

## **Chapter One**

### **Introduction**

This chapter shows the introduction of this study. It contains the background of the research, identification of the problem, delimitation of the problem, research questions, objectives of the research, and significance of the research. In the background of the research, the researcher presents the general information related to the researcher's topic and the reasons why the researcher chooses that topic. In identification of the problem, the researcher presents the problems related to the topic. In delimitation of the problem, the researcher limits the problem. The objectives of the research, it shows the aims of the research. The last part of this chapter is the significance of the research in which the researcher presents benefits from this study.

### **Background of the Study**

A great inclination towards the use of technology and its introduction into the curriculum has gained significance in recent years. In particular, because of the increasing focus on communicative strategies, the use of video as an audio-visual material in foreign language teaching classrooms has increased rapidly, and it is evident that the use of video is a great help for foreign language teachers to encourage and promote the target language (Cakir, 2006). According to Hemei (1997), being a rich and valuable resource, video is well-liked by both students and teachers. Video is an audio-visual media that displays images and sound. Currently, the use of video is one part that is often used by teachers in teaching and learning (Sadiman, 2009). According to Aunurrahman (2010), in this modern

era, technology and communication develop so rapidly that it changes the educational paradigm. Teachers who are learning facilitators have been given the widest possible access to various learning media such as videos. Thus, currently, teachers can take benefit of technology and communication as appropriate teaching media. Additionally, using media such as videos eases the teachers to teach in class because media can be accessed via YouTube so that it can support and match the learning material.

According to Harji (2010), video gives a better contribution to the teaching and learning process in studying English vocabulary. Locatis and Atkinson (1990) found that application of media is to some degrees special but in many cases, it must be guided by both common standards of learning and the setting in which these standards are utilized, for the directions utilize of media programs are planned intentioned to create the teaching-learning environment more curious and more active. Several studies suggest that there are several advantages regarding the implementation of video. According to Daryanto (2011), the advantages of using video media also include adding a new dimension to learning, and videos can also present moving images to students in addition to accompanying sound, showing phenomena that are difficult to see in real terms so that teachers can easily be in the teaching process and also students can easily learn when using these videos. Additionally, Harmer (2001) stated that when using video films, students do not only hear the language, but they see it too. So, students can improve their listening skills as well as their speaking skills with the video and usually the teacher uses video to improve students' listening skills by stopping the

video then students will practice speaking according to what they see and hear, so students will also be more trained. In addition, it gives the potential to create something memorable and enjoyable.

According to Devanti (2018), the use of video as a media can improve students' active participation and vocabulary mastery. It is proved that watching the video that is suitable with the theme could attract students' attention and improve their vocabulary mastery. Previous studies have almost exclusively focused on the advantages or the benefit of using video media in teaching and learning English and focus on the students. However, research focusing on teachers' perception about the use of video in the classroom still need to be done, because in the future, the teacher can anticipate some of the challenges that arise when teaching using video. Besides, some of the benefits of using video can motivate teachers to use video media more as a more effective classroom teaching material so that students can also improve their learning abilities.

In one of senior high schools in Bantul, Yogyakarta, several teachers applied video media in the teaching and learning process. There were three English teachers in this school. Currently, some teachers used video in learning specifically for teaching and learning vocabulary for students. Based on previous interviews, the researcher found that there were several challenges faced by teachers in the millennial era to further enhance and try to change teaching styles in the classroom by using video as a media.

At the high school where the researcher took this research, the teacher used a video that was ready to use according to the material by downloading from

YouTube, then the video was used by the teacher to teach English classes. The video taken from YouTube is an example of an animated video that can be used by teacher in the classroom. The teacher only downloads the video and then applies it. By using the video from YouTube, it is very easy for the teacher in teaching in the classroom. Video is the one of the media most widely implemented by teachers in the classroom especially for learning English for high school students. Based on a previous interview with one of the teachers, video has benefits and challenges. Some of the benefits obtained based on the teachers are using video also gives a more interesting impression and video helps to create more effective teaching. However, there are some teachers, who still rarely use video and still use printed material, books or guides for teaching. By studying or reading this research, it is hoped that the teacher can prioritize the use of video as a learning media in the classroom. Moreover, the teacher of the school also explained that there were some challenges in using video, such as technical problems sometimes the cable, or the projector that did not turn on. Therefore, the researcher further investigated the benefits and challenges faced in using video in teaching and learning process from the teacher's perspective.

One of the challenges that exist is when teachers have to use supporting devices in the use of this video such as LCDs, projectors. In this high school, the computer facilities and LCD projector are complete, but the teachers have not used them optimally. Meanwhile, teachers rarely use LCD projectors because it takes time to prepare. It is only used to display pictures and videos using power point presentations only. Gitau, and Ayot (2016) state that using learning media

related to technology takes a long time in the teaching and learning process in the classroom because it requires preparation and the equipment that must be utilized is ready to use.

In addition to the challenges above, teachers also sometimes still find it difficult when using this video media because they say that their abilities and experience are still not maximized so that when they have difficulties such as solving hardware problems in the classroom to support learning with videos they sometimes still feel confused and more time consuming. In addition, the challenges in using video as teaching material for teachers are felt when they have to find material that suits their students. Because there are so many video materials and various kinds of videos available, the teacher must spend a lot of time looking for videos that are most suitable for students.

Researchers are interested in choosing this study because researchers feel that video media has a positive impact on increasing learning motivation. In addition, researchers see real phenomena when teachers teach with videos and do not use videos. Because by using this video, it turns out that students are more interested in learning than learning using traditional methods. Then the researcher also got information from a teacher that indeed the use of this video media has benefits for him teaching in class because it can build students' learning motivation in class but also in using this video media the teacher gets a challenge such as facilities that sometimes do not run smoothly. Therefore, the researcher investigated the benefits and challenges faced by teachers in teaching using video media in the classroom. Finally, the researcher did a study with the title "The

Benefits and Challenges of Using Video as Teaching Media: Teacher's Points of View".

### **Identification of Problem**

The use of media in teaching English is not new thing for English teachers, especially in the use of video media. It can be very beneficial for teachers during the teaching and learning process. However, the types of video media vary depending on how the media are applied in the classroom and on teacher's considerations and school settings. What is meant by school setting includes students, teachers, school facilities, technical problems, and the academic atmosphere.

The first problem is the challenge of how the teacher prepares the appropriate material because the many videos on Youtube make it difficult for teachers to find the most suitable video. The time required is also quite long because the teacher has to choose, then evaluate the video and also prepare the video before the teaching and learning process can be a challenge for the teacher because they have to prepare video media according to the material and needs of students.

The second problem is the inadequate school facilities. Because many cases are found by teachers at schools when they teach using media including videos, they experience obstacles such as a signal that is not smooth, or problems using the supporting tools. The facility can be a computer, or an inadequate hardware device.

The next problem is technical problems might occur in unexpected situations when the teacher uses video as a media to teach English. Technical problems here can be in the form of an error in the LCD projector or usually the teacher finds problems such as cables that do not match or are damaged. Technical problems like this can make the teacher spend quite a long time to be prepared in advance before the class starts even sometimes the class has started this problem often arises.

### **Delimitation of the Problem**

In this research, the researcher focuses on teacher's perspectives on the video used as a medium in teaching and learning English. In using video in teaching and learning process, teacher might face some challenges. However, it also provides benefits for teachers who still rarely use video in teaching to be able to change their teaching style to use videos more in classroom teaching. To make this discussion more detailed, the researcher limits the problems. Firstly, the researcher only explores the benefits of using video media in teaching and learning. Secondly, the researcher investigates the challenges in using video in teaching and learning in classroom faced by the teachers.

### **Research Questions**

There are two research questions formulated by the researcher. The research questions are presented below:

1. What are the benefits of using video as a teaching medium based on English teachers' perception?

2. What are the challenges faced by teachers in using video as a teaching-medium in the classroom based on English teachers' perception?

### **Objectives of the Research**

Based on the research questions above, the purposes of the research are presented as follows:

1. To explore the benefits of using video based on the English teachers' perception.
2. To investigate the challenges of using video based on the English teachers' perception.

### **Significance of the Research**

The research is expected to serve the benefits and good impacts. The significance are for some parties such as the teacher, the institution, and the next researchers. The explanation is presented below:

**The teachers.** This research presents information about teacher's perceptions on using video in English teaching and learning process. They can get benefit and also face the challenges of using video based on this reading or based on their own experience in teaching using video. This research can help teachers to decide whether the teacher will use video as a teaching medium or not. In addition, the researcher hopes that this research can help teachers to better know and learn that the use of video as a teaching medium has several benefits. Finally, the researchers hope that teachers can change the way of teaching from the traditional way of using printed material or books to using videos.



**The institution.** This research presents information about teacher's perceptions on the use of video in English teaching and learning process. This research can help the institutions to better assist the needs of teachers in overcoming challenges for example in applying videos such as meeting the needs of Wi-Fi, LCD, and projectors which are more fulfilled in using video as a medium for teaching and learning. It is hoped that this research can help educational institutions to pay more attention to materials that must be used for teaching in the classroom such as the media and the tools used.

**The next researchers.** This research is expected to be one of the references for further research. Further research can be linked to teaching media and video usage strategies for teaching and learning. After reading this research, the next researchers can find out the benefits and the challenges of the implementation of using videos based on teacher's perceptions.

### **Organization of the Chapter**

The researcher divides this study in five chapters. The first chapter is the introduction. The second chapter is the literature review. The third chapter is the research methodology. The fourth chapter is the finding and discussion. Then, the fifth chapter is the conclusion and recommendations.

Chapter one focuses on the background of the study. This study focuses on the video as a medium used by the teacher in teaching English. There are two research purposes of the study. The first purpose is to find out the advantages of using video in English teaching and learning process. The second purpose is to investigate the challenges of using video in English teaching and learning process.

This study also has several advantages and positive contributions to teachers, the next researchers, and the institution.

Chapter two explains the theories related to video used by teachers to teach English in high schools and above. It also explains English learning in Indonesian schools. Then, the researcher mentions the use of video media in English classes. This study also mentions the type of audio-visual media that can be used by teachers to teach English. This chapter also explains the challenges that might be faced by teachers in using video media, such as limited school facilities, lack of time, teachers have little experience of using video as teaching medium, and inadequate internet access. In addition, this chapter also presents the strategy which can be applied by the teacher in using video media in the learning process.

Chapter three explains the methodology applied in this study. The researcher describes the research design adopted in this study. This chapter also presents interview and observation used as the data collection. The participants and the setting of this study are also described in chapter three. Then, it explains how the researcher gathered and analyzed the data.

The chapter four is about findings and discussion. In this chapter, the researcher presents the findings divided into the benefits of using video as teaching medium in English teaching and learning proses and the challenges of using video in English teaching and learning process. All findings are based on teachers' point of view. Moreover, the researcher also provides theories related to the findings of the research.

The last chapter is about conclusion and recommendations. The researcher presents the summary of this study in this chapter. In addition, recommendations addressed for some parties are also provided by the researcher.