Jurnal Ilmu Komputer Stikom Ambon (JIKOMSTIK)
E-ISSN: 2503-0957, Volume: 11, Issue: 01, Month: 04, Year: 2026
Available online at: https://jurnal.itbstikomambon.com/index.php/jikomstik



UNDERGRADUATE STUDENTS' PERCEPTION ON THE USE OF DIGITAL VIDEO IN THE ENGLISH EDUCATION STUDY PROGRAM AT PATTIMURA UNIVERSITY

Popi Natasya Basalama)[1]
[1]ITB Stikom Ambon - Institut Teknologi Dan Bisnis Stikom Ambon
popinatasyabasalama@gmail.com

Article Info

Article history:
Received:03-02-2026
Revised:03-03-2026
Accepted:10-04-2026
Published:15-04-2026

Keywords:
Students' Perception
Digital Video
English Language Learning Media
Learning Media

ABSTRACT (10 PT)

This study aims to determine the types of digital video content used in the learning process and to analyze undergraduate students' perceptions regarding the use of digital video in the English Education Study Program. The research employed a mixed-methods exploratory sequential design combining qualitative and quantitative approaches. The participants consisted of 4 lecturers selected via purposive sampling for semi-structured interviews, and 52 students from the 2020 academic year who completed a Likert-scale questionnaire. Qualitative data analysis techniques involved data reduction, data display, and conclusion drawing/verification, whereas quantitative data were analyzed using descriptive statistical analysis aided by SPSS. The results showed that: (1) there were several content types of digital videos utilized in lectures, namely educational videos, documentary videos, educational entertainment videos, and tutorial videos. (2) The findings on students' perceptions indicated that students in the 2020 academic year of the English Education Study Program hold a positive perception toward the use of digital video in the teaching and learning process, with the majority agreeing that digital video is a productive medium that facilitates their learning

1. INTRODUCTION

The development of technology and science in the 21st century has changed all aspects of human life, particularly in the educational field where technology serves as part of teaching and learning aids. Arsyad (2020) points out that learning media develops as technology progresses. One of the learning media utilized in English learning is digital video. In terms of language acquisition, digital video is considerably effective for language teachers in teaching foreign languages (Tschirner, 2001). The use of digital video provides language input to students, allowing them to learn what language is used, how it is used, and the context in which it is used. Most foreign language teachers integrate digital video as a medium in their teaching. Sherman (2003) adds that using video in language teaching is suitable for its own sake, for comprehension of spoken language, as a language model, for culture, as a stimulus for input, and as a moving picture book. Furthermore, the content of digital video affects students' learning; if the content fits students' needs, the benefits of video use in teaching can be fully reaped. Several studies have been conducted regarding the use of digital video in language learning. Sakkir, Dollah, and Ahmad (2020) surveyed students' perceptions of using YouTube in EFL classrooms, revealing a positive perception from the majority of students regarding its effectiveness in English language learning. Another study by Khothori and Suzanne (2020) explored students' perceptions of English teachers' videos as instructional media, showing strong positive and positive perceptions among students. Nevertheless, the utilization of video in higher education programs, such as the English Education Study Program at Pattimura University, serves various objectives ranging from speaking and listening skills to pronunciation and spelling. This research focuses on identifying the digital video content types used and examining the perceptions of 2020 academic year students in the English Education Study Program at Pattimura University toward the use of digital video. The manuscript structure follows the standard IMRaD (Introduction, Method, Results and Discussion, Conclusion) format.

2. MATERIALS AND METHODS

This study employed an exploratory sequential mixed-methods design, integrating both qualitative and quantitative approaches. The research was conducted in the English Education Study Program at the Faculty of Teacher Training and Educational Sciences, Pattimura University, Ambon. The population comprised 108 undergraduate students from the 2020 academic year of the English Education Study Program. The qualitative sample utilized purposive sampling involving 4 lecturers who integrated video into their courses. Meanwhile, the quantitative sample size was determined using Slovin's formula with a 10% allowance for inaccuracy, yielding 52 students selected through Simple Random Sampling (SRS) via Microsoft Excel (Randbetween). Data collection instruments included semi-structured interviews for lecturers to identify video content types and a Likert-scale questionnaire for students to measure their perceptions. Qualitative data were analyzed using Miles and Huberman's framework (data reduction, data display, and conclusion drawing), while quantitative data were evaluated through descriptive statistical analysis using SPSS 26 to compute means and standard deviations. Mean score interpretations were categorized as: strongly negative (0.0 to 1.49), negative (1.5 to 2.49), positive (2.5 to 3.49), and strongly positive (3.5 to 4.49).

3. RESULTS AND DISCUSSION

3.1. Types of Digital Video Used in Courses

Based on interviews with four lecturer participants, digital videos were utilized across various first-semester courses with distinct contents and instructional objectives:

1. **Grammar in Written Discourse:** Utilized educational videos (YouTube and documentary videos) as learning resources, discussion materials, and prompts for writing tasks/projects.
2. **Phonology and Phonetics:** Utilized tutorial videos recorded via *Screencast-O-Matic* to model pronunciation and explain speech organ mechanics (*organ of speech*).
3. **Intensive Listening:** Utilized educative entertainment videos (e.g., *Peppa Pig* cartoons) to maintain student interest and motivation, serving as an alternative to audio-only resources.
4. **Survival English:** Utilized entertainment videos (such as vlogs, restaurant conversation videos, and storytelling videos) as modeling references for student projects.

3.2. Students' Perceptions of Digital Video Usage

Quantitative analysis of the 22 questionnaire items grouped into four core indicators revealed the following results:

1. The Use of Digital Video in Learning Activities: Achieved a mean score of 3.12 (Category: Agree / Positive Perception). Students enjoy learning English through digital videos as it promotes efficient learning.
2. The Use of Digital Video for Content Learning: Achieved a mean score of 3.11 (Category: Agree / Positive Perception). Students indicated that instructor-provided videos were relevant to lessons and helped them distinguish formal from informal English.
3. The Use of Digital Video for Language Learning: Achieved a mean score of 3.30 (Category: Agree / Positive Perception). Digital videos were perceived as having clear pronunciation models and effectively enhancing listening and comprehension skills.
4. The Use of Digital Video for Skill Practices: Achieved a mean score of 3.41 (Category: Agree / Positive Perception). Digital videos assisted students in taking notes, practicing listening skills, fostering critical thinking, and completing academic tasks.

Overall, the accumulated mean score across all questionnaire indicators reached 3.22, categorized as "Agree", indicating that students hold a positive perception toward the use of digital video in their lectures.

4. CONCLUSION

The findings align with Awani, Senteni, and Singh (2017), who state that video is a powerful communication medium in modern education when properly integrated with instructional strategies. The application of digital video successfully boosts student engagement, motivation, and comprehension of complex materials through simultaneous visual and auditory stimuli (Oddone, 2011).

[1]A. Arsyad, Media Pembelajaran, revised ed. Depok: Rajawali Pers, 2020.

[3] G. L. Bull and L. Bell, Teaching with Digital Video: watch-analyze-create, 1st ed., 2010.

[4] I. Cakir, "The Use of Audio-Visual Material in Foreign Language Teaching Classroom," The Turkish Online Journal of Educational Technology, vol. 5, no. 4, pp. 67–72, 2006.

[5] C. Oddone, "Using Video From Youtube And Websites In The CLIL Classroom," researchgate.net, 2011.

[6] G. Sakkir, S. Dollah, and J. Ahmad, "Students' Perception toward Using Youtube in EFL Classrooms," Journal of Applied Science, Engineering, Technology, and Education, vol. 2, no. 1, pp. 1–10, 2020, doi: 10.35877/454RI.asci2125.

[7] R. Khothori and N. Suzanne, "Students' Perception on the Video Used by English Teachers as Instructional Media," ELITE Journal, vol. 2, no. 2, pp. 127–142, 2020.

[8] A. Al Awani, A. Senteni, and A. D. Singh, "An Investigation About the Usage and Impact of Digital Video for Learning," 2016.

[9] E. Tschirner, "Language Acquisition in The Classroom: The Role of Digital Video," The Calico Journal, vol. 14, no. 3–4, pp. 305–319, 2001.

[10] E. Widiasworo, Menyusun Penelitian Kuantitatif untuk Skripsi dan Tesis, Yogyakarta: Araska Publisher, 2019.