Chapter One

Introduction

This chapter presents the introduction of the study by elaborating several points, such as the background of the research, identification of the problem, delimitation of the problem, research question, the objectives of the research, the significance of the research, and organization of the research. Moreover, within the analysis of this chapter, each of these components will be expounded upon in detail. In addition, this research aims to discover students' perception on the use of video teaching materials in EFL Online Classrooms.

Background of the Study

Technology is a gift of God. After the gift of life, it is perhaps the greatest of God's gifts. It is the mother of civilizations, of arts and of sciences. According to Raja and Nagasubramani (2018) Technology has brought about a significant transformation in our lifestyles, influencing various aspects of our existence. It unquestionably holds a crucial role in all spheres of life, enabling the automation of numerous manual tasks and enhancing the efficiency of complex and vital processes. As a result of technology's application, our way of life has improved considerably. In the realm of education, technology has sparked a revolution, and its significance in schools is undeniable. Today's students, specifically the individuals from the 'Net' or 'Millennial' Generation, exhibit a strong readiness and inclination to actively participate in the educational process. These learners have been immersed in and accustomed to new technologies throughout their developmental years. As a result, they hold the expectation that modern teaching

and learning approaches should emphasize qualities such as interactivity, collaboration, experimentation, and a strong emphasis on technological connectivity as integral aspects of their educational experiences. Harahap (2020) stated that in the era of the Fourth Industrial Revolution, commonly referred to as Industry 4.0, technology plays a significant role in various aspects of human life. Nowadays, people have become accustomed to incorporating technology into their daily lives because of its helpful nature. The education sector is no exception, witnessing substantial technological advancements. Learning tools represent a key component of educational technology, aiding in the effective facilitation of the teaching and learning processes. For many, the typical classroom experience is a teacher imparting his or her wisdom through lecture and presentation. By using learning, media will enhance the efficiency of the learning process (Suriyanti & Thoharudin, 2019).

Learning media offer video libraries with a vast collection of titles in various languages, along with subtitle options, allowing even beginners to enjoy foreign-language content. This appeal not only makes them accessible but also serves as motivational materials for language learners. The utilization of videos has become increasingly pervasive in both teaching and learning methodologies, particularly with the advent of novel approaches like online and distance education. This medium has gained popularity for educational purposes due to its widespread accessibility and user-friendliness. The fact that most students possess video players in their homes, and that such technology is commonplace in educational institutions, further enhances its suitability as an instructional tool (Jaafar et al.,

2008). Moreover, the language functionalities within Video Teaching Materials can benefit learners at every proficiency level. Technology has revolutionised the field of education. Not only has it changed the way teachers deliver their lessons and how students learn, but it has made education in general more accessible to millions of students through online teaching and online resources (Raja and Nagasubramani, 2018).

According to Lehmann (2013), videos can be most useful for distance learning due to it facilitates the transfer of knowledge by instructive strategies beside thanks to their expositive nature. Besides that, the teacher can explain the material in the form of writing on the screen as well as conveying an explanation with still showing the face. Online video is used increasingly in higher education as part of Web 2.0 tools that are now available. integrating current literature with their own classroom experiences, describe different types of assignments for which online video can be effectively used (Sherer & Shea,2011). A study by Trisnadewi et al. (2020) explained that learning tools are expected to assist teachers' lack in delivering material to achieve learning success. The quality of learning videos can have several characteristics that affect one's learning experience. Videos are seen as the passive activity and it somehow affects academic achievement. however, support watching instead as an active process one which can be an "ongoing and highly interconnected process of monitoring and understanding.

In higher education, students in Indonesia have increasingly adopted online learning habits, a model that has become essential across all levels of education in the country. While not all students are initially familiar with this approach, it has

become a necessity to comply with government regulations and ensure the continuity of the learning process. Consequently, students, teachers, and parents are making concerted efforts to facilitate effective learning for students. In this context, English as a Foreign Language (EFL) teachers play a crucial role in delivering tailored instruction that meets the unique needs and circumstances of language learners in this online learning environment.

Before determining the learning media to be used in learning, it is necessary to know the criteria for selecting a good media. The criteria for selecting a good media include conformity to the material, conformity to student characteristics, conformity to the learning environment, and the safety of using media (Batubara & Batubara, 2020). In addition, students should be taught using interesting, effective, and practical media (Septiani, 2019). One example of learning media that has interesting, effective, and practical properties is learning video media. Learning video media is one of the audio-visual media that can convey the concepts of learning materials that can be used to help students understand the subject matter (Hidayati et al., 2019). In general, video can be defined as a medium that combines visualization of material and audio material (Nurdin et al., 2019). Learning video is one of the audio and visual aids simultaneously that can display an object to convey a process, explain concepts, and teach targeted skills that can influence students' attitudes (Fiorella & Mayer, 2018). The significant utilization of video teaching materials in online learning has prompted researchers to investigate the aspects and characteristics of video teaching materials that contribute to the enhancement of the learning process.

Identification of the Problem

Based on reason above, the researcher is interested in investigating students' perceptions on the use of video teaching material in EFL Online Classroom. "The focus of the study is the assessment of the quality of video-based learning materials within an online English as a Foreign Language (EFL) classroom. competency in digital skill has become a crucial requirement for every teacher in the context of online learning. Unfortunately, not all educators possess the necessary digital skills, which consequently impacts students' enthusiasm for learning English. The English teachers struggle to arrange the English online learning materials because they do not know how to make the engaging and interesting material due to their limited knowledge of modern technology tools. However, the researcher found a problem that students must face. The first problem is not every student will familiar with the video used by the teacher, this is because students had to ascertain the characteristics of an exemplary video-based learning experience.

Delimitation of the Problem

In this research, the researcher focuses on investigating the Students Perception on the Use of Video Teaching Materials in EFL Online, the college student reason on finding out how the video materials facilitate the students. The Video Material resource from lecturer, campus platforms, and online learning. both inside and outside of the classroom, to engage students in their learning, energize classroom discussion, and meet course learning goals. To make the research effective, the researcher divided it into points. First, the researcher investigates the Perceptions of college student on the use of video material in EFL Classroom. The

finding of this study present types of video and second aspects of video considered effective to learn.

Research Question

There are three research questions that used as the research guideline. The questions are as follows:

1. What types of videos did the teachers provide for the students to learn English in online classrooms?

2. What are the characteristics of effective learning videos for EFL students?

The Objectives of the Research

Based on the research question, the objectives of the research are as follows:

1. To investigate the types of video materials used by teacher in EFL Online Classroom.

2. To find the aspect of Video Materials that help the learning process.

The Significance of the Research

The research aimed to assist teachers, and future researchers.

Teachers. This research is expected to provide information for teachers regarding Provide information about student perceptions on the use of video teaching material. The research can be used as guidance for the teacher to implement the learning tools using video teaching materials.

Future researchers. Provide future literature related to student motivation in online learning the academic institution, help academic institution to reflect on

the level of student motivation. The result of this study is intended to serve as further resources for those who want to investigate same topic seen from a different point of view.

Organization of the Research

This research consists of five chapters. Chapter one defines the background of the study, identification of the problem, delimitation of the problem, research questions, the objectives of the research, and the significance of the research. Chapter two presents the literature review of the research and conceptual framework. It provides the information and the expert theories related to the topic in addition, chapter two also explains several related studies. Chapter three is the methodology which defines how the data are processed by the researcher. This chapter provides the research design, research setting, research participant, data collection technique, data collection procedure, and data analysis. In this chapter, trustworthiness is also presented.

Chapter four is the finding and discussion. This chapter present the result of the data analysis in detail. In addition, the researcher also defines the analysis result of the research. Chapter five consist the conclusion and recommendation. The general answers to the research questions are defined in this chapter along with recommendations. The recommendation is addressed to teachers and future researchers.