

## **Chapter One**

### **Introduction**

This chapter presents several points related to the main problem of this research. In addition, this chapter also elaborates the reasons why this research is taken and the scope of this research, as well as the objectives of the research. This chapter proposes some advantages of this research for both individuals and institutions that are involved in educational setting. Finally, this chapter presents the outline for the entire research.

### **Background of the Study**

There are many media that can be used by students in learning English. The most important point is that the media should contain elements that can increase students' skills in learning process through some activities applied. The examples of media in teaching and learning that are mostly used in English classes are books, journals and articles. Beside those aforementioned media in teaching and learning, recently, video has become commonly used in the classroom. Based on the researcher experience, video is considered to be interesting and helpful teaching and learning media since it involves both audio and visual. According to Cakir (2006), audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language.

Nevertheless, there are some pros and contradiction in the use of video as teaching media. The following are some of the pros of using video as teaching media.

The use of video is to attract the students' interest in learning. The statement is supported by Canning and Wilson (2000), they stated that the students like learning language through the use of video, which is oftenly used to mean quite different things in language teaching. In addition the use of video as teaching media have been supported by applying role play as a way to practice and improve students language skills. According to Arthur (1999), he argues that video can give students realistic models to imitate for role-play, video can increase awareness of other cultures by teaching appropriateness and suitability. Moreover, using video as teaching media is expected to assist students in making some improvements on their English skill.

There are some issues happened on the use of video as teaching media in English Education Department (EED) of Universitas Muhammadiyah Yogyakarta, according to the researcher's experience, sometimes lecturers use video as teaching media just for ice breaking, intermezzo, or the content of video consist of an entertainment. On the other issues, some of the lecturers use video as teaching media, however, the video does not related to the topic. In fact, suppose that on certain courses should discuss about the food and beverage, but the lecturers it provides the video that relate with the holiday, of course videos provided by the lecturers actually different from the topic. According to a survey done by the researcher to some of the English education students, they convest that there was a lecturer who always use video in teaching an learning process, and the video are not related to the material being taught. Then, lecturers who use video as teaching media are often excessive in use. Consequently, the material presented does not all delivered because the duration

of the video is too long and will occur time consuming. However, not all students feels happy with the video that lecturer give as teaching media. Some students are complaining and some others just accepting. In short, the use of video as teaching media can become pros and contradictions, depends on the lecturers way in teaching.

In fact, at EED of UMY context, some of the lecturers at EED of UMY use video as a teaching media. Besides, there are also some case that the use of video as teaching media excessively, so that the material is not conveyed properly. For those reasons, the research about video as teaching media is important to be conducted at EED of UMY because the video is also used as the media in teaching and learning process. According to those problems, it will be a challenge for the researcher who will reveal about what are the students' perceptions on the use of video as a teaching media. The researcher revealed the advantages and the problems of using video as learning media according to students' perception. More specifically, this research is about the use of video at English Education Department of UMY are important to be investigated because it can reflect the lecturers' way in teaching based on students' review. The researcher conducted this research entitled "Students' Perception on the Use of Video as Learning Media at English Education Department of UMY".

### **Problem Statement**

In English Education Department of UMY, as it has been observed by the researcher during her study in the department, the lecturers frequently applied the video as teaching media. It is believed to force students' participation in teaching and

learning process. Sometimes, based on the researcher's experience, lecturers also overwhelmed in using video as teaching media. For example, in several courses that worth two credits, the lecturers' use of video could reach up to 80 percent in one semester. It means that the lecturers played the whole of video without conveying the message of the video and the relationship between the video and the subject learnt. In other words, some videos that the lecturers gave in the classroom were not related to the topic of discussion, because the lecturers focused more to give the entertainment part. Derived from the researcher's awareness towards students' responses to lecturers' way in teaching, the researcher was interested in exploring the advantages and problems on the use of video as teaching media in EED UMY.

### **Problem Identification**

To make this study more specific, the researcher focused on the English Education Department of UMY in which the use of video as teaching media also existed in this department and the researcher focused just on the use of video in English classes. Hereafter, videos that were used in courses like Civic Education, Arabic Classes or Islamic Education were not counted. Moreover, the researcher only limited the research on the advantages and problems in using video as teaching media in English Education Department of Universitas Muhammadiyah Yogyakarta. That is why, through this study, the researcher inquired on students' perception on the advantages and the problems of using video as teaching media.

### **Research Question**

This study aims at finding out some information about the use of video as teaching media at EED of UMY. This aim was figured out in two research questions as mentioned below:

1. What are the students' perceptions on the advantages of using video as teaching media at EED of UMY?
2. What are the students' perceptions on the problems of using video as teaching media at EED of UMY?

### **Purpose of the Study**

Based on the research question is obtained, the main purpose of this research is to discover students' perception on the use of video as teaching media at EED of UMY. This research is conducted to discover two purposes as follow:

1. to reveal EED of UMY students' perception on the advantages of using video as teaching media.
2. to reveal EED of UMY students' perception on the problems of using video as teaching media.

### **Significance of the Study**

In a report dealing with the above problems, this research has significances for the lecturers, the students, and also for other researchers. The significances are listed below:

**The Lecturers.** This research provides some information about EED UMY lecturers who use video as teaching media. After knowing the findings of this study, this information is able to be the evaluation for the lecturers because it can reflect the lecturer's way in teaching in the classroom based on students' perception. This research can also encourage the lecturers to be more prepared before teaching by using video in the classroom.

**The students.** This research gives information for the students because the students can gain more knowledge of video as teaching and learning media. The students can also learn the advantages and the problems of using video in the English classes. Thus, this research can make the students more prepared when they become teachers or lecturers in the future.

**Other researchers.** This research is useful for other researchers because this research can be references for other researcher are going to conduct the research with the same topic.

### **Outline of the study**

This research consists of five chapters. In each chapter has sub-chapters. The first chapters are introduction, literature review, methodology, finding and discussion, and the last is conclusion and recommendation.

In the first chapter, the researcher discusses the introduction consisting of research background, problem statement, problem limitation, research question, purpose of the study, significance of the study, and outline of the study.

The second chapter of this study will discuss literature review consisting of theories about teaching media and video as teaching media, definition of video as teaching media, teaching by using video in the classroom, review of related study and the last conceptual framework of the study.

Chapter three focuses on the methodology used in this research to collect the data and also discusses the research design, setting and participant of this research, data collection methods, and then the data analysis of this research.

Chapter four would discuss about the research methodology. This study employs descriptive qualitative method. The population of this research is students of EED UMY batch 2013 and the sample is taken four participants.

Chapter five would present a conclusion. This chapter is considered of two chapters which are conclusion and recommendation. In conclusion present the result of this research in more detail. Thus, the recommendation is also presents for the students, the lecturers and the further researchers.