

## SCDV (STUDENT-CREATED DIGITAL VIDEOS) IN FLIPPED CLASSROOM WITHIN PEDAGOGICAL PRINCIPLES

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### Abstract

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan SCDVs (video digital yang dibuat siswa) dalam *Flipped classroom* (kelasterbalik). *Flipped classroom* merupakan kegiatan belajar yang membalik kegiatan di kelas dan juga di rumah. Ini menjadi strategi yang baik dalam belajar menciptakan suasana yang berbeda dengan menggunakan teknologi terhadap aktivitas siswa. Dalam studi ini, peneliti mencoba untuk melibatkan SCDVs (video digital buatan siswa) sebagai proyek siswa yang diposting di Saluran YouTube di luar kelas dan dalam kegiatan kelas. Studi ini menggunakan desain penelitian kualitatif untuk mengetahui bagaimana penerapan media sosial "YouTube" sebagai jembatan SCDVs (video digital yang dibuat siswa) dan praktik pembelajaran baru di kelas terbalik. Subjek penelitian dalam penelitian ini adalah siswa kelas X sains 1 dan seorang guru SMA Negeri 1 Kedamean di wilayah Kabupaten Gresik. Untuk mengumpulkan data, observasi akan digunakan untuk mengeksplorasi secara mendalam tentang media sosial online dalam pembelajaran dalam tujuan pedagogik. Penelitian ini telah membuktikan bahwa pendidik tentu dapat menarik manfaat dari masalah yang sedang berlangsung di situs jejaring sosial karena dapat memberikan kontribusi positif bagi prestasi siswa dalam pembelajaran dan keterampilan bahasa.

**Kata Kunci:** Flipped classroom, SCDVs (student created digital videos), Online learning

### 1. INTRODUCTION

In fact, the media of learning has certainly grown broader than merely printed-texts like course book or textbook. There is now an acceptance of the textual shift that has occurred to millennial generation nowadays whose environment is tied to visual, electronic and digital texts. Kress & van Leeuwen (1996, 2001) propose a theory of multimodality to describe the textual shift that has occurred which recently conceptualizes the changing paradigm which is fundamental for literacy and learning in an age of increased digital communication. Their theory is relevant as an increase in technology tools, and associated access to multimedia composing software, has led to people being able to easily use many modes in art, writing, music, and dance and every-day interactions with each other. One of the most subtle changes is how people utilize internet, computer, and technology. Students today can quickly learn how to use a range of technology that allows them to do multi-task in digital environment, like sending messages, download songs, playing games, and watching videos.

The trend of using of social networking sites like YouTube, Instagram Facebook, Twitter, etc. nowadays has been highlighted by many scholars and researchers. Social network has gained its popularity to be one of the tools for the adolescents in this decade to interact and access information worldwide easily. Interestingly, Indonesia has

grabbed the third largest YouTube users in the world as of January 2019 numbering 1.8 billion. According to YouTube statistics, its users spend over 1 billion hours daily on YouTube (YouTube statistics, 2019). The question is, with the growing amount of time the youth is spending on social networking sites like YouTube, how should educators consider these to be a value for pedagogical purposes? Truly, in this era of technological advancement and the Internet, teachers have an invaluable well of resources of which to draw from including in language learning. As a matter of fact, a transition from print-based education to multimodal education indicates a profound shift in the notion of reading as a whole. Unfortunately, these sources' potential as a tool for learning in the EFL classroom has not been fully tapped in Indonesia. Educators face the challenge of reconnecting students to academic learning in ways that create authentic bridges between the students' creativity in learning, communicative practices of youth culture and the challenging requirements of academia.

The writer, therefore, with this research attempts to investigate and describe the implementation of YouTube in SCDV (student-created digital videos) as an aid media in learning that incorporate speaking and listening practice in flipped classroom as a new learning practice through educational context. Even though the term of learning now has taken a new turn, the practices

in educational context should be inclined to the curriculum as the standpoint of teaching and learning principles. Besides, the students are expected to successfully meet the demands of the curriculum. Therefore, the researcher will still put significant concern on to what extent YouTube as media contributes to the progress on students' language skill and achievement of students' language learning through a production of communication in flipped classroom.

In flipped classroom, among the technology in education and the activity of learning are two mechanisms which are related to each other and stimulate the learning environment in a fundamental way. It becomes a new way in English language teaching that suitable with the new curriculum which is the focused on learner-centered and bring learners to renewed learning that is more profitable in some phases than a traditional interactive learning in the classroom (Davies, 2011, p. 11). The activities of learning in flipped classroom focused on exercise, project, practice, and problem-solving during out of the classroom without ignoring the content of teaching and learning (Bishop & Verleger, 2013). Then, the teacher uploaded some materials before the class to make students ready with the materials and some instructions related to the class activity, then the atmosphere of study can be different if a teacher uses technology in introducing the lesson content and explain the kinds of learning activities in the classroom. According to Staker and Horn (2012) defined flipped classroom as a part of blended learning, where the students have their own space, time, control, path or place. Students are really dynamic during the process of learning with technology.

Additionally, by regular practice on YouTube through SCDV (student-created digital videos) in flipped classroom and having multi-interaction, it can encourage them to develop their critical thinking skill when speaking either students uploaded their own videos related to the topic of the lesson posted on YouTube channel by them, or other YouTube friends' postings during outside of the class. In the end of the practice, they will be asked to present and discuss the result of student-created digital videos in the class. For this research, a channel YouTube group namely "Vamos English SMANIKE" and an account in Edmodo are created specifically for the purpose of providing an English teacher's materials of the lesson and also students a space where they are in control of the content and direction of their learning, and to secure and private the online environment for educational purposes. To this purpose, this study will focus on how is the implementation of YouTube as a digital media for SCDVs (student-created digital videos) in flipped classroom as a new practice of learning pedagogy.

## 2. RESEARCH METHODS

This research uses descriptive qualitative approach conducted to 36 students of tenth grade in SMAN 1 Kedamean in the district of Gresik. They were taken as the participants of this research. Those all 36 students were asked to join the group "X Science 1". The researcher choose Senior High School since senior high school is perceived as the most proper setting in finding teacher's practices regarding to flipped classroom aided with SCDVs (student-created digital videos)'s project. This school is chosen by the researcher because this school has implemented Flipped classroom aided with SCDVs (student-created digital videos), and the teacher is trained to implement flipped classroom aided with SCDVs (student-created digital videos) for English subject. At the period when this research was conducted, the students were expected to identify and study recount texts. Thus, the materials posted on the Edmodo as a teacher's online learning platform page focused on the teacher's videos material of recount include the social function, text structure, and language element and also genre in full texts alongside with its features represented through videos and vocabulary glossaries. There were two recount texts uploaded on the group page which are the experiences, journey, and event. Then some instructions of the teacher also posted on it. The data of this research were driven through sets of observation. The observations were used to monitor and record the activities occurred on Edmodo group page encompassing the teacher's materials and instructions, also YouTube Channel as a media to share students' digital videos, comments, interactions between students to students, and students to facilitators.

## 3. RESULTS AND DISCUSSIONS

In fact, there have been numerous studies conducted in language teaching and digital media in education field. Davies (2012) in her study found that YouTube provides opportunities for new learning practices through videos-watching-making. The research considers how teenagers use the site to present themselves and 'create video' using YouTube. In this presented research, the analyzed data have drawn some findings answering to the research questions. Shown from the set of observations, almost all students were participating on YouTube channel and Edmodo group page. Actually, there were many and various posts uploaded on two of those pages. There were some teacher's materials of recount in Edmodo, the student's practices of speaking through digital videos related to the topics posted on YouTube, and mini lessons. Those Instructions will be drawn here;

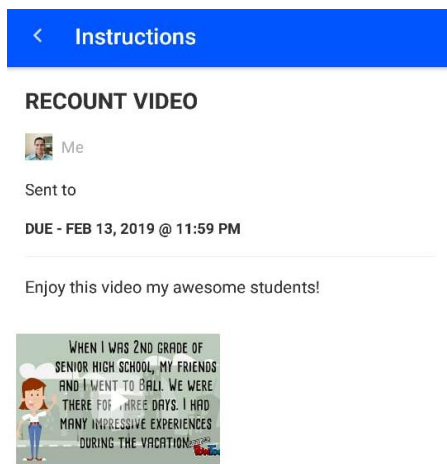


Figure 1: Image of teacher's material

The theme of each image is connected to the materials of recount texts which were posted on online learning platform. One of the purposes of uploading materials is actually to brainstorm the students and provide them box of prior knowledge before they learn the materials in the class which known as flipped classroom activities. Almost all students were participating by watching the materials and joint to the class.



Figure 2: Image of Online learning class members  
After all the members are include in online learning, they get some task performance from their teacher who posted on Edmodo also;

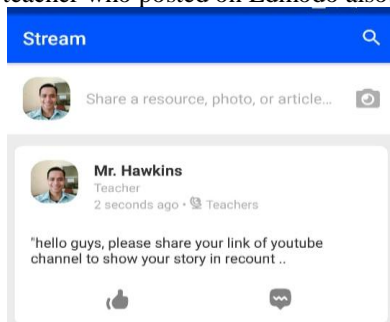


Figure 3: Image of Teacher's instruction

The students have already done to do the project of creating digital during the outside class activity, then after they record their videos they complete their digital project videos in class activities. They complete their videos till they have already to publish on YouTube Channel;



Figure 4: Image of Students' project activity in the classroom

From figure 4, the students edit and complete their digital videos using their cell phones, because each student have those cell phones. They are really antusiatic because all students can create their own videos and posted on YouTube.

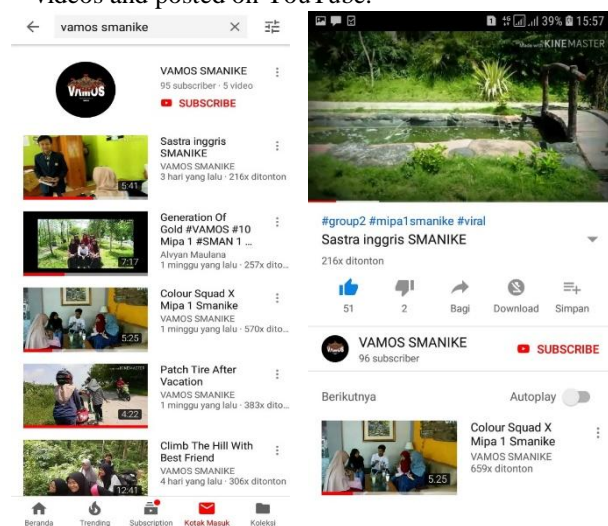


Figure 5: Image of Students' project posted on YouTube

The students project in creating digital videos have already published on YouTube. Anyone can easily access and watching their videos around the world in social media. The students practice their speaking through their own videos which related to the topic of recount.

Almost all students were participating by giving comments. Interestingly, they did not merely drop their comments after watching the videos or to the 'content' of the video but also to give feedback for their friends' performance and share their personal experiences related to the topic.

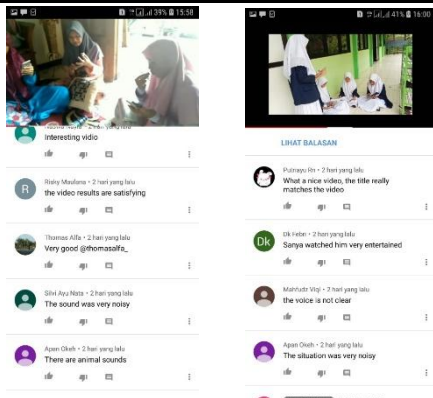


Figure 6: Image of the sample of students comment

In that kind of situation, the facilitators were forced to involve and solve the issue together with the students. Luke (2003: 401) points out that, ‘texts of the new technologies have mutated into complex hybrid systems that have made new demands on reading and writing, viewing, social exchange, and communication. The practices on YouTube towards SCDVs (student created digital videos) in flipped classroom activities has brought evidences to that.

Drawn from the observation on ‘VAMOS SMANIKE’ as their identities name on YouTube page, it is obvious that the students were engaged in more than just monotonous learning activities, but also shaping their identities through ‘speaking’ ‘writing’ with social and communicative purposes as they express where they stand over the issue via comments. It is shown when a student shared his/her interest after watching the videos and how she/he coped with that. Then it is continued by another student reacted on the comment to convey their opinion or simply just a remark like “That’s good Job”, “you look so handsome”, “I love your performance”. Through those kinds of interactions, the students uphold a role shift from being “mute outsiders” of the text or idle-viewers to active and critical listeners. YouTube group page revealed that those students are not only possessing role as students in the world, there is a singer, cheerleader, debate member, even a poet in that classroom. Their identities are unwrapped through their writing on the comment box. YouTube cracked a way of these identities to be acknowledged.

Actually, the students were required to discuss and present about their story of recount which are already uploaded in the social media then discussed together on the class activities using their own words in the end of the lesson. This assignment was given to meet the learning objectives suggested in syllabus in K-13 curriculum. Thus, the students still need to do intensive speaking activities through the process of speaking comprehension. Interestingly, the result of the students speaking project created by the students has gone beyond expectation. Almost all of the project have the best effect and good digital

videos are assessed into very good to excellent marks. Below is the diagram of students’ summary result:

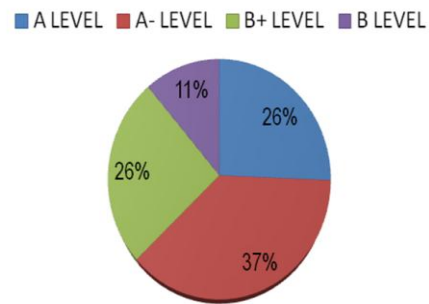


Diagram of students’ marks

The researcher argue that the students’ good achievement was not a mere coincidental event but with a hand of online learning and learning activities in the class. Using YouTube, they were somehow helped and assisted throughout the process since they were involved and engaged actively in decoding and reconstructing the texts in oral spoken. The students were undergoing a metacognitive process. YouTube tangibly changes

#### The tenth grade of science – one (X-IPA 1)

other. Since the students were notably ELF learners, the teacher presence on online learning platform such Edmodo was also a kind of motivation booster for the students to actively discuss the materials.

#### 4. CONCLUSION

This research has managed to result some profound insights regarding to the use of YouTube towards SCDVs (student created digital videos) as one potential digital media to bridge the demand of multimodal learning and new learning practice of flipped classroom within pedagogic purposes. With the fact of being awarded the third most massive users of YouTube in the world and online learning platform, this research has proved that educators certainly can draw merits from the ongoing issue on social networking sites as it may positively contribute to the students’ achievements in learning and language skills especially speaking, listening and writing. It was evident by the outstanding summaries produced by the students. The idea of integrating YouTube towards SCDVs in flipped classroom activities into the language teaching and learning could help raise especially Indonesian students’ awareness of using social networking websites to serve not only their own everyday socializing activities with YouTube Viewers, but also for academic purposes.

This matter, of course, also makes the arguments of YouTube as a digital media where people do create digital videos as social practice more intriguing. As seen from the sets of observations, the students in YouTube group



channel also interacted with their friends as well as the facilitators not only with regard to the topics of the lesson but also to maintain relationship, to share their experiences and opinions, and even to lay finger on their identity. When they dropped a comment on a topic raised, they took a shift of being “passive listeners” to “active listeners”. Moreover, through the interaction, the students wanted the others to catch their messages and recognize their identity as a person by their writing both on YouTube group page. To put in the nutshell, with the demands of digital technology, YouTube towards SCDVs is no exception to the multimodal trend and new learning practices of flipped classroom to be applied in language teaching without eradicating “ethos” of fundamental pedagogical principles. *What* is to be learnt is curriculum-content, *how* it is to be learnt multifarious and worth a headlight.

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