and thus their speaking skill will improve. Moreover, the teacher believes that using video can facilitate students to figure out the real use of English in everyday life. Practically in the classroom, the teacher firstly played the video about a particular topic, and then asked students to find out their own videos in YouTube. This finding shows that the teacher's beliefs on video technology are related to the teaching practices in the classroom.

Regarding to the students' improvement in speaking, the documents of students' score show that video technology integration in teaching speaking is proved to be effective. In this research, by looking at the document of the students' score, it is revealed that students' score in speaking after learning using video significantly improved. According to the teacher, the improvement can be seen from some indicators such as fluency, vocabulary, pronunciation, grammar, and comprehension. Considering this phenomenon, it can be said that the teacher's beliefs are related to the teaching practices which result in the more effective way of teaching.

### **Source of Beliefs about Video Technology**

According to Richards and Lockhart (1994, pp. 30-31) sources of teachers' beliefs may come from (1) their own experience as language learners, (2) experience of what works best, (3) established practice, (4) personality factors, (5) educationally based or research-based principles, and (6) principles derived from an approach or method. In this study, it is found that the sources of beliefs of the teacher related to video technology are varied. First, his beliefs come from his experience as language learner. Some years ago, the teacher once learned English in Pare, Kediri, East Java. Indeed, Pare is arguably a good place to learn English. In one of the English courses in Pare, the teacher experienced learning English by using video. From his experiences, he believes that video is an excellent media to learn English. Second, his beliefs about video technology come from established practice. The teacher once joined international conference about ICT use. In that conference, the teacher learnt from one of the keynote speakers explaining the use of video technology in ELT. The keynote speaker explained in detail the background, theoretical framework, and positive results of video technology integration in ELT that make the teacher believes that video is good to be applied in his own classroom. Third, the teacher's beliefs about video technology come from personality factors. Referring to the concept of digital immigrant and digital native proposed by Prensky (2001), the teacher is actually categorized into digital immigrant teacher since he was not born in the digital era. The teacher, however,

are not resistant to change. He believes that integrating technology including video brings about a great impact on students' learning. Further, he believes that in this digital era, teachers should be ICT literate to face the challenge of the 21<sup>st</sup> century learning.

## DISCUSSION

This study investigates whether beliefs about English, teaching and learning, and video technology are related to teaching practices. The finding shows that beliefs about English are related to teaching practices. It can be seen from the way he believes that English is a complex language with speaking as the most difficult skill. Speaking is considered difficult since it is less practiced in teaching and learning. Speaking, therefore, should be learnt by knowing the real practice of how English is used as spoken language in communication with the correct pronunciation. His beliefs about English in general, and speaking in particular are related to teaching practices in which he makes use of online video as a powerful material providing students with the examples of English use in daily context. In this case, it can be seen that the teacher's beliefs are related to teaching practices, and it is consistent with Kim et al. (2013), Kagan (1992), Nespors (1987), and Pajares (1992).

Besides, the result shows that the teacher's beliefs about learning are related to beliefs about effective ways of teaching. Regarding to the teacher's belief about the effective way of learning, learning English authentically is occasionally more effective than learning the concepts on the textbook. It is reflected in his use of video as one of the teaching resources. Video is considerably an authentic material that provides learners with contextual clues. Besides, learning speaking from video recorded by the native speaker will familiarize students with the correct pronunciation. In addition, integrating video with group work and role play activity clearly signal his beliefs that speaking will be best learnt when it is more practiced. This finding indicates that teacher's belief about learning are related to teaching practices, and it is consistent with Kim et al. (2013), Kagan (1992), Nespors (1987), and Pajares (1992).

With regard to the teacher's belief about teaching and video technology, the finding shows that it is related to teaching practices. Considering that video contains numbers of advantages, he conducted teaching and learning activity by maximizing the role of online video. He maximizes the use of YouTube as a video provider that serves many educational videos for students. This finding reveals that teacher's beliefs are related to teaching practices, and again, it is in the same line with Kim et al. (2013), Kagan (1992), Nespors (1987), and Pajares (1992).

Narrowing to the effect of video technology in ELT, the effective result of learning promoted by the use of video in the teacher's classroom is consistent with the studies conducted by Hung (2015, 2016). In addition, by analyzing the score obtained by students after being taught using video, it shows that video can improve students' speaking skill, and it is consistent with the prior studies conducted by Octavia (2015), Saleng et al. (2014), and Mustikawati (2013). In conclusion, beliefs about English, teaching and learning, and video technology are

strongly connected with teaching practices and thus this research supports some prior research conducted by Kim et al. (2013), Kagan (1992), Nespor (1987), and Pajares (1992). In the other words, it is clear to say that there is no discrepancy between the teacher's beliefs and teaching practices in this study.

## CONCLUSION

This paper explores a teacher's beliefs about the use of video technology in ELT. The results of this research indicate that beliefs about English, learning, teaching, and video technology are interrelated. These beliefs are connected with teaching practices proved from the result of interview and observation in the classroom. In our study, it appears a fact that video technology integration is influenced by the teacher's own beliefs. The findings suggest that teachers' beliefs are crucial in understanding and improving teaching and learning process. They play role as guidelines for teachers to adopt their classroom practices and to cope with daily language teaching problems (Fauziati, 2015). To conclude, this study reveals that there is no any discrepancy between the teacher's beliefs and teaching practices. However, due to limited sample participants and short-term observation, we could not suggest that these findings can be generalized to the larger context since it was just a specific case. Therefore, it is suggested for the future researchers do to more empirical studies with a larger sample by using either quantitative or qualitative research methods to add the existing data, and to understand the problem well.

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