



The use of video as media in distance learning for deaf students

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ABSTRACT

The purpose of this study is to investigate the factors that are facilitating or impeding the use of video media in distance learning for deaf students, as well as the solutions that have been implemented. The method of inquiry in this study was a phenomenological qualitative approach. This research also makes use of descriptive analysis. In this study, data was gathered by observation, interviews, and documentation. The data's reliability may be checked and double-checked in a number of different ways, including via increased involvement, extended observation, and the use of triangulation. There were several steps involved in the data analysis process, starting with data collection and ending with conclusions drawn from the data. Attempts to use video media in distance learning for deaf students are entangled with a number of circumstances, some of which are helpful and others of which are hindering. These include the student, the teacher, and the school's physical location. Aside from that, all teachers are attempting to address the challenges faced by deaf students who utilize video-based learning resources as part of their distance education courses.

Keywords: distanced learning, deaf students, learning media

INTRODUCTION

Children with special needs are valuable members of our society, and it is imperative that they be given the opportunity to reach their full potential by being released from the mental and physical barriers they now confront. This can only be done by eliminating the impediments that stand in their path. It is possible to achieve this objective by establishing a system that provides all students with access to the same high-quality educational opportunities in a manner that is not only sustainable over the long term, but also all-encompassing and transparent to those who benefit from the program. This is done so that they may stop being seen as second-class people who are solely looked down upon by a minority of the general public. That way, they will stop being considered second-class citizens. As a consequence of this move, they will no longer be deemed citizens with a status reduced to a lower tier. In certain cases, the physical restrictions of handicapped people might make it difficult for them to adjust to changes in their environment. In addition to the difficulties inherent in overcoming these obstacles, doing so is made much more difficult by the surrounding environment and public facilities, which do not promote personal growth, engagement, or activity in day-to-day living.

If a child's hearing aids stop working, even temporarily, then the child is considered deaf. It is possible to be deaf in one or both ears. This is owing to the fact that he is unable to use his hearing aids in his day-to-day life, which has a wide range of ramifications and a major influence on his life. According to McKay (2021) A child is also considered to have a hearing loss if they are unable to benefit from their hearing aids in their regular activities. When referring to a health issue, hearing loss and deafness are commonly interchanged since they describe the same thing. Deaf children are children who have some degree of hearing loss and

who, as a consequence, need particular medical care (Bess & Tharpe, 1984; Lieu, 2004). Children who have trouble hearing are sometimes referred to as “deaf.”

Teaching students with hearing impairment is challenging and including them in the learning process requires a full understanding of learning itself. One definition of learning is the act of learning itself; another is a specific style of instruction; and still another is the process of inspiring students to learn (Ehrman et al., 2003; Gardner & MacIntyre, 1993). There is room for all of these understandings. Many of these perspectives have some merit. At its most fundamental, learning is a process that calls for interaction with the many factors present in one’s immediate surroundings. This discussion occurs within the framework of education. As well as being seen as a process geared toward the attainment of a certain goal, learning may also be viewed as a process that is carried out via the engagement of a wide range of experiences. Seeing, observing, and grasping whatever it is you’re trying to learn are all crucial steps in the learning process.

Assisting students or pupils in gaining information in a way that is personalized to their particular needs and areas of interest calls for a concentrated effort on the part of the teacher. This is due to the fact that teachers have a responsibility to assist their students or learners. This is the kind of work that teachers need to put in if they want their students to really learn something. To rephrase, learning is an intentional action that includes students actively engaging with content in order to facilitate their own learning. When we say that learning is a process, this is what we mean. According to Ehrman et al. (2003) and Peterson (2001), getting an education is a process that requires active involvement. After that, you will be able to grasp the facets of learning. In light of these facts, it is crucial that teachers treat each student as an interesting and potentially promising person with their own set of strengths and weaknesses. As the focus shifts to the learner’s actions and behaviors, it becomes clear that deliberate, thoughtful effort is essential for success in the learning process. Hoffmann and Muttarak (2017) stated that activities that occur by chance and without any prior preparation are not considered to be part of the learning process. Further, we provide support that allows pupils to better concentrate on their schoolwork.

Due to the recent outbreak of the COVID-19 epidemic, almost all of today’s educational institutions are resorting to some kind of online learning. It’s common knowledge that “distance learning” is a catch-all term for education that occurs outside of a traditional classroom environment. With this in mind, it becomes clear that media play a vital role in the whole distant learning process. According to Fullan et al. (2017), media encompasses everything that may be used to disseminate information and excite students’ interest, curiosity, and drive to learn. If students are given the chance to be exposed to all forms of media, that is, all means by which messages and information are transferred from message sources to recipients, then they have the potential to acquire knowledge, skills, or attitudes that are congruent with the goal of the information that is provided to them. According to Dweck et al. (2014), the media’s power to inspire students to study, concentrate, and stimulate their curiosity is a triple threat to their academic success. To reach students who would not be exposed to the teacher’s particular set of ideas in any other setting, teachers might employ a variety of media as a conduit for communicating those ideas.

To maximize the efficiency and efficacy of the learning process, it is standard practice to use learning materials that combine knowledge and expertise. There is some evidence that suggests that students are more likely to show enthusiasm for mandatory coursework when they have access to learning material that may make it more engaging (Cruse, 2006). Wandersman et al. (2008) stated that educational media tremendously aids the dissemination of knowledge since it helps bridge the gap between content creators and consumers.

Because of the low barrier to entry for creating and maintaining instructional videos online, their usage in modern classrooms is on the rise. Instructional videos as a kind of media that helps students learn by presenting information visually and aurally to help them understand complex ideas, theories, and procedures (Cruse, 2006). Media is, at its core, a collection of video-based educational resources. This is one of the advantages, since deaf youngsters learn to depend more on their other senses, especially their eyes. saw the trainer’s whole lesson play out on video as he or she delivered it. The attention spans of the kids with hearing impairments are very high (Hoffmann & Muttarak, 2017). Misunderstanding and uncertainty arise because parents do not pay enough attention to these pupils, and it is hard to judge the students’ emotional states.

These two factors are a part of the problem. Issues with the widely used “distance learning” method throughout the pandemic. As a result, teachers should be more patient while guiding their charges.

The most difficult aspect of putting this idea into reality is dealing with students who are unable to pay attention. Some students’ notes in their textbooks do not match the topic when they see the film again because they have scribbled over or crossed out pertinent material. Due to these developments, the researcher plans to continue their investigation into the ways in which deaf students who engage in distance education make use of video and other visual media.

METHODS

In the context of distance education, the purpose of this research was to identify the most effective approaches that deaf students may take to use video media. This inquiry made use of a research strategy known as a qualitative descriptive analysis while gathering information. Since the researcher is the research instrument in qualitative research, the data collection is carried out by the researcher himself. In order to obtain the information, the researcher will go straight to the site of interest in order to do so. The study included a total of seven individuals, three of whom were male and four of whom were female.

The process of data gathering is carried out by researchers using a variety of methods, some of which include observation, interviews, and documenting of their findings. In order to begin the process of data analysis, the first thing that must be done is to investigate all of the data that can be quickly obtained from a wide range of sources, such as observations and interviews. After collecting the necessary information, the next step is to do data reduction, which involves selecting, focusing, simplifying, and transforming the data. This step follows the collection of the data. After the quantity of data has been narrowed down, the following stage is to present the facts in a narrative framework. The last phase is to create conclusions that are particular to the circumstances of the case.

RESULTS AND DISCUSSION

Problems Faced by Deaf Students

The study included a total of seven individuals, three of whom were male and four of whom were female. Children who are deaf face difficulties in their linguistic development as a result of a hearing impairment or loss brought on by damage to part or all of their hearing aids, or by the hearing aids’ inability to function properly. This can cause difficulties for the children in their ability to communicate verbally as they get older.

The efforts that are taken by the instructor when presented with challenges often consist of the teacher delivering content in the form of text that is very clearly spelled out, as well as presenting illustrations so that students may comprehend the subject better. In addition to this, the instructor has to have a greater capacity for patience and should also steer the class in the right direction so that the students can still follow the lesson effectively.

When participating in activities that include remote learning, one of the strategies that may be used is the utilization of video as a kind of teaching material. Any graphic, photographic, or electronic tool that may be used to capture, analyze, and reproduce information that is either visual or audio in nature is referred to as a “media.” It is possible to convey many different kinds of messages using the medium of video, including those that employ audio-visual media or audio-visual media. These tools help students acquire concepts and skills in a faster way because they trigger their senses and boost their abilities.

When working with video-based material, there are a few factors that need to be prioritized and thought through. One of these aspects is that the video that you want to show has to be in line with the learning objectives, or, to put it another way, it has to be in accordance with the topic that is being taught. In other words, it has to be appropriate for the class. The implementation of video-based instruction through distance learning requires the completion of a number of stages by teachers. This stage consists of three stages: the stage of preparation, the stage of execution, and the stage that brings the process to a successful conclusion.

According to Forlin and Chambers (2011), the stages of preparation include both the students’ preparation and the teachers’ preparation of themselves. The instructor talks about how the usage of this medium fits

into the bigger picture of educational settings with the instructors, such as the use of sign language (Sherin & Han, 2004). The students must then be ready to accept the program that is going to be presented to them in order for them to be in a position where they are ready to know what is going to be offered to them. During the phase of the process in which the use of video media was being implemented, the instructor started the class by welcoming the students through the WhatsApp group (Bouhnik & Deshen, 2014; Nurazizah et al., 2019). This occurred at the beginning of the stage in which the use of video media was being implemented. After that, the learning goals were communicated to the class, which guaranteed that the pupils were aware that today's session had a purpose and that they had been paying attention (Armstrong et al., 2005). In order to effectively adopt the use of video media in the classroom, the following measures must first be taken: an environment that is peaceful must be produced by avoiding an atmosphere of stress. This may be accomplished by creating an environment that is conducive to learning. It is imperative that each and every pupil be encouraged to pay very careful attention to the movie. In addition, it is essential to provide the students with the chance to actively reflect on the content of the film. It is essential that the learning process ended with the assignment of specific tasks that are connected to the material that was presented in the video, in addition to the procedure for achieving the learning goals (Nurazizah et al., 2019). This should be done in order to ensure that the learning objectives are met. This is an essential step in determining whether or not the students have obtained an adequate knowledge of the video content that they have seen. It is ideal that the teacher and the students work together to perform an evaluation of the process of viewing the movie in order to make more changes to the process.

Supporting Factor

The implementation of new components and requirements, in terms of both physical and non-physical facilities, is required by the new educational system in Saudi Arabia. These new components and prerequisites must be implemented immediately. As a consequence of this, there is a need for enough numbers of instructional staff members, new behaviors and attitudes, comprehensive equipment, and administration that is better organized. The use of modern technological equipment that is relevant to the needs of society and the times should not be rejected by teachers, and teachers should have the ability to use equipment that is more cost-effective, efficient, and capable of being owned by schools. In addition, teachers should have the ability to use equipment that is owned by schools. The first and most fundamental concern is how well teachers are prepared to master the use of educational and teacher media in schools for the purpose of maximizing student learning in a manner that is congruent with educational and teaching goals. This concern focuses on how well teachers are prepared to master the use of educational and teacher media in schools for the purpose of maximizing student learning in schools.

One of the most significant things that contributes to the overall efficacy of the teaching and learning process in educational institutions is the use of effective learning media. This is one of the most critical components. As a consequence of this, teachers need to be able to choose and use various types of educational material in an efficient manner. By interacting with a variety of different types of media as though the knowledge obtained from them would be of more value than just attending lectures and participating in question and answer sessions. The authors gathered information from respondents on the factors that either encourage or discourage the use of video media in distance education for deaf students. The results of an earlier research that was connected to this one served as the foundation for this data collection (Aljedaani et al., 2022).

Deaf children often have difficulty in areas such as articulation, which must be addressed. A person who is deaf will have difficulties learning new languages and will have problems speaking vocally due to the fact that they cannot hear the sounds being spoken. The child's hearing does not operate properly, which is the root reason of the child's failure to replicate the accurate and clear pronunciation of words (Anggraeni et al., 2020). This is due to the child's auditory processing disorder. Because of this, in order for deaf children to be able to acquire language or vocabulary, they need to go through a process in which they learn to recognize terms and learn to often repeat words while articulating them effectively. Only then will they be able to acquire language or vocabulary as it was the case with the subjects in this study.

The use of video-based media may also assist to facilitate and support teachers in the delivery of distance education to deaf students, which is one of a number of advantages and downsides associated with the use

of this kind of media. When it comes to providing deaf pupils with an education through distance learning, the teacher believes that the use of video-based material is related with a multitude of advantageous factors.

Constraints

There are many different factors that might be obstacles for deaf students when it comes to embracing the usage of video media in the context of distant learning. These difficulties are brought about by a wide array of diverse factors.

The condition of students who have difficulty hearing, making it difficult for them to receive the information or lessons that are being delivered in a classroom when the degree of hearing impairment of all of the students are not the same. Locations that are privately owned and run by individuals that are against the idea of distance education and its implementation. Aside from that, each and every teacher came to the realization that there were certain pupils that had a lower level of enthusiasm for the participation in remote learning. We need to be aware of this fact in order to be able to give extra assistance to deaf children since there are many similar features of impediments to the development of language and communication in deaf children. One of the hallmarks of these obstacles is paying insufficient attention in class while the instructor is delivering instruction (Utami et al., 2020). Students often position their heads in an inclined position. In an effort to realign the position of the ear canal in reference to the origin of the sound. In the classroom, it is not uncommon for students to request that professors repeat certain aspects of their lectures or the whole explanation again. Has difficulty comprehending and adhering to verbally conveyed instructions. They have difficulty interacting vocally, which may be caused by the fact that they have a hearing impairment. Alternatively, they may have difficulty understanding what is being spoken to them. They are apprehensive to proceed in this manner. dependence on the directions that were provided either before the lesson or when it was being taught. Students furthermore struggle when it comes to the development of their language and speaking for a number of different reasons. Students who struggle with verbal communication may experience a stunting of their intellectual progress as a direct consequence of these issues (Anggraeni et al., 2020).

Teachers may have a difficult time locating videos on the internet that are appropriate for the topic that is going to be taught and that also include descriptive prose that students can read even if they are unable to hear the video. This may present a challenge for educators who wish to incorporate video content into their lessons. The video equipment that is going to be used must be easily accessible at the location where it is going to be used, and its dimensions and format must be compatible with those of the video tape that is going to be used. In addition, the video tape must be compatible with the video equipment that is going to be used. The creation of a script for a movie is not an easy undertaking and requires a significant amount of effort. The costs associated with the production of videos are quite high. Because of the limited space available on the monitor displays, there will be a cap placed on the total number of people who watch the event if neither the monitor network nor the video projection system is upgraded. It is not possible to change or erase the content of videodiscs using means that are easily available to the general public.

The internet network is of low quality, and it often and unexpectedly goes down, making it unavailable to users. On the other hand, they are able to provide for themselves and sustain themselves on a personal level in terms of equipment such as computers and cell phones. The limitations of visual media are not due to the learning system itself but rather to the technological components that go into making up the system. The benefits are easier to see in terms of how alluring education could appear to be as a means of working toward the achievement of certain educational goals.

CONCLUSION

Both supporting and inhibiting components are introduced into the environment of distant education for students who are deaf. In addition, there are endeavors to address the challenges associated with the usage of video by making excellent information accessible through YouTube. Both the possible advantages of the technique and the potential limitations of the strategy are investigated here. The use of media that is based on video has a number of benefits, one of which is that it simplifies the process of presenting material to students and provides teachers with support in doing so. This is just one of the many advantages that the use

of this kind of media offers. This, in turn, enables students to maintain their interest in education even when it is offered to them in a WhatsApp group, which is an environment for remote learning. In addition, students have permission to replay the video material as many times as they feel is necessary for them to get the desired results according to their own requirements. The fact that it appears to demand costs that are not accessible for either the professors or the pupils to participate in it, which may be regarded a negative element, is another limitation or disadvantage that it has. Supporting and inhibiting factors, as well as initiatives to use video media in remote learning for deaf students, are inextricably linked to a wide range of elements, such as students, instructors, and the physical environment of the schools where the students are educated. This is true for both supporting and inhibiting factors, as well as initiatives to use video media in remote learning for deaf students. This is true for variables that are both encouraging and discouraging, as well as for endeavors to make use of video media in distance education. Aside from that, all instructors are doing their best to find solutions to the issues that arise when deaf students participate in distant learning and make use of video-based learning materials. This is something that is a priority for all educators.

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Data availability: Data generated or analyzed during this study are available from the author on request.

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