USING CAMTASIA STUDIO 8 TO PRODUCE LEARNING VIDEO TO TEACH ENGLISH THROUGH E-LEARNING

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Abstrak

Makalah ini membahas tentang pembuatan *learning video* sebagai salah satu media pembelajaran berbasis *e-learning*. Dalam pembuatan *learning video* ini, penulis menggunakan salah satu software untuk *e-learning* yaitu *camtasia studio 8*. Penulis melihat bahwa dalam proses pembelajaran sering terjadi beberapa masalah yang mengakibatkan pemahaman yang masih kurang oleh siswa terhadap suatu materi. Selain itu siswa juga mengalami motivasi yang rendah dalam belajar karena guru lebih sering menggunakan media tradisional. Oleh karena itu penulis memberikan solusi dengan cara membuat sebuah *learning video* menggunakan camtasia studio sebagai media pembelajaran yang didistribusikan melalui pembelajaran berbasis *e-learning*. *Camtasia studio 8* merupakan sebuah software yang dapat digunakan untuk merekam aktivitas layar computer dan juga power point. Penulis membuat makalah ini dengan tujuan: menghasilkan sebuah *learning video* sebagai media pembelajaran berbasis *e-learning*. Penulis berharap makalah ini dapat membantu guru dalam meningkatkan kualitas belajar siswa.

Kata kunci: Camtasia Studio 8, Learning Video, E-learning

A. Intoduction

In teaching and learning English process there are always problems. It caused by factors that might come from the teacher, students or classroom infrastructure and the atmosphere of the classroom itself. The first problem faced by teacher, based on writer's interview with several English teachers, is that they have problems with the time allocation for teaching. Sometimes, the time given is not very effective or less for the teacher to explain the material. There are some materials that take a lot of time to explain to make all students understand. However, because the time is limited and there are other materials that should be taught, the teacher cannot give maximum explanations for some materials. Besides the limitation of the time, teacher is also face problems with students' behavior in the classroom that can be obstacle in learning process, such as noise, coming late to the classroom, and make troubles during the study. So the other students cannot hear the voice of teacher who stands in front of the classroom

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given a material. This particular problem is also related with students' motivation in the learning process.

The second problems, students are often constrained by the demotivation in learning. Their motivation is decreased because they find it hard to understand the material. Most of them feel that learning English is difficult to understand; in fact it is not their daily language. Besides that, they cannot catch all teacher explanations about material. The other reason is teacher do not use an interesting media. In fact, teacher only use traditional media that make them bored. Another reason that causes students to have less motivation is teacher teaching in the classroom only focused on particular students. The last problem that occurs is students understanding about material provided only lasted short time in students mind. This case happens to students, they know and understand the material provided only at the moment in studying progress. Some students lose their concentration and focus in classroom because of their not fully paying attention to teacher explanations. Some studentss feel uninterested about the materials that are already given to the students because of the traditional media. Therefore, students need to repeat or review the materials explained by the teacher.

Along with the development of technology in these recent years, English teaching also receives a positive impact from it. It may help teacher and students solve the problems above. One of the uses of technology in learning is e-learning. E-learning is one of learning process that use technology and computer as media. It can be used by connecting into internet or not. The example of media for e-learning is learning video. By using this learning video, teacher can solve the problem that is the cause of limited time to explain material. It also helps students to increase their comprehension and motivation when they get a problem during study at classroom. By using learning video, students also allows repeating their study how much they want by playing the video which has teacher explanations. To produce their own learning video, teacher can use Camtasia Studio 8. It is a software that allows teacher produce interactive learning videos that can be published and accessed by students through e-learning.

According to Nagarajan and Jiji (2010:37) and Mahanta and Ahmed (2012:46) can be coclude that e-learning is the process of teaching and learning that use electronic device as media. It can be used computer software, video and other device that include into electronic device. It almost related to study that use internet connection. However, e-learning process is not only via online, it can be delivered via offline through media such as video.

In e-learning Naidu (2006:1) list several types of e-learning as following:
a. Individualized self-paced e-learning online
b. Individualized self-paced e-learning offline
c. Group-based e-learning synchronously
d. Group-based e-learning asynchronously

Shank in Brandon (2007:29) classified that there are two ways in delivering material through e-learning; synchronous and asynchronous. Synchronous is delivering the material in real time and different locations. Asynchronous is delivering the material self-paced or group-paced, different times

and places. Browles (2004:4) says some example of technologies that use in synchronous are: Real-time online chat,Virtual classrooms, Video conferencing, Electronic whiteboards. Browles (2004:5) also says there are many of the communication technologies that can use in asynchronous: Email, Message boards, Text chat or forums, Threaded discussions, E-boards, Application sharing, Simulations or virtual laboratories and Video and audio.

Fatunmbi in Akerele (2012) supported that video can provide real experience and make learning more realistic, easier and make student have concentrate. In line with Fatunmbi, Beshnizen and Van Puthen in Akerele (2012) described that video has capacity to motivated students. According to Berk (2009:1), videos had developed in the format of video and the technic that instructor use to make it and the content of video. The example of development and improvement of video is learning video. It is video that made by the teacher.

Prastowo in Rahayu (2013:25) says that learning video is combining between visual and audio material. Visual material is use to stimulate vision, and audio material is to stimulate hearing. In line with Prastowo, Sudiman in Rahayu (2013:26) says video is audio visual media which has moving picture and sound that has informative, educative and instructional characteristics. So, through learning video teacher can deliver educative material for their students.

Cuban in Arkele (2012), Pramudito (2013:4), Cheppy Riyana in Pramudito (2013:4), can be conlude that teacher can produce their own learning video by recording material with camcorder to help students in learning process. Here teacher should be creative if they want to design their own video. They should use appropriate technics and also tools to have an interesting video. Besides that teacher also use animation, text, and narration to help student understanding the material. Ismaniati (2012:120), says that that before produce their own learning video, teacher should consider to some characteristics and principle of learning video. It is to make the learning video more educative and attractive. Besides that, those characteristics and principles are used to make the material in learning video can be delivered maximally.

There are some advantages of learning video. According to Hamdani in Rahayu (2013:26), learning video is more innovative and interactive rather than the other media. Bell (2010) says that video can be created and watched on portable devices such as cell phones, its use is becoming casual and conversational. Learning video giving information that can be received equally for students, to overcome the limitations of space and time and it can be repeated. Added by Beshnizen and Van Puthen in Akerele (2012), learning video can reduce the need for repeated explanation.

Hanley (2009:3) says this program allows users to record anything on a computer screen applications demonstration and PowerPoint presentations. He also says this application allows audio recording while screen-capturing is in progress, so that the user can narrate the demonstrations as it is carried out. TechSmith (2013:46) lists the components that available on camtasia studio that can use by user to produce a video from screen recording. The components are: Editor features, Menu bar, Editing dimensions, Magnification view option, Preview window view option, Canvas, Playback control, Task bar, Library, Clip

bin, Timeline, Timeline toolbar, Timeline track, Stitched media. After download the camtasia studio 8 from www.techsmith.com, teacher has to install it by following nine steps.

Picture 1. Main window of camtasia studio 8

In this article, the writer will explain about the use of camtasia studio 8 to produce learning video to teach English through e-learning.

B. Discussion

1. Preparations of Material and Media

Before start to make their own learning video, teacher has to prepare all of materials and anything that they need in a process of recording such as a microphone to record the voice. Teacher also has to follow a lesson plan that they make for teaching in a classroom. It is too see some indicators and the goals of learning process that should be reached by students.

The material prepared by teachers for a video is almost the same with the material that prepare for learning in the classroom. The materials for learning video should be more complete and more specifics. In the classroom the teacher can divide the material for twice meeting, in contrast, the material prepared for the video may be more complete because of the teachers should record video in a single process.

In preparation of the material teachers still have to follow the lesson plan. It is because the teacher must still meet the demands that must be accomplished by students in learning. Lesson plan is a guideline for teachers in carrying out the study. Teacher should pay attention to indicators that should be achieved, and the purpose of the learning itself. In addition, the way teacher explains the material can be same as in the classroom. It depends on how the teachers design their own learning video. Teachers may also give the exercises based on the lesson plan, but it should different with the learning process in classrooms.

After the teacher prepared the complete materials, they should make learning media by using power point. Power point is used as a substitute for a whiteboard like teaching in a classroom. It will help teachers explain the material for learning video. It is also easy for student to understand the material that will be converted into video by the teacher. Besides the materials, teacher also should make the learning objective into the slide of power point. The power point will be

recorded as video by using camtasia studio 8. There are some advantages by recording the power point. Teacher may add sound (narration of power point) to explain the material. So the result is not only the slide of presentation, it also has narration. When explaining the materials, teacher should use simple language to make students easy catch what teacher explains. In addition, teacher is also should explain the material not too fast. After the recording finish, teacher can also hand it to student in the format of video. In contrast, using power point as slide presentation in classroom teacher should explain directly. It will take more time if the students need repetition of explanations. Besides that, the voice of teacher may not clear enough for some students because condition of classroom that may disturbance the learning process.

In designing media through power point, the teacher should present each piece of material in a single slide. It is useful to set out the material more clearly for students. In addition, the teacher must able to apply the features; background for slide, animations, and transitions in power point to make the media more attractive.

2. Designing Learning Video To Teaching English Through E-Learning By Using Camtasia Studio 8

a. Process of Recording

After all of the preparations of material and media are finished, teacher can begin record the power point as their learning video. There are two way in recording video, first is teacher should open the camtasia studio by click the icon that appear in a desktop after installation, then click a small arrow in record screen and chose record power point, last open the power point that have been made as media.

Camtasia studio has two ability; record the screen and power point.

1. Camtasia studio as screen recording

Using camtasia studio to record the screen, teacher may record all screen activity that they do. Teacher just needs to click record the screen and click the button rec. After it active, it will start record the all of the activities on the screen. It include record word, application that user open, and every activities that they do even the cursor. They also can record their voice by activating the voice recording that available. Record the screen is usually use to make a tutorial video; the video about how to access computer application.

2. Camtasia studio as power point recording

In recording power point, this feature is only record the slide of presentations. When teacher chose to click record power point, they should open the file that will be record. Then they should click "add-ins" and click record. Teacher also can add his or her explanation to be recorded and they also can record their self by activating camcorder. They may do it in single process. Recording power point is usually use to make a learning video.

Second way is from the power point immediately. Teacher should open the power point that have been made as media, then click "Add-ins" on menu bar and choose record. After that, teacher can start explain the material while the

recording is in progress. In the beginning of recording, teacher should great the students as an opening of learning process like they do in a classroom. Then they also should explain what are the learning objective that students have to reach before explain the material. Teacher can use button "F9" to pause the recording, "F10" to continue and button "esc" to stop the recording. After the recording finish, teacher should save the file. When the saving is finished, there will appear picture. Teacher can choose "edit your recording" to edit the video or just cancel it if the teacher want to edit it later. Teacher may also choose "produce your recording" if they wanted to publish the video directly after recording without editing. However, the result of video will not interesting without editing. Therefore, teachers have to edit the video before they publish and share it.

In previous paragraph, the writer had explained the uses of camtasia 8 to record power point that may also record voice and teacher's self. So, before start the recording, there are some important things that teacher have to pay attention;

1. Teacher should record the video in a bright room in order to have a clear video. They can also turn on a lamp to get enough lighting.
2. Keep away from noise.
3. Use microphone to get clear voice.
4. When recording the audio of explanation, teacher should use clear pronunciation and explain it slowly.
5. Teacher should perform in the best appearance. They may use shirt with tie.

b. Process of Editing

Teacher may edit the video that they had record before they publish it. They can make that video more interesting by editing that video which uses features that available in camtasia studio 8. Based on previous explanation, the process of editing can be access after the saving file and chose "edit your recording" or teacher can click the icon of camtasia studio 8 on a desktop and choose "import media" and choose the file that want to edit.

There are three project will appear on timeline. On track one is the audio or the narration of video, on track two is video of slide presentation, and on track three is video of teacher's self. Teacher may also add another project in timeline track such as input an audio or music as an opening of learning video. Teacher will work on this timeline to edit the video by using task tabs and timeline toolbar. The process just using "split" to cut unneeded part and drag the file on timeline to arrange the video.

The first thing that teacher should do is editing the size of video for final result. Teacher can click the "editing dimensions" and chose the size "1280 x 720" to get maximal result. After finished set the size for video, teacher should click the project on timeline track three (video of teacher's self). After that, rearrange the size on canvas by dragging it until the size fit into the canvas.

After that, right click on canvas and chose "separate video and audio". The video will separate with its audio, the video is still on track 3 and audio will be appearing on track 4. Then edit the video by clicking it on the project on timeline. This is the first project that teacher have to edit. Teacher have to playing that

video and click pause on a part that teacher want to edit. Teacher just takes the part for an opening of learning video and use "split" on taskbar to separate other part. After it finished, split the rest of video to get a closing part. Next step is click the projects on timeline track three and drag it into position after an opening (project on timeline track three). Then, teacher should click again the timeline track three on a closing part and drag it into the end after the video of slide. After it finish, teacher may delete the rest of video that do not used for learning video.

Teacher has also do the same thing for the video of slide on track two. They only need to take the important part by split the rest of part that do not use. Then teacher have to drag it into correct position and delete the rest of it that do not use. The project on timeline track one do not need to be edit because it is the audio or narration of the video. Teacher just needs to drag it into correct position.

Teacher may input additional audio for music background of video to make it more interesting. Teacher just clicks "import media", and chooses the file of music that they want, and then drag it into timeline. It will appear on timeline track five. If teacher use additional music as a background, they must make it not to loud. It will disturb the audio of narration if they make it louder. They may make a loud music just for an opening and the end of video but not in the time while the narration is playing. Teacher can set the volume of music by clicking the feature of audio on "task bar", then click volume up or down.

After all of editing finish, teacher may add transition for each project. It is to make the view of the project become well when it appears on the screen. There are many choice of transition that teacher can use for the video. Teacher should click "transition" on task tab and choose which one they prefer for the project. After that, teacher just drags that transition into each project. If the works of editing finish, teacher should test the video by clicking "play" on playback control before publish the video. It is to check the synchronization of each project.
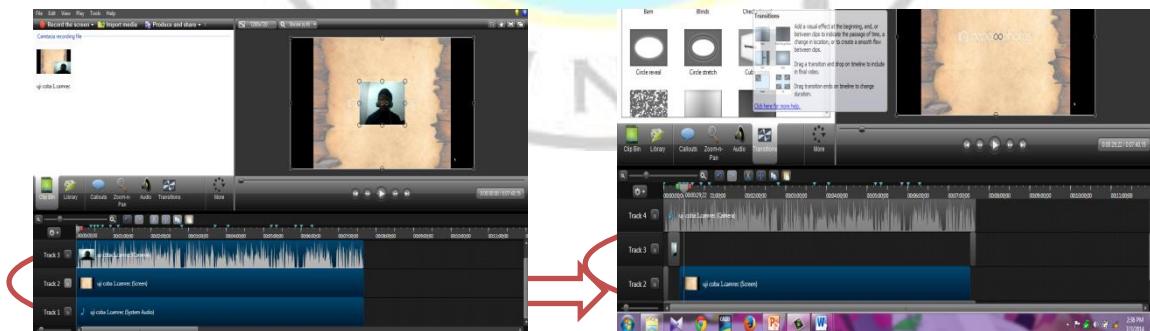
Picture 2. Editing project

c. Process of publishing

After all of editing process finish, teacher may publish the video by clicking "produce and share" on editor features. Then teacher just have to click next. After that, teacher has to choose the format of video for a final result and click next. Next teacher has to decide a place to save the video and to give the name for video. Then click "finish" and the saving file will be process for several minutes. Teacher is only need to click finish, and the process will be end. After all

of teacher's work done, they may upload the video on their web, blog or youtube.com, and then give the link of video into the students. So that, the students can accesses the learning video.

C. Conclusions and Suggestions

Nowadays, teacher and students can use technology to improve learning qualities. For instance, they can use e-learning as a process of teaching and learning that use technology as media. In e-learning, there are two strategies that should pay attention by the teacher; synchronous and asynchronous. These two strategies are different in how teacher deliver materials. Synchronous is a process of delivering material that need internet connection, and should do in a real time process. In contrast, asynchronous can be used by using internet connection or not. If the teacher is using internet connection for asynchronous, teacher and students do not need to connect in same time. Besides that, teacher can also use CD/VCD to deliver the material without internet connection. One of the examples of media that can be used for e-learning is learning video. Learning video is an audio visual media that can motivate students in learning. Besides that, it can help students in learning when they need to repeat the lesson with teacher explanation. Teacher may produce their own learning video by using computer software that available. One of the software that teacher can use is camtasia studio 8.

It is suggested for English teacher to master the basic of camtasia studio 8 in order to help them creating learning video. When the teacher makes the video by using camtasia studio 8, the material should be relevant with lesson plan. Teacher should design the material in power point clearly and provide exercise before start to convert it into video. Besides that, they should apply animations and transitions that provides in power point to make it more interesting. When record the audio of their explanations, teacher should use simple language to make the students easy get the point of material. The last suggestion is the teacher should design the video with good animation to make the video more attractive.
Note: this article is compiled based on the writer's paper with his advisor Havid Ardi, S.Pd, M.Hum

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