



TEACHER STRATEGIES FOR USING VIDEO BASED ON LESSON IN TEACHING LEARNING ENGLISH IN ELEMENTARY SCHOOL STUDENT AT SEQUOIA BANDUNG

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ABSTRACT

Nowadays reveal that technology has been integrated in teaching English. Teaching strategy is one way that used by teacher to achieve the goal. One of strategies used by teachers is used technology in teaching learning process, In this study will be focus on teacher strategies using video. Numerous video can be deployed as English learning media source. This study focus video based on lesson in teaching learning English. Commonly known, that using video in teaching learning English can facilitate the students to get more interested because they can directly see the object and its explanation in the sound or students can get rich learning experience. In the era of advanced technology, teachers have to face several challenges in utilizing videos, but teachers must use videos to deliver lessons so teacher must talent on technology. This study used case study research to find out the teacher strategies using video based on lesson. . the research was conducted on November 2022 at sequoia Bandung. the subject were 9 teacher consist of 2 EFL teacher and 7 class teacher. In collecting the data, class room observation interview and questionnaire were used as the technique. The data were collected analyzed qualitative in order to get in deep information about teacher strategies. The purpose of the research is to know how the English teachers formulate and implement the teaching strategies in English teaching-learning process. the analysis technique use triangulation. the researcher explains the methodology used in this research in order to answer the research question. In this study, the researcher analyzes teacher strategies using video based on lesson at elementary school student sequoia Bandung which used the case of study. The source of data a case of study is observation of a person daily routine, unstructured interviewed. The [interview](#) is also an extremely effective procedure for obtaining information from 9 teacher as respondent. The finding show that : First, The the implementation of videos in the English learning at Sequoia Bandung from the questionnaire all respondent said Learning can be done interactively and effectively. Second, the challenges faced by the teachers when teaching English using videos as follow Of the 9 respondents, 3 stated that the challenge in learning using videos was that it took time to prepare, 2 respondents stated that they had to look for videos that fit the theme because there were limited references, 1 respondent stated that videos were disturbed if the internet connection was bad, 1 respondent stated that the obstacles when editing videos required time, 1 respondent stated that if the duration is long then the child will get bored quickly, only 1 respondent stated that there are no obstacles to using videos in learning. Third, The videos influence toward the English learning process all respondent answer that students are interested in learning using videos because they are interesting, funny, and real.

Keywords: *Teacher Strategies, Media Video, Challenges Teacher, Influence Video*

1. INTRODUCTION

The need for quality education is increasingly recognized as essential for human development (Trianto, 2013). Enhancing education quality is tied to improving human resources,

including both hard and soft skills. A bilingual program offers a significant advantage, especially in learning environments such as bilingual schools, where English is integral.

During the COVID-19 pandemic, the shift to online education has made digital learning tools, including videos, crucial. Teachers need to adapt to modern learning media to keep students engaged. Hamalik (2011) identified seven components in learning, one being media, which should evolve with the times. Despite the advancements, some teachers still rely heavily on conventional methods, leaving students unmotivated.

Using media like videos in teaching can provide numerous benefits, such as enhancing student engagement and encouraging interaction. However, some controversy remains about the impact of media on learning (Clark, 1983). This study investigates the use of video as a tool in teaching English at Sequoia Bandung, focusing on teacher strategies and its influence on students' learning.

This research focuses on teacher strategies for using video in English learning at Sequoia Bandung, considering the acceleration of digital technology in education. The key research questions are:

1. How is video implemented in English learning at Sequoia Bandung?
2. What challenges do teachers face when teaching English using videos?
3. How do videos influence the English learning process?

2. METHOD

This study uses a qualitative approach, which focuses on understanding events and behaviors from participants' viewpoints (Fraenkel & Wallen, 2009). According to Moloeng (2009), qualitative research generates descriptive data from observations or interviews. The case study method is employed, allowing for an in-depth exploration of teacher strategies using video in English learning at Sequoia Bandung. This approach relies on interviews, observations, and other qualitative data sources, such as diaries and personal notes, to capture the experiences of teachers and students (McLeod, 2019; Zulfikar, 2020).

The research is conducted at Sequoia Bilingual School Bandung during the academic year 2022-2023. Established in 2008, the school emphasizes bilingual education, particularly in English, making it an ideal setting for the study. The Sequoia tree symbolizes growth and strength, reflecting the school's mission to nurture students' development from early childhood through primary education.

3. RESULTS

This chapter presents the findings to answer the research questions as mentioned earlier in chapter 1. It shows the data and the findings of this research covers the teacher strategies for using video based on lesson in teaching learning English in Sequoia Bandung, those questions are:

Result from observation

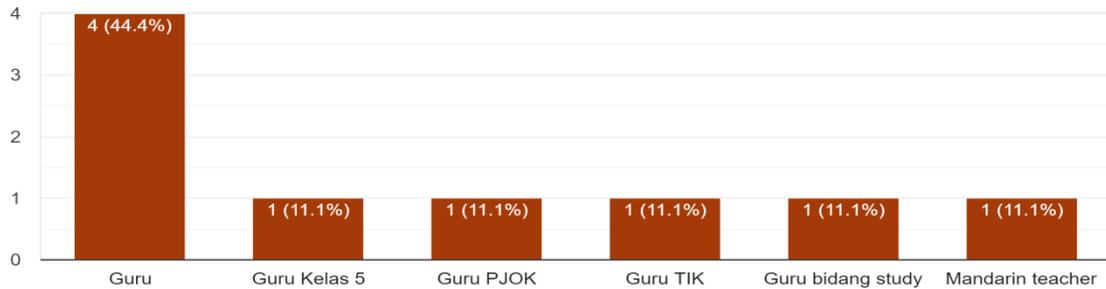
The observation was conducted in sixth grade of elementary student. The observation was held on Monday 21 November 2022 in one meeting for 80 minutes. The researcher observed video classroom activities. The research findings of this research as follows

The teacher opened the class, greeted and asked the student condition then the teacher checked the student attendance to know who is absent on this meeting. After that the teacher asked about the previous material whether they still remembered it. The teacher said "OK great all of you still remembering last material so let's continue another topic today". The teacher asks several questions to find out the extent of students' understanding of the material to be taught and the teacher provides an explanation of today's lesson material by clarifying students' understanding.

Result from interview

Interviews were conducted with 9 Sequoia Bandung teachers as respondents with the following employment statuses. The respondent will be the name teacher 1, teacher 2 until teacher 9.

Jabatan :
9 responses



The relevance data from interview found from question number 1-2-3-4-5-6-7-8-9-10-11-12-13

Table 1. Teacher R-TIK

QUESTION	ANSWER
1. How is the learning process at Sequoia Bandung?	The learning process at Sequoia is interactive, two-way, emphasizes students' opinions and knowledge, and includes learning outside the classroom
2. What is the expected teaching and learning atmosphere?	conducive, there is two-way learning
3. What methods do you use in learning?	Q &A, demonstration, discussion
4. What media do you use in teaching?	Multi media
5. How creative are you in managing learning to make it interesting?	by holding interactive games
6. Is the learning process effective?	Already done
7. Does the school support the provision of facilities and infrastructure in order to make the learning process more effective?	very supportive
8. Do you often use videos in learning?	not too often
9. How do you use videos in learning?	The video is played on a computer using a media player, connected to a projector, each section of the video material is paused and then explained to the students.
10. What are your reasons for using videos in learning?	to make it more interesting, the explanation is easier to understand
11. Is the use of video related to the subject?	There is
12. What are the supporting and inhibiting factors in the use of videos in learning?	supporting factors are electronic facilities and infrastructure inhibiting factors are inadequate space
13. How do students respond to the use of videos in learning?	very enthusiastic

Regarding the learning process at Sequoia Bandung, From the table 1 Teacher 1 stated that the learning process at Sequoia is interactive, two-way, prioritizes students' opinions and knowledge, there is learning outside the classroom. The teaching and learning atmosphere that teacher 1 hopes for is a conducive atmosphere and two-way learning. Teacher 1 stated that the methods used in learning at Sequoia Bandung include **questions and answers, demonstrations, and discussions**, while various media are employed. To make learning creative, **interactive games** are used. The teacher found the learning process effective, with strong support from the school in terms of facilities and infrastructure. Although videos are not used frequently, they are play on a computer connected to a projector, with pauses for explanation. The reason for using

videos is to make learning more engaging and explanations clearer. Students responded enthusiastically to the use of videos.

Table 2. teacher N

QUESTION	ANSWER
1. How is the learning process at Sequoia Bandung?	Very interesting, very interactive and very creative, innovative
2. What is the expected teaching and learning atmosphere?	The teaching and learning atmosphere has really met my expectations, namely safe, fun and comfortable.
3. What methods do you use in learning?	depending on needs, lectures, demonstrations, practice, role play, adapt.
4. What media do you use in teaching?	many, depending on the needs, all media such as textbooks, measuring tools, labs, everything available at school I try to maximize.
5. How creative are you in managing learning to make it interesting?	Of course, it is adjusted to the needs of the theme or material, we really try to make every lesson meaningful, and look for as many teaching references as possible.
6. Is the learning process effective?	Thank God I think I have.
7. Does the school support the provision of facilities and infrastructure in order to make the learning process more effective?	Very supportive
8. Do you often use videos in learning?	yes
9. How do you use videos in learning?	I play the video, then ask the children to give their responses,,
10. What are your reasons for using videos in learning?	because for children who have an audio-visual learning style, it will really help, and it is a variation in learning so that children don't get bored.
11. Is the use of video related to the subject?	Of course
12. What are the supporting and inhibiting factors in the use of videos in learning?	Sometimes looking for a suitable video theme only has a few references
13. How do students respond to the use of videos in learning?	very happy

Regarding the learning process at Sequoia Bandung, from table 2 above according to teacher N, the learning process at Sequoia Bandung was very interesting, very interactive and very creative, innovative.

According to teacher N, the teaching and learning atmosphere at Sequoia Bandung meets expectations by being **safe, fun, and comfortable**. The methods used vary based on needs, including **lectures, demonstrations, practice, role play, and adaptation**. A variety of learning media is used, depending on the needs, such as **textbooks, measuring tools, and labs**, maximizing all resources available at the school. Creativity in managing learning is tailored to the theme or material, with efforts made to ensure every lesson is meaningful by seeking numerous teaching references. The learning process is considered effective, with supportive facilities and infrastructure. Teacher N often uses videos in lessons.

Table 3. Teacher 3 : MRR-PJOK teacher

QUESTION	ANSWER
1. How is the learning process at Sequoia Bandung?	Very good
2. What is the expected teaching and learning atmosphere?	Conducive and children understand what we expect
3. What methods do you use in learning? pembelajaran?	Guided Practice Method
4. What media do you use in teaching?	Kids Athletic.
5. How creative are you in managing learning to make it interesting?	including learning elements in the game
6. Is the learning process effective?	8/10
7. Does the school support the provision of facilities and infrastructure in order to make the learning process more effective?	Done

8. Do you often use videos in learning?	yes
9. How do you use videos in learning?	Look at the material to the child
10. What are your reasons for using videos in learning?	So that students can see other people's movements, for example athletes
11. Is the use of video related to the subject?	yes
12. What are the supporting and inhibiting factors in the use of videos in learning?	It's more interesting for students, especially if the video is animated.
13. How do students respond to the use of videos in learning?	Very happy

From table 3 above According to MRR, the PJOK teacher at Sequoia Bandung, the learning process is very good, with a conducive atmosphere where children understand the lessons. The method used is the **Guided Practice Method**, and the media includes **Kids Athletics**. To make learning more engaging, learning elements are incorporated into games. The learning process is rated **8/10**, with the infrastructure supporting the process. Videos are frequently used, mainly to demonstrate movements, such as those of athletes. The use of videos is aligned with the subject matter, and animated videos are particularly engaging for students. Student responses to videos are very positive, with students showing high interest and enjoyment.

Table 4. Teacher 4 : H

QUESTION	ANSWER
1. 1. How is the learning process at Sequoia Bandung?	Very Good
2. What is the expected teaching and learning atmosphere?	Conducive and children understand what we expect
3. What methods do you use in learning?	Q &A, discussion
4. What media do you use in teaching?	ppt, picture, audio, video
5. How creative are you in managing learning to make it interesting?	through various ways, discussions, questions and answers, playing games, singing and so on
6. Is the learning process effective?	strive to be as effective as possible
7. Does the school support the provision of facilities and infrastructure in order to make the learning process more effective?	strive to be as effective as possible
8. Do you often use videos in learning?	sometimes
9. How do you use videos in learning?	show via infocus
10. What are your reasons for using videos in learning?	so that children are more interested in learning
11. Is the use of video related to the subject?	yes
12. What are the supporting and inhibiting factors in the use of videos in learning?	Supporters: the school has provided facilities for showing videos. Inhibitors: looking for videos or materials that are suitable for teaching materials.
13. How do students respond to the use of videos in learning?	Very happy

From table 4 above According to H teacher, the learning process at Sequoia Bandung is very good, with a conducive atmosphere where children understand the lessons. The methods used are question-and-answer and discussions. Media includes PowerPoint, images, audio, and video. To make learning interesting, various methods such as discussions, games, and singing are used. Learning is aimed to be as effective as possible. Videos are used occasionally with a projector (infocus), primarily to engage students. The use of videos is related to the subject matter. Supporting factors include school facilities, while the challenge is finding suitable video materials. Student responses to videos have been very positive and engaged.

Table 5. Teacher 5 : TA

QUESTION	ANSWER
1. How is the learning process at Sequoia Bandung?	Variate methods
2. What is the expected teaching and learning atmosphere?	Stay conducive even with a very fun method
3. What methods do you use in learning?	Discussion, demonstration and peer tutoring
4. What media do you use in teaching? mengajar?	Video, poster and game
5. How creative are you in managing learning to make it interesting?	As much as possible, create interesting media so that children can focus on learning

6. Is the learning process effective?	done
7. Does the school support the provision of facilities and infrastructure in order to make the learning process more effective?	done
8. Do you often use videos in learning?	Quite Often
9. How do you use videos in learning?	Use videos in connection with the material being presented.
10. What are your reasons for using videos in learning?	To give a real example, so students have an idea and can imagine.
11. Is the use of video related to the subject?	Yes related
12. What are the supporting and inhibiting factors in the use of videos in learning?	Supporting factors: attracting students' attention. Inhibiting factors: preparing video materials takes a little time.
13. Bagaimana respon siswa dalam penggunaan video dalam pembelajaran?	Students pay much more attention, especially when presented with funny animations..

From table 5 above TA teacher stated that the learning process at Sequoia Bandung employs varied methods, aiming for a fun yet conducive atmosphere. Methods include discussions, demonstrations, and peer tutoring. Teaching media used are videos, posters, and games, with creativity focused on making engaging media to maintain students' attention. The learning process is considered effective, supported by the school's provision of facilities. Videos are used frequently and aligned with the material being taught, providing real examples to help students visualize concepts. The main challenge is the time needed to prepare video materials. Student responses are positive, with particular attention given to videos with funny animations.

Table 6. Teacher 6 : M-Mandarin Teacher

QUESTION	ANSWER
1. How is the learning process at Sequoia Bandung?	The learning process at Sequoia Bandung is going very well.
2. What is the expected teaching and learning atmosphere?	Conducive, students pay attention, students can understand what the teacher says well and do it in everyday life.
3. What methods do you use in learning?	Lecture method, discussion, skills training, playing while learning.
4. What media do you use in teaching?	Media PPT, video, whiteboard.
5. How creative are you in managing learning to make it interesting?	Using funny PPT and learning videos with funny animations by presenting material in everyday life to attract students' attention in learning.
6. Is the learning process effective?	done
7. Does the school support the provision of facilities and infrastructure in order to make the learning process more effective?	done
8. Do you often use videos in learning?	often
9. How do you use videos in learning?	Use videos in connection with the material being presented
10. What are your reasons for using videos in learning?	To give a real example, so students have an idea and can imagine.
11. Is the use of video related to the subject?	related
12. What are the supporting and inhibiting factors in the use of videos in learning?	Supporting factors: attracting students' attention. Inhibiting factors: preparing video materials takes a little time.
13. How do students respond to the use of videos in learning?	Students pay much more attention, especially when presented with funny animations.

From table 6 above M Mandarin teacher stated that the learning process at Sequoia Bandung went very well, with a conducive atmosphere where students pay attention, understand, and apply lessons in daily life. Methods include lectures, discussions, skills practice, and learning through play. The media used are PowerPoint, videos, and whiteboards. Creativity is shown through the use of humorous PPTs and animated videos to explain real-life examples, making learning more engaging. The school supports the process by providing necessary facilities. Videos are frequently used to give concrete examples, with student responses being positive, especially when using funny animations. The main challenge is the time needed to prepare video materials

Table 7. Teacher 7: ES-Teacher

QUESTION	ANSWER
1. How is the learning process at Sequoia Bandung?	Runs smoothly, well and uses interactive media during learning
2. What is the expected teaching and learning atmosphere?	Learning can still be overcome when a child loses concentration
3. What methods do you use in learning?	Interactive media and discussions
4. What media do you use in teaching?	Application, Power Point dan Quiz
5. How creative are you in managing learning to make it interesting?	Learning designed in the form of games
6. Is the learning process effective?	Already effective
7. Does the school support the provision of facilities and infrastructure in order to make the learning process more effective?	Already supported with books, applications and tools to display learning
8. Do you often use videos in learning?	Yes, often
9. How do you use videos in learning?	Using a mix of multiple applications for visualization
10. What are your reasons for using videos in learning?	For learning variations.
11. Is the use of video related to the subject?	yes
12. What are the supporting and inhibiting factors in the use of videos in learning?	In processing and editing which requires time
13. How do students respond to the use of videos in learning?	Enthusiastic

From Table 7 above According to ES'Teacher the learning process at Sequoia Bandung runs smoothly with the use of interactive media. Despite occasional lapses in student concentration, learning remains effective. Methods include interactive media and discussions, with tools such as applications, PowerPoint, and quizzes. To make learning more engaging, lessons are designed as games. The school provides strong support through facilities, books, applications, and tools, including frequent use of videos. Videos are used in combination with other applications for visualization, primarily to add variety and enhance the learning experience. The use of videos is always aligned with the subject matter.

Table 8. Teacher 8 : S-teacher

QUESTION	ANSWER
1. How is the learning process at Sequoia Bandung?	Runs safely and smoothly
2. What is the expected teaching and learning atmosphere?	Walk in an orderly manner and according to the prepared plan
3. What methods do you use in learning?	Lectures, games, presentations
4. What media do you use in teaching?	Images, videos, songs and ppt
5. How creative are you in managing learning to make it interesting?	Create various interesting learning media
6. Is the learning process effective?	done
7. Does the school support the provision of facilities and infrastructure in order to make the learning process more effective?	done
8. Do you often use videos in learning?	sometime
9. How do you use videos in learning?	To provide a more concrete explanation.
10. What are your reasons for using videos in learning?	To make learning more interesting
11. Is the use of video related to the subject?	Of course
12. What are the supporting and inhibiting factors in the use of videos in learning?	if the duration is too long, the child will get bored.
13. How do students respond to the use of videos in learning?	Enthusiastic

From table 8 above S-teacher stated that the learning process at Sequoia Bandung ran smoothly and in an organized manner according to plan. Various methods were used, including lectures, games, and presentations, with media such as pictures, videos, songs, and PowerPoint. He emphasized the importance of creativity in creating engaging learning materials and noted that the school has provided good support in terms of facilities. While the use of videos enhances

learning by making explanations more concrete and engaging, the challenge arises when videos are too long, leading to student boredom. Overall, student response to video use has been enthusiastic.

Table 9. Teacher 9 TNR

QUESTION	ANSWER
1. How is the learning process at Sequoia Bandung?	The learning process is good and conducive
2. What is the expected teaching and learning atmosphere?	It was fun and the kids were excited to follow but remained orderly.
3. What methods do you use in learning?	Various types are adjusted to the type of child.
4. What media do you use in teaching?	Videos, flashcards, digital and textbooks
5. How creative are you in managing learning to make it interesting?	Use interesting learning videos or interesting pictures
6. Is the learning process effective?	Thank God, it's pretty good
7. Does the school support the provision of facilities and infrastructure in order to make the learning process more effective?	Yes
8. Do you often use videos in learning?	Yes
9. How do you use videos in learning?	It is played at the beginning of the lesson with a projector and then a worksheet is provided to find out how far the students understand
10. What are your reasons for using videos in learning?	Simple but more interesting
11. Is the use of video related to the subject?	Of course
12. What are the supporting and inhibiting factors in the use of videos in learning?	Disturbed if the internet connection is unstable or the sound quality is poor
13. How do students respond to the use of videos in learning?	interesting

From table 9, Teacher 9 TNR stated that the learning process at Sequoia Bandung was good and conducive. The expected learning atmosphere is fun and the children are enthusiastic about participating but remain orderly. The methods he uses in learning vary according to the type of child. The media he uses in teaching are videos, flashcards, digital and textbooks. Creativity in managing interesting learning using interesting learning videos or interesting pictures. According to him, the learning process has been effective. According to him, schools have supported the provision of facilities and infrastructure in order to make the learning process more effective. He stated that he often uses videos in learning. When asked how do you use learning videos? He answered that the video was played at the beginning of the lesson with a projector and then a worksheet was provided to find out how far the students understood. The reason he uses video is simple and interesting. He stated that the school had supported the provision of facilities and infrastructure in order to make the learning process more effective. He stated that he often uses videos in learning. He explained how to use videos in learning? According to him, the use of videos is appropriate to the subject

Result from questionnaire

The relevance data from questionnaire found from question number 14-15-16-17-18-19-20

The following is an analysis based on each statement and the number of respondents who have a good opinion (agree), sufficient or lacking, we will see on the table below:

Table 10. Research Questionere Learning Video in Elementary School of Sequoia Bandung

	Good	Enough
Students are interested in learning using videos because they are interesting, funny, and real	9	0
Learning can be done interactively and effectively	9	0
Learning material needs are met	7	2
Students are more active in learning	9	0
Keep up with technology and its developments	9	0
Video as an archive of documentation that has been taught	9	0
Videos add to learning resources	9	0

Table 11. Questionare 9 respondent

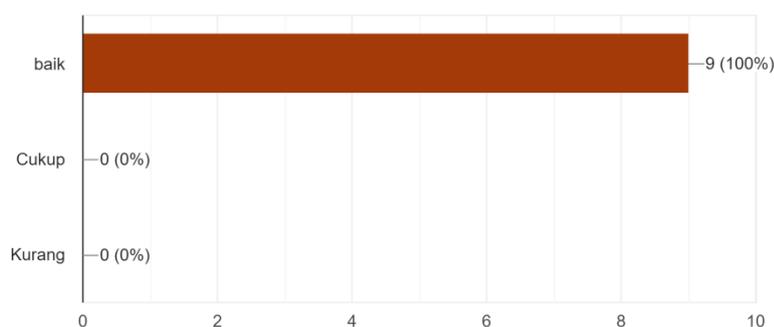
Statement	T1	T2	T3	T4	T5	T6	T7	T8	T9
14. Students are interested in learning using Video	good	good	good	good	good	good	good	good	good
15. Learning can be done interactively and effectively	good	good	good	good	good	good	good	good	good
16. The need for teaching materials is met	good	good	good	enough	good	good	good	good	good
17. Students are more active in learning	good	good	good	good	good	good	good	good	good
18. Keep up with technology and its developments	good	good	good	enough	good	good	good	good	good
19. Video as an archive of documentation of what is taught	good	good	good	good	good	good	good	good	good
20. Videos add to learning resources	good	good	good	good	good	good	good	good	good

From the table above, it can be explained that:

- a. Students are interested in learning using videos because they are interesting, funny, and real (9 : 1)

14 Siswa tertarik dengan pembelajaran menggunakan Video

9 responses

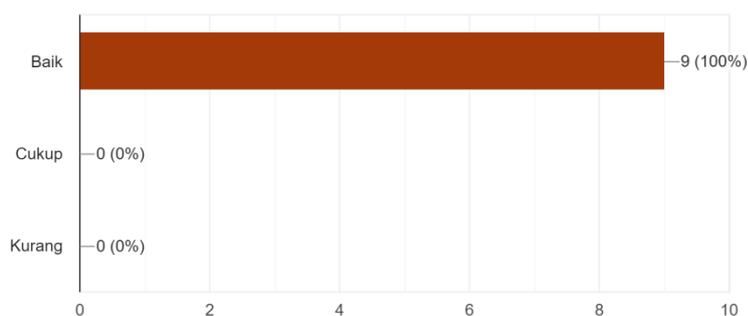


All teachers stated that students are interested in learning using videos because videos are interesting, funny, and real. This shows that videos have their own appeal because the visual and emotional aspects conveyed are easier for students to understand. A more realistic learning experience through videos helps students feel closer to the learning material.

- b. Learning can be done interactively and effectively (9 : 0)

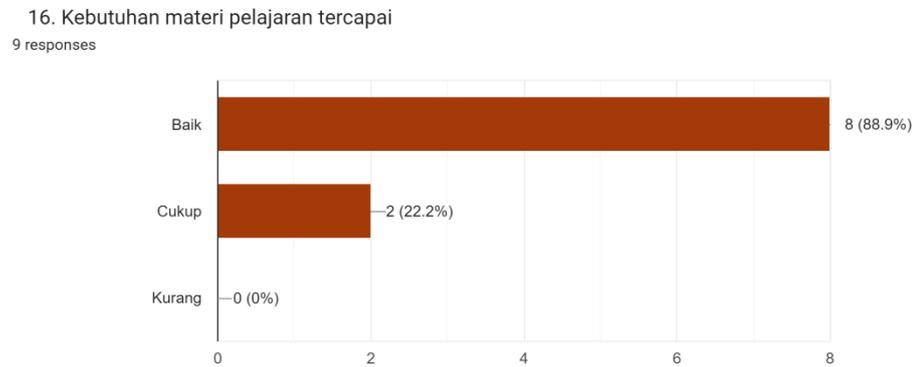
15. Pembelajaran dapat dilakukan secara interaktif dan efektif

9 responses



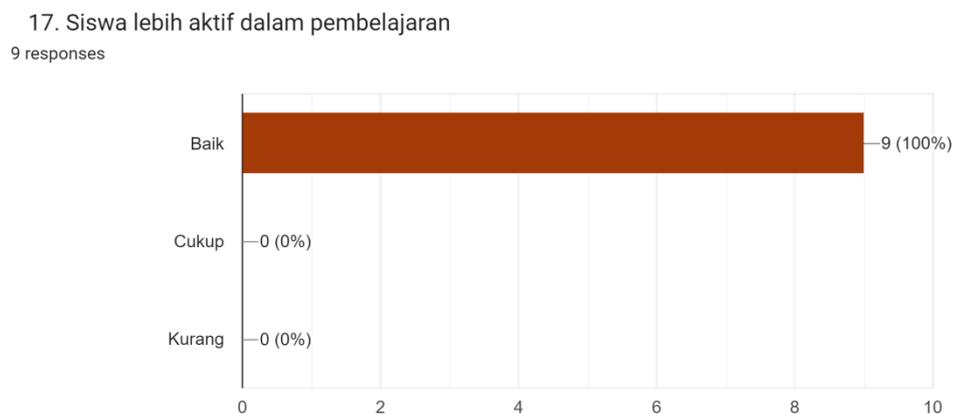
All students also agreed that learning through videos can be done interactively and effectively. This confirms that videos provide opportunities for students to interact with the material, both through clear visual content and the possibility of supporting activities that follow the video. This effectiveness is likely due to the more dynamic delivery method compared to traditional learning.

c. Learning material needs are met (8 : 1)



Most teachers (7 out of 9) felt that their learning material needs were met through videos, but there was 1 teacher who stated that it was sufficient. This shows that although videos are effective in conveying material, there are teachers who may feel that videos are sufficient to meet their needs.

d. Students are more active in learning (9 : 0)

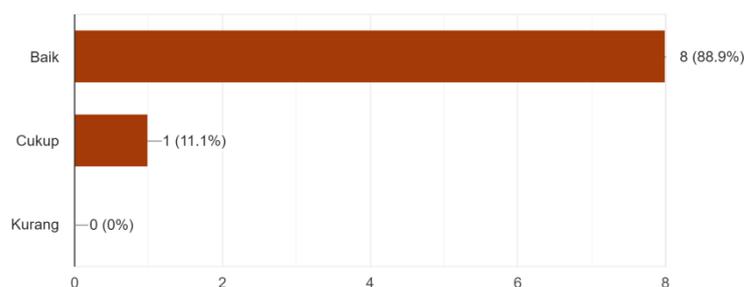


Teachers feel that students become more active in learning by using videos. This may be because the use of videos makes students more involved in the learning process, both cognitively and emotionally. Videos can facilitate active learning by allowing students to think critically, discuss, or even do exercises according to the contents of the video.

e. Keep up with technology and its developments (9 : 1)

18. Mengikuti teknologi dan perkembangannya

9 responses

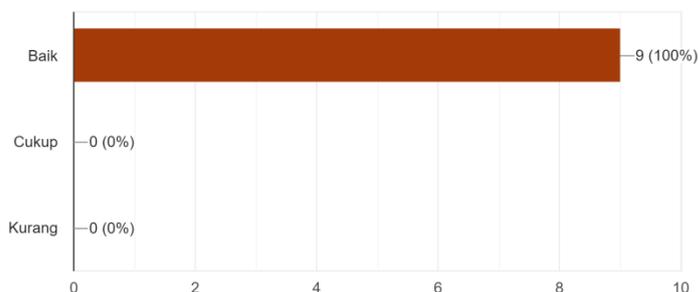


All students agree that the use of videos in learning helps them keep up with technological developments. This shows that students feel that the use of videos in learning is relevant to their era, which is already very familiar with digital technology. The use of videos is considered a modern tool that brings students closer to the increasingly developing world of technology.

f. Video as an archive of documentation that has been taught (9 : 0)

19. Video sebagai arsip dokumentasi yang diajarkan

9 responses

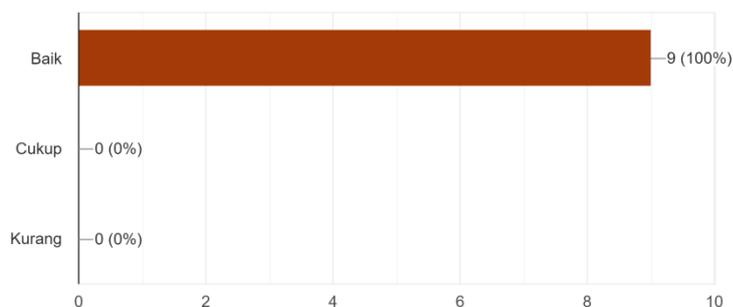


All teachers agree that videos can function as an archive of documentation of the material that has been taught. This is important because videos can be replayed, giving students the opportunity to review the lesson whenever they need to, especially when preparing for exams or deepening their understanding of certain material.

g. Videos add to learning resources

20. Video menambah sumber pembelajaran

9 responses



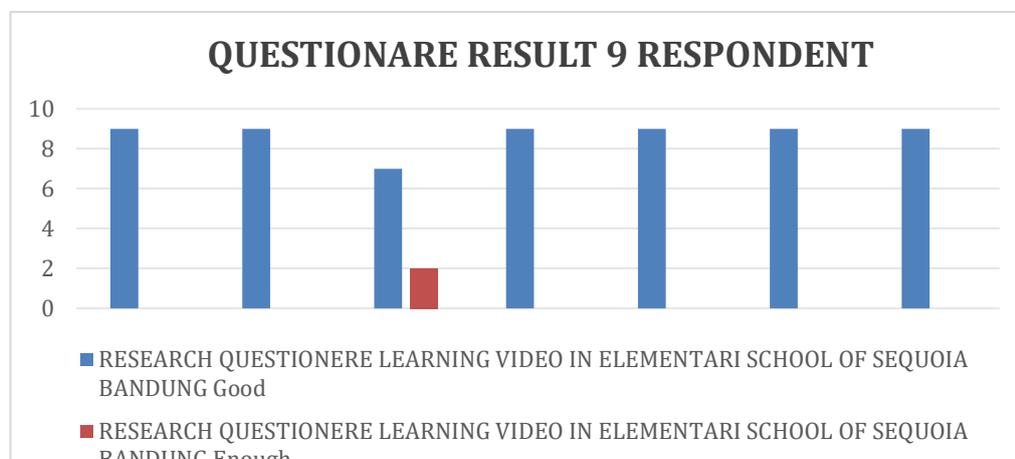
All teachers also agreed that videos add to learning resources. Videos are not only a medium for delivering material, but also enrich students' learning experiences by offering a variety of delivery formats that are different from textbooks or direct instruction.

Conclusion from the questionnaire results are

1. Students are interested in learning using videos because they are interesting, funny, and real

2. Learning can be done interactively and effectively
3. Learning material needs are met
4. Students are more active in learning
5. Keep up with technology and its developments
6. Video as an archive of documentation that has been taught
7. Videos add to learning resources

From the 9 teachers who were participants, 2 teachers stated that the learning material needs were sufficiently achieved by using videos, while 7 teachers stated that they were achieved



4. DISCUSSION

Implementation

All of the data were analyzed to know the teacher strategies in teaching English using media video are will answer the problem question from chapter 1 that implemented in the learning process can be seen in below :

1. To answer the first question : The implementation of videos in the English learning at Sequoia Bandung, we found research data on interview questions number 10-11-12-13 primary data will be present as below :

What are your reasons for using videos in learning? (10)

Teacher 1 to make it more interesting, explanations are easier to understand

Teacher 2 because it will be very helpful for children who have an audio-visual learning style, and it is a variation in learning so that children do not get bored.

Teacher 3 So that students see other people's movements, for example athletes

Teacher 4 so that children are more interested in learning

Teacher 5 Because there are some materials that must be visualized and also adjust the delivery of the material to children. Sometimes there are children who must be explained visually

Teacher 6 To give real examples, so students have a picture and can imagine

Teacher 7 For learning variations

Teacher 8 So that learning is more interesting

Teacher 9 Because it is simple but more interesting

From the opinions expressed by the respondents above, it can be concluded that the reasons for using videos in learning at Sequoia Elementary School, Bandung that the teachers provided various reasons for using videos in learning:

1. Making learning more interesting (Teachers 1, 4, 8, 9).
2. Simplifying explanations and aiding understanding (Teacher 1, 5, 6).
3. Supporting different learning styles, especially audio-visual learners (Teacher 2, 5).
4. Providing real-life examples and visuals (Teachers 3, 6).
5. Adding variety to learning to prevent boredom (Teachers 2, 7).

Is the use of video related to the subject? (11)

Teacher 1 Yes

Teacher 2 Of course

Teacher 3 Yes

Teacher 4 Yes

Teacher 5 Very related

Teacher 6 Related

Teacher 7 Yes

Teacher 8 Of course

Teacher 9 Yes

From the opinions expressed by the respondents above, it can be concluded that All teachers agreed that the use of videos is related to the subject matter they teach at Sequoia Elementary School, Bandung.

12 What are the supporting factors in the use of videos in learning?

Teacher 1 electronic facilities and infrastructure

Teacher 2 More interesting for students, especially if the video is animated

Teacher 3 the school has facilitated the display of videos. obstacles: finding videos or materials that are suitable for teaching materials

Teacher 4 attracts students' attention.

Teacher 5 Videos attract students' attention

Teacher 6 Videos attract students' attention

Teacher 7 Videos attract students' attention

Teacher 8 Videos attract students' attention

Teacher 9 Videos attract students' attention

From respondents opinion that the supporting factors for using videos in learning are:

1. Attracting students' attention (Teachers 4, 5, 6, 7, 8, 9).
2. Availability of electronic facilities and infrastructure (Teacher 1).
3. Making learning more interesting, especially with animated videos (Teacher 2).
4. School support in facilitating video displays (Teacher 3).

How do students respond to the use of videos in learning? (13)

Teacher 1 Students are very enthusiastic

Teacher 2 Students are very happy

Teacher 3 Students are very interested

Teacher 4 Students are very happy and interested

Teacher 5 Students are very happy

Teacher 6 Students pay much more attention especially when presented with funny animations

Teacher 7 Enthusiastic

Teacher 8 Good

Teacher 9 Students are very interested

The teachers reported that students respond positively to the use of videos in learning, with reactions ranging from enthusiasm (Teachers 1, 7) and happiness (Teachers 2, 4, 5) to being very interested (Teachers 3, 4, 9). Students also pay more attention, especially when presented with funny animations (Teacher 6). Overall, the response is overwhelmingly positive.

In conclusion, the use of videos in learning is widely supported by teachers as it enhances student engagement and understanding. Videos attract students' attention, make lessons more interesting, and are especially beneficial for visual and audio-visual learners. The availability of electronic infrastructure and school support further facilitates their use, although finding suitable video content can sometimes be a challenge. Overall, videos are seen as an effective tool for delivering subject-related material in a more engaging and dynamic way.

Challenge

The supporting data is question number 12, the following is the respondent's answer

Teacher 1 The inhibiting factor is inadequate space

Teacher 2 sometimes looks for a suitable video theme with only a few references

Teacher 3: there is no obstacle that videos are more interesting to students, especially animation

Teacher 4: looking for videos or materials that are suitable for teaching materials

Teacher 5: preparing video materials takes a little time.

Teacher 6: preparing video materials takes a little time

Teacher 7: In processing and editing which takes time

Teacher 8: If the duration is too long, children will get bored

Teacher 9: Disturbed if the internet connection is unstable or the sound quality is poor

Of the 9 respondents, 3 stated that the challenge in learning using videos was that it took time to prepare, 2 respondents stated that they had to look for videos that fit the theme because there were limited references, 1 respondent stated that videos were disturbed if the internet connection was bad, 1 respondent stated that the obstacles when editing videos required time, 1 respondent stated that if the duration is long then the child will get bored quickly, only 1 respondent stated that there are no obstacles to using videos in learning.

From the data collected, several challenges in using videos for learning at Sequoia Bandung can be identified:

- 1) **Inadequate Space:** Teacher 1 highlighted that a lack of space can limit the effective use of video as a teaching tool.
- 2) **Limited References:** Teacher 2 mentioned difficulty in finding appropriate video themes, as there are limited relevant references.
- 3) **No Significant Obstacles:** Teacher 3 noted that there are no major challenges, with animated videos being especially engaging for students.
- 4) **Finding Suitable Materials:** Teachers 4 and 5 both expressed challenges in finding and preparing suitable videos or materials that match the teaching content.
- 5) **Time-Consuming Preparation:** Teachers 6 and 7 indicated that preparing and editing video materials is time-consuming.
- 6) **Video Length:** Teacher 8 pointed out that if videos are too long, students may become bored.
- 7) **Technical Issues:** Teacher 9 mentioned that poor internet connection or sound quality can disrupt the use of videos in class.

Overall, while videos are generally seen as effective and engaging tools for learning, common obstacles include time required for preparation, finding suitable content, and technical or logistical limitations.

3.To answer the Third question : 'The videos influence toward the English learning process, we found research data on interview questions number 1-2-3-4-5-6-7-8-9

A. How is the learning process at Sequoia Bandung?

Teacher 1: The learning process at Sequoia is interactive, two-way, emphasizes students' opinions and knowledge, there is learning outside the classroom.

Teacher 2: Very interesting, very interactive and very creative, innovative

Teacher 3 Very good

Teacher 4 Good

Teacher 5 With very varied methods

Teacher 6 The learning process at Sequoia Bandung is running very well.

Teacher 7 Runs smoothly, well and uses interactive media during learning

Teacher 8 Runs safely and smoothly

Teacher 9 The learning process is good and conducive

What is the expected teaching and learning atmosphere?

From was conveyed by the 9 teacher respondents above, the following conclusions can be drawn. The teachers at Sequoia Bandung have shared positive feedback about the learning process, highlighting its interactive, engaging, and creative nature. The expected teaching and learning atmosphere is one that is conducive, interactive, creative, and safe, where students are engaged, and learning runs smoothly.

B. What methods do you use in learning?

The teachers at Sequoia Bandung describe the use of videos in learning English as supporting a conducive and engaging learning atmosphere, with students actively participating and understanding the material. Here is a summary based on each teacher's input:

Teacher 1 is conducive, there is two-way learning

Teacher 2 The teaching and learning atmosphere has met my expectations, namely safe, fun and comfortable

Teacher 3 Conducive and children understand what we expect

Teacher 4 Conducive

Teacher 5 Remains conducive even with a very fun method

Teacher 6 Conducive, students pay attention, students can understand what the teacher says well and do it in everyday life.

Teacher 7 Learning can still be overcome when there is a loss of concentration in children

Teacher 8 Runs orderly and according to the plan prepared

Teacher 9 Fun and children are enthusiastic to follow but remain orderly

Overall, the use of videos fosters a conducive, engaging, and well-structured learning environment, supporting effective English learning at Sequoia Bandung.

C. What media do you use in teaching?

The teachers at Sequoia Bandung utilize a variety of teaching methods, adjusting their approaches to suit different learning needs. Here's a summary of the methods used by each teacher:

Teacher 1 Q & A, demonstration, discussion

Teacher 2 Depending on needs, lectures, demonstrations, practice, role play, adjust.

Teacher 3 Guided Practice Method

Teacher 4 Q & A, discussion

Teacher 5 Discussion, demonstration and peer tutor

Teacher 6 Lecture method, discussion, skill practice, playing while learning.

Teacher 7 Interactive media and discussion

Teacher 8 Lectures, games, presentations

Teacher 9 Various types adjusted to the type of child.

In summary, Sequoia Bandung teachers apply a wide range of methods, such as Q&A, discussions, demonstrations, interactive media, and peer tutoring, to cater to diverse learning needs and keep students engaged.

D. How creative are you in managing learning to make it interesting?

Here is a summary of the teachers' creativity in managing learning to make it interesting at Sequoia Bandung:

Teacher 1: Uses interactive games to engage students.

Teacher 2: Adapts creativity to the needs of the theme or material, making each lesson meaningful and seeking diverse teaching references.

Teacher 3: Incorporates learning elements into games to keep students engaged.

Teacher 4: Applies various methods, including discussions, Q&A, games, singing, and more.

Teacher 5: Focuses on creating interesting media to help children stay focused on learning.

Teacher 6: Uses funny PPT and learning videos with animations and presents material in everyday life to capture students' attention.

Teacher 7: Designs learning in the form of games to make it engaging.

Teacher 8: Creates a variety of interesting learning media.

Teacher 9: Uses interesting learning videos or pictures to engage students.

Teachers at Sequoia Bandung use creative strategies such as games, varied media, and interactive content to make learning engaging and interesting for students.

E. Is the learning process effective?

Here is a summary of the teachers' responses regarding the effectiveness of the learning process at Sequoia Bandung:

Teacher 1: Yes, it is effective.

Teacher 2: I believe it is effective.

Teacher 3: Rates the effectiveness 8/10.

Teacher 4: Strives to make it as effective as possible.

Teacher 5: Sometimes it is effective.

Teacher 6: Yes, it is effective.

Teacher 7: It has been effective.

Teacher 8: Yes, it is effective.

Teacher 9: Alhamdulillah, it is effective.

Overall, most teachers feel the learning process is effective, with a few acknowledging efforts to improve or occasional fluctuations in effectiveness.

F. Does the school support the provision of facilities and infrastructure in order to make the learning process more effective?

Teacher 1 is very supportive

Teacher 2 is very supportive

Teacher 3 is very supportive

Teacher 4 is very supportive

Teacher 5 is very supportive

Teacher 6 is very supportive

Teacher 7 is very supportive with books, applications and tools to enhance learning

Teacher 8 is very supportive

Teacher 9 is very supportive

All teachers stated that the school has supported the provision of facilities and infrastructure to make the learning process more effective. This includes providing necessary tools such as projectors, computers, and media players, which aid in integrating various learning methods, including the use of videos and other interactive media. The school's support ensures that the teaching process runs smoothly and allows teachers to implement diverse and engaging strategies to enhance student learning.

G. Do you often use videos in learning?

In terms of video usage in learning:

Teacher 1: Does not use videos very often.

Teacher 2: Frequently uses videos.

Teacher 3: Frequently uses videos.

Teacher 4: Sometimes uses videos.

Teacher 5: Uses videos very often.

Teacher 6: Quite often uses videos.

Teacher 7: Often uses videos.

Teacher 8: Sometimes uses videos.

Teacher 9: Often uses videos.

most teachers use videos regularly, though some only incorporate them occasionally

H. How do you use videos in learning?

Here is a summary of how the teachers use videos in English learning at Sequoia Bandung:

1. Teacher 1: Plays the video on a computer, uses a projector, pauses after each section to explain the content.
2. Teacher 2: Plays the video and asks students to respond afterward.
3. Teacher 3: Shows the material to students through video.
4. Teacher 4: Displays the video using an infocus projector.
5. Teacher 5: Uses video for material that needs visualization to enhance understanding.
6. Teacher 6: Uses videos in relation to the specific material being taught.
7. Teacher 7: Combines several applications for video-based visualization.
8. Teacher 8: Uses video to provide more concrete explanations.
9. Teacher 9: Plays the video at the beginning of the lesson, followed by a worksheet to assess students' comprehension.

Overall, teachers use videos in various ways, primarily to visualize concepts, enhance understanding, and engage students interactively.

Influence

inhibiting factors are inadequate space, Sometimes looking for a suitable video theme only has a few references, looking for videos or materials that are suitable for teaching materials. preparing video materials takes a little time. preparing video materials takes a little time., In processing and editing which requires time, if the duration is too long, the child will get bored, Disturbed if the internet connection is unstable or the sound quality is poor

5. CONCLUSION

In conclusion, the integration of video-based lessons has proven to be an effective strategy in teaching English to elementary school students at Sequoia Bandung, leading to improved learning outcomes, greater student participation, and alignment with modern educational technologies.

Below are the key conclusions derived from the research:

1. The implementation of videos in English learning at Sequoia Bandung?
 - a. During English lessons videos used it is a significant part of the curriculum but some lesson just supplementary.
 - b. Types of videos are used educational videos, documentaries, interviews, or entertainment like movies or short clips
 - c. Procedure : the videos integrated into the lessons, the teachers use video for
2. What were the challenges faced by the teachers when teaching English using videos?

Sequoia Bandung Teachers said that challenges teaching English using video, several challenges in using videos for learning at Sequoia Bandung can be identified:

 - a. Inadequate Space: a lack of space can limit the effective use of video as a teaching tool.
 - b. Limited References: difficulty in finding appropriate video themes, as there are limited relevant references.
 - c. No Significant Obstacles: there are no major challenges, with animated videos being especially engaging for students.
 - d. Finding Suitable Materials: challenges in finding and preparing suitable videos or materials that match the teaching content.
 - e. Time-Consuming Preparation: preparing and editing video materials is time-consuming.
 - f. Video Length: if videos are too long, students may become bored.
 - g. Technical Issues: poor internet connection or sound quality can disrupt the use of videos in class.

While videos are generally seen as effective and engaging tools for learning, common obstacles include time required for preparation, finding suitable content, and technical or logistical limitations.

3. Videos influence the English learning process

a. Video as an Effective Teaching Tool

Teachers at Sequoia Bandung have successfully integrated videos as a core component of their English teaching strategies. Videos not only provide visual and auditory stimuli but also help contextualize language learning, making it more relatable and easier for students to grasp. By presenting real-life situations and interactive content, videos make learning more engaging and accessible to young learners.

b. Enhancement of Student Motivation and Participation

The research shows that students are more motivated and active when learning English through video-based lessons. Videos that are interesting, funny, and real create a positive learning environment, allowing students to enjoy the process while also improving their language skills. As

a result, students become more active participants in their learning journey, contributing to better overall classroom dynamics.

c. Interactive and Collaborative Learning

The use of video-based lessons fosters interactive and collaborative learning. Teachers employ various strategies, such as pausing videos for discussions, asking prediction questions, and facilitating group activities based on video content. This allows students to practice speaking, listening, and comprehension skills in a more dynamic and interactive manner. Moreover, videos serve as scaffolding tools that support students' understanding of complex language concepts.

d. Keeping Up with Technological Developments

Incorporating video into lessons helps students stay updated with the latest technological advancements. At Sequoia Bandung, students are not only learning English but are also becoming more adept at using digital tools, which is crucial in the 21st century. Video-based lessons help bridge the gap between traditional teaching methods and modern technological learning environments.

e. Meeting Learning Needs and Flexibility

While most students reported that their learning needs were met through video lessons, a small percentage indicated that additional support may be required. This suggests that videos should be supplemented with other instructional methods or materials to ensure that all students, regardless of their learning styles, can benefit fully from the lessons.

f. Video as a Learning Resource and Archive

Videos provide an additional resource that can be revisited at any time, offering students the flexibility to review lessons outside of class. Teachers at Sequoia Bandung also recognize the importance of video as a documentation tool, allowing them to archive and review lessons for future use.

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