

Chapter One

Introduction

This chapter explains the general information about this research. The focus point in this chapter is presented, such as the background of the research, including the reasons for the problem. Identification and delimitation of the problem are also mentioned in this chapter. The research questions, objectives of the study, and significance of the research are also included in this chapter.

Background of the Research

Since the middle of March 2020, the education institutions system were shifted from face-to-face learning to online learning. This certainly affected the learning process in the classroom because both teachers and students were required to adapt to the online learning system. Teachers must be able to create a learning environment that keeps their students motivated and interested in the learning they delivered; for instance, by utilizing learning media that assists their material delivery. According to Arsyad (2016), as cited in Mudasih and Subroto (2019), the use of learning media in the learning process can generate new desires and interests; generate motivation and stimulation of learning activities; and even bring psychological influences to students. This indicates that learning media is one of the crucial components of communication and interaction tool or as one of the tools of teacher's material delivery.

Furthermore, learning media can be considered as teacher's tool to achieve learning goals. Learning media that is well prepared by the teacher can ease students to comprehend the presented material more which result in improvement on Students' academic achievement. As stated by Istuningsih, Baedhowi, and Sangka (2018), learning outcome is the final result after the process of teaching and learning activities that the students want to

achieve. Learning outcomes also functions as teacher's measuring tool of students' achievement in learning. Moreover, learning outcomes are also influenced by two factors influencing Students' academic achievement, namely the internal factors, such as student interest in learning and intelligence also the external factors such as the use of learning media (Mulyanto, Gunarhadi, & Indriayu, 2018).

One of the examples of learning media is videos. Based on the prior observation, one problem occurring when a teacher utilizes video as a teaching medium was the limited information delivered by the teacher. Moreover, there was no question-and-answer session between the teacher and students which affected students' comprehension on the presented materials. In addition, the attitude of students when implementing the learning using video certainly needs to be considered by the teacher. In this study, the videos have been provided or created by the lecturer and then presented to students before or during the course. The videos presented before the course takes place aim to provide students with an understanding of the material that is going to be delivered. Moreover, when conducting synchronous meetings, the teacher (lecturer) did not only explain the whole lesson or material but they also answered student questions regarding the points that the students did not understand. Meanwhile, provided or given videos during course hours were in the form of online videos containing explanations of material as online class activities; thus, students might keep the questions regarding the points that they did not understand to be asked on the next meeting. Hence, teacher should consider this issue when using video as a learning medium. In addition, the fact whether learning with video as teacher's tool in delivering lesson material is considered as effective to help students comprehend their lesson and to be able to improve Students' academic achievement should be investigated. Based on the explanations, it is considered as crucial for teachers to use learning media to assist them in conveying material to also help students understand the lesson material well. One of the strategies is by providing

learning video media that have been widely researched regarding their effectiveness to attract and motivate students.

Based on the researcher's observations in the English Language Education Department class at a private university. Some students showed positive and negative attitudes towards using video as a learning medium. Students who show a positive attitude tend to pay more attention to the video with focus, get a clear explanation of the material, and get points from the material presented. So that it makes it easier for them when there are material questions they can answer well, and when there are quizzes, they can get high scores. On the other hand, some students showed negative attitudes toward using video as learning. Students who show a negative attitude tend not to pay attention to the video with focus, are confused by the material presented, and do not like explaining the material with the video. That way, students do not understand well the material presented by the teacher. Of course, it makes it difficult for them when there is a test or quiz about the material presented, which allows them to get a low score. Therefore, research on student attitudes towards using video as a learning medium and student achievement is essential.

Identification of the Problem

Based on what the researchers found, some problems occur when students get low scores on quizzes or cannot answer questions about learning materials. This can happen because when the material is delivered with video media, some students only watch briefly or watch but do not understand the material presented. Of course, this can affect the academic achievement they get. There are two factors affecting students' academic achievement, one of which is external factors. External factors that affect students' academic achievement include teacher's teaching methods and material delivery to optimally achieve learning objectives. If the teacher tends to present material that is not suitable, efficient, and effective for students, it

will cause negative effects on students' participation in learning also on their learning outcomes.

Additionally, in the teaching and learning process, it is certain that teachers require tools such as media to assist them in conveying the material. There are various media used in learning, one of which is learning video media. By using learning videos, teachers can carry out effective and interesting learning methods and lesson demonstration. However, the use of learning video also has several drawbacks; for instance, the videos may rise confusion regarding the lesson materials and the students may possibly not watch videos from the teacher.

Delimitation of the Problem

Based on mentioned issues, this research focused on finding out students' attitudes toward the use of video as a learning medium and its correlation with students' learning outcome toward student learning outcomes. This research also has a limit for participation in which this research was only taken from students in one of the study programs at a private university in Yogyakarta.

Research Questions

There are three research question in this research, they are:

1. How is the attitude of students toward the use of video as a learning medium in online learning?
2. How is the students' academic achievement?
3. What is the correlation between students' attitudes using video as a learning medium and students' academic achievement?

Objectives of the Study

Based on the research question, this research aimed to investigate students' attitudes toward using video as a learning medium, Students' academic achievement, and the correlation between students' attitudes toward the use of video as a learning medium and their academic achievement.

Significances of the Study

This research is expected to provide positive and beneficial influence on the students, teachers or lecturers, and other researchers.

For the students. This research is expected to provide knowledge to students, factors that can influence the learning process. In addition, with this research, it is hoped that students will try to improve the factors that can influence their academic achievement.

For the teacher. The teachers or lecturers are expected to consider or prepare learning media to assist their material delivery. This research can also be a reference for teachers to create an engaging learning environment for students that will bring positive affect on their learning outcomes. In addition, teachers can also find out about students' attitudes toward learning using learning videos.

For other researchers. This study may be beneficial for other researchers by providing information about learning videos as a teaching medium, students' attitudes toward using video as a learning medium, and the correlation between the two variables. Therefore, the results and information provided in this study are expected to help other researchers as a reference.