

Chapter One

Introduction

This chapter provides an introduction which becomes an important thing to explain this research about. First, there is a research background that explains about the researcher's reason on choosing the teachers' perceptions on the use of video as a learning media for Senior High school students. This chapter also presents identification of the problems, delimitation of the problems followed by research questions and research objectives. Then, this chapter also describes significances of the study which refer to the advantages of the study for certain people and organization of each chapters of this research.

Background of the Study

Learning English at the Senior High school level is one of the efforts to improve the quality of Indonesian society because learning English can improve communication internationally. The development of science and technology currently has rapid progress in various aspects of human life, one of which is a technology used for the use of learning media in schools or other educational institutions. In the Industrial 4.0 century, the advancement of information and communication technology has had a significant impact on the teaching and learning process (Khusniyah & Hakim2019). The use of technology is proven can increase student interest in learning because it has a more attractive appearance than just looking at the board in front of the class. Therefore, when the learning process takes advantage of technological development students will avoid feeling

bored during learning. The researcher also assumes that through learning media students can gather information, improve their critical thinking, and stimulate students' interest in learning activity. The learning process requires learning media with good visualization (Almuazam, 2017). Thus, learning process will be more interesting if it uses good and appropriate learning media.

Through the existence of technology, teaching and learning process become easier for humans to improve the quality and effectiveness of education. One of the technologies used that support education is learning through videos. Using video as a learning media can be effective way to create teaching and learning English process more interesting. According to Warastuti, (2020), learning through videos could provide the realistic teaching value for the students. Students can repeat the learning video given by the teacher if there are any difficulties of material that have not been understood. Currently, many learning videos are found on the YouTube and all students can access them easily.

An important aspect of using video as the learning media is it can help to clarify the material. Here, the video acts as a tool to clarify the message conveyed in the teaching and learning process (Hardianti & Asri, 2017). According to Dwyer (2019), video could seize 94% of the channel for the entry of messages or information into the human psyche through the eyes and ears, and in general it could make people remember 50% of what they see and hear, (as cited in Oktaviani, 2019). From the opinion above, it can be concluded that video is a media which can increase student motivation, and help students to understand messages or learning materials more meaningfully.

Due to technological developments in teaching media, teachers or other teaching staffs inevitably have to follow these technological developments. Suprihatin (2021) said that a teacher must be able to prepare many suitable learning designs and materials that could be presented online and the teacher must be able to master Information and Communication Technology (ICT) to implement the materials. Meanwhile, some teachers are still unfamiliar with technology, and they have difficulties in developing teaching media. At this time, most of the teachers use technology by using video as a teaching media, especially in teaching English to children. However, the teachers do not know how to choose the appropriate teaching media. The teachers are still confused to search the appropriate or relevant learning objectives and compatible for age of the student, there are also teachers who are not familiar in creating technology-based teaching media, because they do not understand how to create or use it. The impact of unable teachers to use any technologized tools for teaching and learning activities exists less attractive to students during the learning process because the activities are monotonous and boring, so students cannot explore more. Then, the teachers maybe only ask the students to watch a video with no other additional activity. Therefore, it makes students unable to understand what the lesson they have gotten that day is.

After the explanation of the background above, it can be concluded that the longer technology will be developed, it will affect the quality of education in Indonesia. At this time, video is often used by teachers as a teaching media that utilizes technology. Teachers can create an interesting and fun classroom

atmosphere for students through video used, even though the teacher also has problems in applying the video. Therefore, this study is conducted to analyze the teacher's perception of using video as a media for learning English for Senior High school students and the teachers' obstacles in using video as a media for teaching English.

Identification of the Problem

As explained in the background, the researcher intends to discover the teacher's perception of using video as a learning media to teach English to Senior High school students. During the COVID-19 pandemic, technology has progressed rapidly and it has affected education field. One of the impacts is the application of online learning or distance learning, which means that teaching and learning activities are carried out offline. The Distance learning forces students and parents to get used to the internet (Ayu, 2020). Currently, many digital media can help teachers in implementing distance learning. One of the them is teaching through video. The use of video is considered to be able to make students more interested in participate the teaching and learning activities.

Although videos can help teachers in implementing distance learning, there are many obstacles faced by teachers in using video as a media for teaching English such as unable to choose the appropriate video. Thus, this research is conducted to explore the teacher's perception of using video as a media to teach English to Senior High school students, to find out the students activities after

watching the video, and to discover the teachers obstacles in using video as a media of learning to teach English.

Delimitation of the Problem

In this study, the researcher assumes that every teacher at Senior High school has their own perception of using Video as a learning media for students. The use of video as one of the learning media can help students to be more interesting to participate in English Learning. However, it is undeniable that teachers in Senior High schools face problems in implementing it. To help the effectiveness of this study, the researcher has delimitation of the problem to be examined. First, the researcher only analyzed how Senior High school teachers used video as a media of learning in teaching English as well as what activities they will do after watching the video. Second, the researcher focused on the obstacles faced by Senior High school teachers in using video as a media to teach English to Senior High students. Then, the participants in this study were Senior High school English teachers in the Yogyakarta region who had used video as a media for learning English for their students. This study aims to determine the perceptions of English teachers in Senior High schools in Yogyakarta.

Research Question

Based on the background above, there are two research questions, and the questions are:

1. What activities do the Senior High School teachers use in teaching English using video?

2. What are the Senior High School teachers' obstacles in teaching English using video?

Research Objectives

Based on the research questions above, the objectives of this study are:

1. To find out the learning activities used by the teacher in teaching English using video.
2. To find out teachers' obstacles in teaching English using video at Senior High Schools level.

The Significances of the Research

The researcher hopes that this research can provide benefits and positive impacts for many aspects such as for students, teachers, and future researchers.

Teacher and Student-teacher. The use of video is currently one way for teachers to carry out this online learning process. Therefore, this research can be a reference to determine learning activity and the obstacles of video as a learning medium for students.

Future researchers. The results of this research can be used by other researchers who have same interest to study in this field. The results of this study are expected to be a reference for those who wish to research the same field of study.

The Organization of the Chapters

This research consists of five chapters. The first chapter covers the background of the study, identification of the problem, delimitation of the problem, research questions, research objectives, and significances of the research.

Chapter Two is Literature Review. This chapter provides information about learning media, videos, learning activities using videos and the obstacles of using video. This chapter describes the theory related to an overview of the use of video in learning.

Chapter Three is methodology. This chapter will describe how the method will be carried out by the researcher. In addition, the methods to be used as well as instruments, participants, settings and data collection techniques are described in this chapter. In this chapter the researcher also explains how to analyze data.

Chapter Four contains Findings and Discussion. This chapter presents the results of the data analysis. Besides this chapter aslo will discuss the findings of current research, is the result answer all the research questions or not.

Chapter Five is the conclusions and recommendations. This chapter will conclude the research based on the result that the researcher had gotten. There will be recommendation section as well which will be given to teachers, students, and other researchers.