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THE USE OF VIDEO RECORDING AND E-SOROGAN LEARNING METHOD FOR STUDENTS WITH SPECIAL NEEDS IN MICROTEACHING

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THE USE OF VIDEO RECORDING AND E-SOROGAN LEARNING METHOD FOR STUDENTS WITH SPECIAL NEEDS IN MICROTEACHING

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Abstract

This study aims to report the 39 students' perceptions (as pre-service foreign language teachers) on their experiences using video recording and e-Sorogan learning methods during teaching. One of them is a student with special needs diagnosed with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactive Disorder (ADHD). With these two methods (video recording and e-Sorogan learning methods), all students' English teaching performance during microteaching and group discussions were recorded. After being recorded, all students' English teaching materials and their English teaching performance role play videos were uploaded in e-Sorogan. Moreover, in e-Sorogan, all students gave comments on each other's teaching performance. The instrument used to collect the data of the study was a questionnaire survey through a google form. It consists of short answer questions available in the e-Sorogan classroom to obtain data from two open-ended questions on the students' perceptions about video-recording and e-Sorogan learning methods. To collect the data, the questionnaire was distributed through the WhatsApp group. Data collected were analyzed qualitatively. The findings illustrated that the use of video recording and e-Sorogan learning methods in microteaching has both advantages and challenges for all students who take microteaching as the pre-service teachers, including the ASD and ADHD students.

Keywords: Video Recording, e-Sorogan learning, Microteaching

Abstrak

Penelitian ini bertujuan untuk melaporkan persepsi 39 siswa (sebagai guru bahasa asing prajabatan) tentang pengalaman mereka menggunakan rekaman video dan metode pembelajaran e-Sorogan selama mengajar. Salah satunya adalah siswa berkebutuhan khusus dengan diagnosis *Autism Spectrum Disorder* (ASD) dan *Attention Deficit Hyperactivity Disorder* (ADHD). Dengan dua metode ini (perekaman video dan metode pembelajaran e-Sorogan), semua kinerja pengajaran bahasa Inggris siswa selama micro teaching dan diskusi kelompok direkam. Setelah direkam, semua bahan ajar bahasa Inggris siswa dan video role play kinerja pengajaran bahasa Inggris mereka diunggah di e-Sorogan. Selain itu, dalam e-Sorogan, semua siswa memberikan komentar tentang kinerja mengajar orang lain. Instrumen yang digunakan untuk mengumpulkan data penelitian ini adalah kuesioner survei melalui google form. Ini terdiri dari pertanyaan jawaban singkat yang tersedia di kelas e-Sorogan untuk mendapatkan data dari dua pertanyaan terbuka tentang persepsi siswa tentang perekaman video dan metode pembelajaran e-Sorogan. Untuk mengumpulkan data, kuesioner disebarluaskan melalui grup WhatsApp. Data yang terkumpul dianalisis secara kualitatif. Temuan menggambarkan penggunaan metode perekaman video dan pembelajaran e-Sorogan dalam microteaching memiliki kelebihan dan tantangan bagi semua siswa yang mengambil micro teaching sebagai guru pra-jabatan, termasuk siswa ASD dan ADHD.

Kata Kunci: Rekaman Video, Pembelajaran e-Sorogan, Microteaching

INTRODUCTION

Microteaching, which is one of the most successful strategies for educating pre-service and in-service teachers, could be a strategy that is utilized for a variety of professional development types and stages. It is utilized to train technicians, counselors, engineers, and teachers in an environment where the intricacies of the classroom are minimized and rapid feedback on performance is possible. To reduce complexity, the class is roughly a quarter-hour long, with a limited scope and just about 20 students participated. A supervisor (a lecturer) is occasionally allowed to sit and observe the performance of the practicing teacher during microteaching (Kpanja, 2001). He or she will not stop the class, but will note the errors, then instruct and correct the student-teacher following the microteaching session. After the microteaching lesson, the students will be invited to provide feedback. The criticisms, appraisals, and other remarks will be used to help practicing teachers improve their teaching skills by identifying and fixing any weaknesses.

In the microteaching practice, it is a challenge for all students (as pre-service teachers) to perform English teaching in front of the lecturer and other friends. Even for the special needs student who is diagnosed with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactive Disorder (ADHD) student, it will cause a big challenge for him because he has a lack of centeredness, interest, motivation, and confidence in their communicative language competence. The methods which can be alternative ways for improving the ASD and ADHD student's teaching performance through micro teaching are the video recording method and the e-Sorogan learning method. The video recording method uses video equipment to record the teaching performance while the e-Sorogan learning method uses some features in e-Sorogan and one of the features is the classroom which the student or teacher can upload the video recording and give comments on it. The comments are given by the lecturer and peer.

Video has additional benefits for pre-service English as a Foreign Language (EFL) teacher education because it allows EFL teacher trainees to observe native speakers and native EFL teachers, improve their English speaking skills through self-monitoring, and observe non-verbal language, which is an important part of communication (Clarke, 2009). One of the micro teaching strategies is to use video recording to teach English. According to Hernandez-Ramos (2007), "The necessity to acquire a critical capacity when looking at the film, and to use this ability as a reflection and learning tool regarding one's work, can only be achieved with explicit practice,". In other words, pre-service teachers must learn how to use video recording for reflection on their teaching and for learning in undergraduate education, which entails first learning how to use video recordings as learners and then comprehending the benefits and limitations.

There is a lot of literature supporting the view that using video recordings often brings significant changes for the practicing teacher during microteaching. Microteaching without videotaping, according to Olivero (1970), is less beneficial in terms of skill development because the practicing teacher is unable to see any faults. He agreed that micro teaching is important for teacher education and that video recording should be used in any micro teaching situation. As a result, video recording may be a useful approach for microteaching.

Using video to improve teacher reflection and awareness in various studies has usually demonstrated that instructors benefit in a variety of ways from using, recording, and viewing videos. Pre-service or in-service teachers, for example, can observe good examples of teaching in their domains, as well as peer teaching or performance. Teachers, whether pre-service or in-service, can use this method to study films, reflect on the material, and/or provide feedback. This procedure is thought to raise student awareness of teaching and learning in general (Tripp & Rich, 2012). As a result, employing movies to promote awareness and reflection among instructors in teacher education programs has a number of other benefits. Videos are beneficial because they allow teacher educators and trainees to see the relationship between theory and practice (Dymond & Bentz, 2006), keep a record of teaching practice for future use (Wu & Kao, 2008), and analyze teaching/learning processes in pictures by allowing them to "replay, freeze, or view actions frame by frame" (Hung et al., 2020). Videos can also serve as a "mirror" for one's own or another's teaching by presenting an actual portrayal of what transpires in the classroom (Dymond & Bentz, 2006). "May have a mental model for a planned teaching experience and another mental model of what happens," the student-teachers claimed (So et al., 2009). Teachers can use videos to provide an objective view of what happens in the classroom.

The video recording method allows non-native English speakers to reflect on their communication skills, including their language competency, grasp of important language functions, and kind of teacher-student interaction, in addition to the nonverbal aspects of their teaching. When they are being recorded, the student-teachers wear a microphone. When students are videotaped, they feel self-conscious, but they will quickly accept it as a normal part of the classroom, and the effect will go away. For example, positioning the video camera in the corner of the classroom provides a big perspective of the action while allowing freedom of movement.

The e-Sorogan learning system is based on e-learning. This technique is carried out with the help of the e-Sorogan program, which makes the most of the features available on the e-Sorogan tablet for the learning of special needs pupils. For instance, the teaching lecturer may describe the course content that has been uploaded in e-learning (classroom) and then urge the student to download the material first. The professor then gives the student the opportunity to express his thoughts on the

topic at hand. It is, without a doubt, followed by a question-and-answer session. This is what encourages dialogue between the student and the lecturer, as well as between the student and his or her classmates. Furthermore, lecture materials that include interesting teaching materials in the form of pictures, PowerPoint presentations, and video tutorials will draw the attention of ASD and ADHD students, who are more likely to be drawn to visuals so that they can be more focused and less active by seeing the visual appearance. Both of these strategies are interesting not only for students with special needs, but also for other students since they can be used in microteaching to help students learn.

Students with ASD and ADHD diagnosed are categorized into students with special needs. ASD and ADHD are types of mental and behavior disabilities so there is a need for special methods applied by the student. The obstacle faced by lecturers in handling students with special needs of ASD and ADHD diagnoses in the class is that some teaching lecturers do not know how to handle these types of students with special needs because of the lack of competence of the teaching lecturer so that sometimes the lecture process is disrupted because classmates are also unfocused. Students also experience some difficulties including difficulty following instructions from the lecturer, difficulty concentrating / focusing, difficulty understanding the material, sometimes cannot be silent (hyperactive), impulsivity, or impatience, so that these things can interfere with classmates who are currently taking place in class.

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that falls under the special education categories (Scovel, 2018). Someone who has been diagnosed with one amongst the autistic spectrum disorders gets difficult speaking his thoughts effectively and to infer the communicative intentions behind the utterances of others. He has communication difficulties, although the issues are usually caused by language impairments, particularly in phonology and syntax (Rowland, 2013). Since many of the challenges faced by people with autism stem from a lack of communication with others, communication issues are of particular importance among those seen in ASD (Cattik & Uluyurt, 2017). Attention Deficit Hyperactivity Disorder (ADHD) or can be translated as Attention Deficit Disorder and Hyperactivity. Symptoms of someone with ADHD at a glance are similar to autism but have much better communication and social interaction skills. Someone who is diagnosed with ASD and ADHD has the above characteristics. In the practice of microteaching, as a pre-service teacher, he will face all challenges during micro teaching such as communication, interaction, etc. With the use of these two methods (video recording and e-Sorogan learning method, it can help him to teach English easily by using digital learning and he can also look at his performance result soon from the video recording that he has taken and uploaded in the classroom of the e-sorogan. In the e-sorogan, video recording can be saved well.

The studies of using video recordings by the students as EFL pre-service teachers are limited in spite of the video recordings and the popularity of microteaching. Furthermore, none of the studies on how the students as pre-service teachers use video recordings and e-Sorogan Learning Methods in microteaching. Thus, there was a necessity to explore the students' opinions about the use of video recordings and e-Sorogan methods in microteaching. The study reported here was designed to require a step to fulfill this need. The study aimed to analyze the advantages and challenges of the use of video recordings and e-Sorogan methods in microteaching. The significance of the study was to explore information on the advantages and challenges of the use of video recordings and e-Sorogan methods in microteaching which may be useful for college students, teachers, and also the next researchers who have the interest to conduct this study further.

The research questions based on the students' perceptions of students were: (1) What are the advantages of using video recording and e-Sorogan learning methods in microteaching? (2) What are the challenges of using video recording and e-Sorogan learning methods in microteaching?

Through the information gathered during this study, the researchers hope to investigate the advantages and challenges of the use of video recordings and e-Sorogan methods in microteaching with input, comment, and feedback from the students, including the ASD and ADHD students.

METHOD

This part covers information about the students, the study's background, and data collection techniques, as well as data collection tools and data processing methodologies. The study included 39 students enrolled in microteaching in semester 5 of the Universitas Nahdlatul Ulama Surabaya's Bachelor degree of English education department. Ten students were male and 29 students were female. One male student is diagnosed with ASD and ADHD (multiple handicapped). To record their videos, six students used a digital camera, 32 students used a cell phone camera, and one used a tablet camera. Overall students had the specified technical skills and technological devices to record and give some thought to their videos. To keep the participants' identities hidden and their rights protected, each participant was offered a number of options during the data gathering and data analysis procedure. Only the researchers had access to a list comprising the names of the participants and their allocated number.

The data collected were from one academic semester of a microteaching course. Micro Teaching is a course in the fifth semester. It was held once a week on Monday morning. The study was conducted in microteaching time and it was performed in the classroom. It was expected that the students would prepare EFL lesson plans and take part in microteaching in the classroom. They should prepare their lesson plan individually and act as a teacher in front of their classmates. During teaching,

students were asked to record their teaching performance for ten to fifteen minutes to avoid the exaggerated file size of the video. They should use English at all times as they were being trained to be future EFL teachers whose medium of instruction is English. After teaching, the students and the lecturer watch all videos within a week after the initial submission of the files in the e-Sorogan microteaching classroom. Next, the lecturer and classmates gave general oral feedback on the appropriateness of the videos in the comment column of the e-Sorogan. At the end of the fifth semester, all students submitted two recording videos including the lesson plans. After teaching, they were asked about their perceptions of their experiences using video recording and e-Sorogan learning methods during teaching.

The procedures of data collection were: 1. The students were given a questionnaire survey through google form about the perceptions of the students about the advantages and challenges of using video recording and e-Sorogan learning methods in microteaching. It has two open-ended questions and the students should answer the questions briefly in English, 2. The questionnaire survey was distributed to the students through WhatsApp Group, 3. After answering the questions, automatically the answers were recorded in the google form answer sheet of an excel file.

The information was evaluated using the 'Constant Comparison Method' (Maykut & Morehouse, 1994), in which all students' responses to the questionnaire survey were read and examined line by line, and patterns appeared using 'open, axial, and selective coding' (Strauss & Corbin, 1990). To begin, the researchers used open coding to categorize the data and identify each category of meaning that arose from the students' responses to open-ended questions. The researchers compiled a list of common themes after open coding. Open coding concepts were evaluated and sorted into related groups using axial coding. Finally, until no more relevant data about categories appeared, the prevalent themes were chosen in selective coding for the purpose of 'theoretical saturation' (Hatch, 2002).

RESULTS AND DISCUSSION

The data from the questionnaire survey revealed several advantages and challenges of using video recording and e-Sorogan learning methods in microteaching. It will present data about the advantages and challenges concerning students' perceptions.

Students' Perceptions about The Advantages of Using Video Recording and e-Sorogan Learning Methods in Microteaching. The students stated several advantages of using video recording and e-Sorogan learning methods in microteaching in the survey. Table 1 below shows the top five advantages of using video recording and e-Sorogan learning methods in microteaching stated by the students to answer question no.1. Table 1 shows the frequency of each advantage.

Table 1: Top five advantages of using video recording and e-Sorogan learning methods in microteaching stated by the students

Advantages of using video recording and e-Sorogan learning methods in microteaching		Frequency (f)
1 st	For self-evaluation and correcting mistakes	15
2 nd	Interesting, enjoyable, fun and not boring	10
3 rd	Paperless and helpful in keeping documentation	7
4 th	Help motivate learning and broaden insight	4

In table 1, the students stated that the first advantage was related to self-evaluation. Using these methods encouraged students to evaluate their work objectively. With these methods, 15 out of 39 students stated that they could see the mistakes in their microteaching. For example, one student wrote “Using video recording, students can find out their mistake by seeing the video again and making corrections” (Student 10). Another student stated that these methods are helpful for teaching and learning process and find mistakes in microteaching and reform to be better. “Both of the methods are helpful for the teaching and learning process, especially using the documentation to find mistakes and making them better” (Student 37).

The second advantage of using these methods was interesting, enjoyable, fun, and not boring. Ten students wrote about this advantage. One of the students said, “Both of them are interesting and enjoyable in the learning process because we can see the video when we study, and it does not make us bored.” (Student 2). Another one stated, “The advantages of using IRVM and IeSLM are interesting and paperless because we cannot get bored and have more fun by watching video during the study.” (Student 33).

For the third top advantage, 7 students wrote about the use of these methods in microteaching. One of the students stated “paperless, without printing or conventional economies for the student”. (Student 31). This was the opinion of the student with ASD and ADHD. Another opinion was stated by another student: “paperless and helpful in keeping documentation. " They can even make the classroom atmosphere come alive.” (Student 14).

The fourth top advantages where four students wrote concerning the use of these methods was helping motivate learning and broaden insight. For example, one student said, “So the use of IRVM and IeSLM will add a broader dimension to students and can motivate learning and broaden students and teachers' insights not only as users or users of video media but guided as designers so that it is necessary to know practical knowledge about how to make learning videos and get to know various video formats and skilled at using it.” (Student 11).

Finally, the five top advantages are that three students get more comfortable in the teaching process. One of the students stated: “Very helpful in teaching, students can be more comfortable in the teaching process” (student 15).

The student with ASD and ADHD (Student 31) stated that these methods were “paperless, without printing or conventional economies for the student”. These methods are easy to use and can save his budget. Therefore, these methods give advantages for all students, not only for the typically-developing students but also for the student with ASD and ADHD.

Students’ Perceptions about the Challenges of Using Video Recording and e-Sorogan Learning Methods in Microteaching. Table 2 below shows the top five students’ answers to Question 2.

Table 2: Top Five Most Frequently Challenges of using video recording and e-Sorogan learning methods in microteaching

Challenges of using video recording and e-Sorogan learning methods in microteaching		Frequency (f)
1 st	None/No challenge	15
2 nd	Low connection	10
3 rd	Need more capacity for memory	7
4 th	Low signal	5
5 th	The internet under maintenance or trouble	2

Some students (f=15) stated that using video recording and e-Sorogan learning methods in microteaching was not challenging whereas others mentioned there are some challenges in using video recording and e-Sorogan learning methods in microteaching. Based on table 2, there are some challenges of using video recording and e-Sorogan learning methods in microteaching. The challenges are low connection, need more capacity of memory, low signal, and the internet under maintenance or trouble.

For the first top challenge, 15 students stated that there were no challenges of using video recording and e-Sorogan learning methods in microteaching by typing no challenge/none. It means that in using these methods during microteaching, they did not find any difficulties or challenges.

The second challenge of using these methods stated by 10 students was a low connection. One of the students said, “With the internet connection, we cannot upload material in Google Classroom and it is very petrifying for us to study.” (Student 26). Another one stated, “The challenge for using this is just connecting. If the connection is low, we cannot open/access the Google Classroom.” (Student 9).

For the third top challenge, 7 students stated that the challenge of using these methods in microteaching needed more capacity of memory. One of the students also stated, “I need more memory capacity for my mobile phone”. (Student 13). Another opinion was stated by another student:

“The challenges are we need to have a strong connection to access the internet and have enough memory in our smartphone to have the application.” (Student 29).

The fourth top challenge that five students stated in relation to the use of these methods was the low signal. For example, one of the students said, “When the internet low signal or access, we cannot upload material in Google Classroom and we cannot continue our activity in Google Classroom. So, we need a strong connection to access.” (Student 33). Another one said, “We cannot access this with low signal.” (Student 5).

Finally, in the fifth top challenge, two students stated that the internet was under maintenance or trouble. One of the students stated, “When the internet is under maintenance or trouble we cannot log in in the Classroom” (Student 31).

Based on the ASD and ADHD student’s perception, the challenge of these methods is the internet was under maintenance or trouble. This challenge is also faced by the typically-developing students. Therefore, these methods give challenges for all students, not only for the typically-developing students but also for the student with ASD and ADHD.

The results of the study illustrated that using video recording and e-Sorogan learning methods in microteaching may have both advantages and challenges for the students, even for ASD and ADHD students. The findings revealed that the advantages of using video recording and e-Sorogan learning methods in microteaching were relatively more than its challenges. One of the most important advantages observed by the students was self-evaluation and mistakes correction. The ability to objectively assess their lesson plans with the help of videos, as well as the possibility to make required modifications following microteaching, was valued by teacher trainees. This outcome is nearly identical to one of the conclusions reached after examining 63 studies in which students filmed their instruction, watched their performance on video, and reported on it. "Novelty teachers reported that seeing other teachers at their level was helpful because they were able to witness their peers' mistakes that they would make themselves but failed to realize previously," Tripp and Rich (2012) added. Working in groups with peers, debating lesson plans, and making judgments about how to build these lesson plans can all help teacher candidates evaluate their work more effectively.

Another advantage of using video recording and e-Sorogan learning methods in microteaching for the students was that these methods were interesting, enjoyable, fun and not boring, paperless, and helpful in keeping documentation, help motivate learning and broaden insight, more comfortable in the teaching process. This outcome is consistent with what Wu, Yen, and Marek (2011) discovered in their research of EFL learners and native English speakers using videoconferencing. The findings of their study revealed that "well-designed videoconferencing for interaction" raised EFL learners' confidence and motivation.

The students, as a pre-service teacher, are still within the process of developing their English proficiency levels and these methods also helped them in performing English teaching in microteaching. Another benefit of employing these strategies that students reported was the greater degree of collaboration with other students. The fact that they went through the process of preparing for their microteaching and offering feedback on others in the e-sorogan classroom following microteaching practice allowed them to spend more time together and engage. "When developing different roles in discussing teaching practices, the pre-service and in-service teachers failed to learn individually," said Liu (2012), who investigated an online video case discussion community application among EFL pre-service and in-service teachers to promote professional development. Instead, the teachers' social connection encouraged both groups to self-reflect and create an understanding of teaching together." As a result, collaborative recording and viewing of videos in teacher education may be preferable to solitary work.

Even while the two systems provided significant benefits, students also mentioned certain difficulties they encountered when utilizing them. None / no challenge, low connection, need for extra memory capacity, low signal, and internet down for repair or difficulties were some of the challenges. Students who employed these strategies had more positive attitudes toward microteaching and indicated that they were useful in increasing their awareness of microteaching.

Microteaching can be used by lecturers who want to encourage more self-evaluation, reflection, collaboration, and engagement among students as pre-service teachers. The logic behind these exercises should be taught to students, particularly the student with ASD and ADHD, to maximize the effectiveness of these strategies. Desirable and proper application of these approaches will be demonstrated as examples, allowing students to examine the guidelines, nature, and worth of these methods in action. According to Kong, Shroff, and Hung (2009), teacher education institutions should explain the reasoning and method to student-teachers, as well as remind them of the potential benefits and drawbacks of using the system to scaffold the self-reflection process. These initiatives aim to pique the interest of students and teachers in the system, as well as their willingness to use it.

Since the quality of these approaches is frequently examined and rewarded in the grading system, the "shortcut" behavior seen in some students' work throughout this study will be avoided. These methodologies will also be offered in an online context, allowing for peer evaluation and collaborative feedback sessions. Students can view each other's movies and learn from one another in this way. More research is needed to see if additional special needs kids at institutions and/or teacher education programs would react differently to these methods. The students in this study were from the department of English education. "Video could be a natural 'bridge' to teachers about developing interdisciplinary cooperation," according to Hernandez-Ramos (2007). Students can share

their recording films and post them to the e-sorogan classroom, and the impacts of this collaboration and engagement can be researched further.

According to Wildner (1999), however, the need to introduce foreign language pre-service teachers to technology and train them on how to utilize it effectively still exists. E-learning methods include the Interactive Video Recording Method (IRVM) and the Interactive e-Sorogan Learning Method (IeSLM). As a result, instructors and researchers should continue to promote the use of these strategies to students or pre-service teacher education in a variety of educational contexts and student profiles, including for students with ASD and ADHD. Furthermore, these strategies provide benefits and challenges for all students, not just typically-developing students, but also those with ASD and ADHD.

CONCLUSION

The use of video recording and e-Sorogan learning methods in microteaching has both advantages and challenges for all students who take microteaching as the pre-service teachers, including the ASD and ADHD student. The students' perceptions in the study revealed that the advantages of using video recording and e-Sorogan learning methods in microteaching were relatively more than its challenges. Based on their perceptions, the advantages are: 1. For self-evaluation and correcting mistakes (15 students), 2. Interesting, enjoyable, fun, and not boring (10 students), 3. Paperless and helpful in keeping documentation (7 students), 4. Help motivate learning and broaden insight (4 students), 5. More comfortable in the teaching process (3 students). While the challenges are: 1. None/No challenge (15 students), 2. Low connection (10 students), 3. Need more memory capacity (7 students), 4. Low signal (5 students), 5. The internet is under maintenance or trouble (2 students). These methods give advantages and challenges for all students, not only for the typically-developing students but also for the special ASD and ADHD student. However, using these methods, students built more positive attitudes towards microteaching activity and they stated that these methods were effective to help them to be more aware of microteaching. Therefore, all teachers and the next researchers should continue promoting the use of these methods to the students or pre-service teacher education in microteaching, including to the ASD and ADHD students.

This study has provided the advantages and challenges on the use of video recording and e-Sorogan learning methods in microteaching among students in English Department, including a student with ASD and ADHD, However, a future study which takes more in-depth view on the perception of the students with special needs is highly suggested. Therefore, a comprehensive understanding could be reached. Moreover, it is worthwhile to hold a study which will compare the

two different teaching methods and evaluate its effect on students including students with special needs.

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