

# Screen Casting in Online English Class: Family Law Students' Perspectives

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**Abstract.** Due to the COVID-19 pandemic, most of the online classes in the Family Law Study Program, Universitas Islam Indonesia are still conducted synchronously; however, English classes for 2020 Family Law students were mostly held asynchronously to meet the issues students dealt with since the beginning of the academic year. The study explores Family Law students' perspectives on screencasting used in their English classes, especially in the second semester of 2020/2021. The study was conducted to the 2020 batch of the Family Law Study Program, Faculty of Islamic Studies, Universitas Islam Indonesia, via short survey and in-depth interview. The results indicate that the 2020 Family Law students enjoy learning asynchronously in their English classes. The survey indicates that screencasting helps the students comprehend the materials delivered, even though a third of the total students can fully understand the tutorials. The interview results illustrate benefits and drawbacks in implementing screencasting in the online English classes. The interviewee favors Screencast-O-Matic for video production; however, they demand a shift in video broadcasting (Panopto to YouTube) due to ease of access. The interviewees encourage the lecturer to have more live (synchronous) sessions or alternate between synchronous and asynchronous sessions.

**Keywords:** Screen Casting, English, Online Class, Family Law

## 1 Introduction

Due to the COVID-19 pandemic, online learning has run for almost two years in various educational institutions in Indonesia, especially in Higher Education Institutions [1][2][3]. Implementing online learning is a much needed policy to secure students, teachers, academic staff, and other stakeholders' well-being at all education levels. The Ministry of Education and Culture made a national policy in response to the outbreak [4] and followed by plans to support the policy's implementation. Consequently, the sudden change leads to issues like students' stress levels [5], unequal (even poor) connectivity in various regions, and lower chances of socialization [6].

Online learning has been around for some time; nevertheless, its usage varies in higher education institutions in Indonesia. College classes worldwide have embodied Information, Communication, and Technology (ICT) in their classes to improve students' learning engagement and motivation. Furthermore, students' independence and skill will be the benchmarks for their academic success [7].

In Universitas Islam Indonesia, online learning is mainly conducted via synchronous and asynchronous sessions. The choice to implement these two models, however, receives mixed reviews from both lecturers and students. Some of the lecturers find synchronous sessions

suitable with the sudden changes. The rest prefers an asynchronous approach to deliver their materials. On the other hand, students tend to show hesitance and reluctance to attend fully synchronous or asynchronous classes. Therefore, departments and study programs in the university initiated training and workshops to deal with online learning issues and enhance the lecturer's skill in handling synchronous and asynchronous sessions.

Most of the online classes in the Family Law Study Program are still conducted synchronously—via Zoom. Even though the university provides some applications to conduct classes asynchronously, it is perceived as a less popular choice. However, English classes for 2020 Family Law students were mostly held asynchronously to meet the issues students dealt with since the beginning of the academic year. The researchers have explored students' viewpoints on the implementation of asynchronous English classes in the previous semester. The results illustrate that students can go through English learning asynchronously.

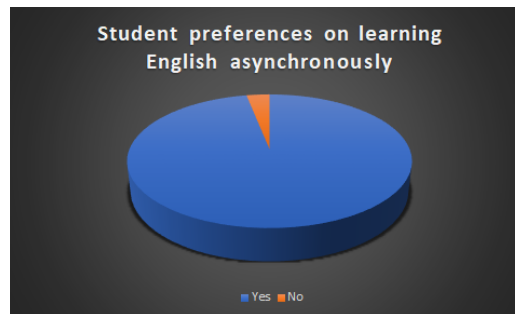
Subsequently, this study explores Family Law students' perspectives on screencasting in their English classes, especially in the second semester of 2020/2021. Screencasting is a digital recording of the computer screen output, often including audio narration [8]. In this study, screencasting is a video tutorial to deliver learning material in each class session. The researchers used Screencast-O-Matic in producing tutorial videos and Panopto to broadcast them. Both are premium applications provided by the study program and university to conduct asynchronous class sessions. Having the control for learning in their hands, screencasting is a vital teaching tool [9], fostering students' autonomy [10].

## **2 Research Method**

The study was conducted to the 2020 batch of the Family Law Study Program, Faculty of Islamic Studies, Universitas Islam Indonesia. To examine the use of screencasting, the researchers did a short survey using Google Forms to evaluate students' opinions on the apps used (Screencast-O-Matic and Panopto) and some open-ended questions to gather their viewpoints. One hundred fifteen students took the "English for Family Law" class in the second semester of the 2020/2021 academic year. Yet, ninety-seven students returned the Google Forms that were later used as data in the study. In addition, the researchers randomly selected ten students and interviewed them to gain deeper insights on the use of screencasting in the online English class.

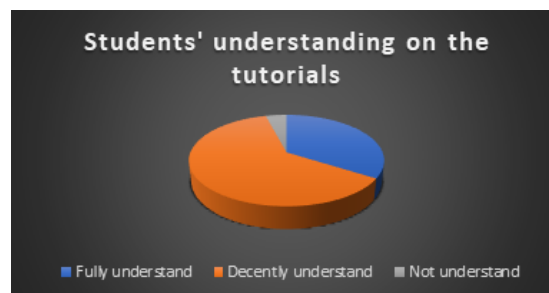
## **3 Finding and Discussion**

The short survey results indicate that 94 out of 116 students (96.9%) find asynchronous English classes enjoyable, and the rest (3.31%) expresses the opposite. Thus, students like asynchronous learning in their English classes, as illustrated in Chart 1. Additionally, the conclusion is still relevant to the result of the previous study. The students took part in a study in the first semester of 2020/2021, highlighting the choice of asynchronous learning in English classes in the Department of Family Law. The study implies that asynchronous learning is a 'win-win' solution to students' problems, such as poor internet connection and time zone variations [11].



**Fig. 1.** Students' Preferences on Learning English Asynchronously

The second question explores students' viewpoints on screencasting via class tutorials to their comprehension of the discussed materials. Ninety-six students (99%) agree that the tutorials help them understand the materials, and only one student finds the tutorials ineffective. Next, the students also mention that screencasting helps them comprehend the materials delivered—however, a third of the total students (34%). Sixty students (61.9%) find the tutorials to contribute to their learning, and four students (4.1%) claim that they do not understand the content of the tutorials, as illustrated in Chart 2.



**Fig. 2.** Students' understanding of the Tutorials

A follow-up question explores students' strategies in dealing with problems related to discussed materials. Forty-eight students (49%) prefer to ask their friends to solve the problems on comprehending the class's materials. On the other hand, 39 students (40.2%) look for help personally from their teacher via WhatsApp chat. The rest (10.3%) gives varied answers, for instance, rewatching the tutorials via Panopto, browsing for an answer in Google, and asking for help (either to teacher or classmates) in the class's WhatsApp group. Nevertheless, discussion in the WhatsApp group is the least popular option in all classes.

The interviews illustrate that screencasting—in the form of tutorials—used in the online English classes for Family Law students has its benefits and drawbacks. The first benefit is that students learn that they can replay the tutorials as needed. For instance, Interviewee 1 mentions

*“Menurut saya ya mam, kelebihanannya video yang mam buat itu bisa saya putar berulang-ulang untuk membantu pemahaman saya jika kurang paham”* (In my opinion, mam, I can replay the videos to improve my understanding).

Similarly, Interviewee 3 illustrates that

"Adapun kelebihan lain, kita lebih bisa mengefisienkan waktu, dan dengan tutorial dari mam kita sekaligus dapat keuntungannya dua, yaitu ilmu bahasa Inggrisnya dan ilmu pemakaian fitur-fitur pembelajaran" (Other benefit is time-efficient. Additionally, using tutorials from you can give use two advantages. We study English and also learn about features in learning applications).

Therefore, these opinions are in-line with the survey result shown in Chart 2.

Secondly, the class's teacher often switches between English and Bahasa Indonesia, which eases the explanation. For example, Interviewee 7 describes code switching used in the tutorials as

"... karena penjelasan mam juga sedikit-sedikit menggunakan bahasa Indonesia untuk menjelaskan beberapa materi. Kalo Bahasa Inggris semua sebenarnya kurang paham, mam" (... since your explanation (in some learning materials) uses both English and Bahasa Indonesia. If you use full English, I may not understand the delivered materials).

The finding is closely related to language policy used in classes of Family Law which acquire students to speak or write in Arabic; thus, English receives minimum to nil usage in the department.

On the other hand, the use of screencasting also has its drawbacks. First and foremost is minimum interactions between teacher and her students. Interviewee 6 asserts

"Untuk kekurangannya, mahasiswa tidak bisa berinteraksi online secara langsung dengan dosennya" (The drawback (of using tutorial) is student cannot directly interact via online with his or her lecturer).

Similarly, Interviewee 10 also find having tutorial limits student-lecturer interaction. In a follow question on whether or not the limited interaction disturbed his comprehension, Interviewee 10 describes

"Kalau dibilang mengganggu, menurut saya nggak juga Ms., toh kita juga bisa tetep nanya dengan dosennya via PC or grup. Namun mungkin rasa inisiatif untuk bertanya jadi berkurang Ms, karena mungkin ada mahasiswa yang sungkan untuk bertanya via PC or grup" (I don't think that limited interaction hinders me from understanding the material, Ms., since I can always ask my lecturer via PC (personal chat) or group (chat). However, it does affect student's initiative to ask for clarification (or further explanation), Ms. There are probably students who feel reluctant to ask via PC or group (chat)).

These responses are related to the use of conferencing applications, such as, Zoom meeting, EBSCO WebEx, or Google Meet in other classes in the semester.

Secondly, video production has its technical issue. For instance, the audio level used in recording a tutorial can affect students' understanding of the material delivered. Interviewee 5 mentions

"Kadang suara Mam kecil kalo ngejelasin, tapi tetep jelas koq" (Sometimes, your audio is so low. Yet, I can still understand your explanation). Additionally, Interviewee 2 mentions, "Kalau untuk kualitas aman miss. Yang penting cuma suara aja miss" ((I think) the (video) quality is good. More importantly, (you can improve) on the sound quality).

Hence, video production needs further attention because it will be an essential learning source in online classes. The interviewee's opinions on the use of Screencast-O-Matic in video production chiefly point to the audio quality, for instance, speaking volume and music used as background audio.

Finally, more credits are needed when students decide to rewatch the tutorials. It is probably the most complained issue, especially the use of Panopto for video broadcasting. Interviewees mainly agree that Panopto is difficult to access and uses more credits, compared to YouTube—a popular video broadcasting application. Interviewee 1 claims

*“Kekurangannya sepertinya jika di Panopto agak boros dalam menggunakan kuota internet, Mam, berbeda dengan di YouTube yang bisa diubah kualitasnya kalo tidak salah seperti itu, Mam.”* (The drawback is in (the use of) Panopto which requires more data, Mam. It is quite different from YouTube in which the video quality can be adjusted, Mam).

Interviewee 4 also asserts

*“Kalau saya berpikiran gini miss “Kenapa miss selalu pakai Panopto?” atau mungkin dengan Panopto, privasi videonya dapat terjaga? karena terkadang buka Panopto dengan buka YouTube, lebih susah buka Panoptonya. Kadang malah nggak bisa buka sama sekali.”* (I sometimes think, Miss. "Why do you always use Panopto?" or probably, with Panopto, (you can) keep the video's privacy?" I often find accessing a video in Panopto is more difficult than in YouTube. Sometimes, I cannot open (the video) at all).

Since a tutorial streamed via Panopto could inform its statistics, the lecturer also used it for attendance. However, Interviewee 8 illustrates

*"... buat nge-replay-nya butuh kuota, selain kuota belajar (kuota zoom dari kemendikbud). jadi pas lagi gaada kuota hampir nggak bisa absen dan panik, miss." (... to replay (the video), it needs credits, aside from Zoom credits from the Ministry of Education and Culture. When I have no credits, I cannot access the video and I get panic, Miss).*

These results indicate that the use of Panopto is not suitable for the students of Department of Family Law since they are more familiar with YouTube for video broadcasting. It is a valuable input for English class in the following semester which will still be conducted online. Thus, the interview results can be sum up as described in Table 1.

**Table 1.** Interview Results

<b>Benefits</b>	<b>Drawbacks</b>
1. Students can replay the tutorials as needed.	1. Minimum interactions between teacher and her students.
2. Code switch eases the explanation	2. Video production has its technical issue.
	3. More credits are needed when students decide to rewatch the tutorials.

The findings indicate that the benefits of screencasting are repetition and availability. This is in line with the concept or purpose of the screencast where the audio-visual content produced only needs to be presented once because learners can revisit the content at any time, according

to their needs [9]. In addition, another benefit of screencasting is its ability to engage the visual and auditory senses, known as "deep learning". Screencasting is believed to improve student learning, especially when visual and auditory information complement each other [12]. While drawbacks on the use of screencasting, as a part of asynchronous learning, are closely related to learning motivation and content effectiveness. Dziubata [13] notes that asynchronous learning tends to be successful when students are driven and self-motivated. Also, they require less (or no) guidance to complete their assignments. Regarding the effectiveness of content, Dziubata [13] also asserts that implementing online learning is a real challenge and it requires proper support and preparation, especially in engaging learners and creating an interactive learning environment.

## 4 Conclusion

The results indicate that the 2020 Family Law students enjoy learning asynchronously in their English classes, which is in line with the previous semester's survey. The survey indicates that screencasting helps the students comprehend the materials delivered, even though a third of the total students can fully understand the tutorials. From the interview, there are benefits and drawbacks to implementing screencasting in online English classes. The interviewee favors Screencast-O-Matic for video production; however, they demand a shift in video broadcasting from Panopto to YouTube due to ease of access. In addition, the interviewees encourage the lecturer to have more live (synchronous) sessions or alternate between synchronous and asynchronous sessions.

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