

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher was discuss the theories that related to the research. This research is about students' perception on the use of video as teaching media. In order to discover some related theories, this chapter was present theoretical description and conceptual framework. The first discussion is the description of the keywords on this research. Then, it was discuss several components that are related with the video as teaching media. The last is conceptual framework summarize all relevant theories, which enables research to solve the research problem.

#### **Teaching Media**

This part presents the review of teaching media, which consists of the definitions of teaching media and the kinds of teaching media.

**Definition of teaching media.** Teaching media are valuable instructional tools that can make learning more effective and interesting. According to Harmer (2007), a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities. There are many media that can be used for teaching in English classes. Reiser and Dick (1996), designate that teaching media are one of the instructional planning that should be prepared by lecturers before coming in classroom. Instructional media can

be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape recorders, computers, overhead projectors, and others presenting instructional activities delivered to the students.

Furthermore, teaching media can be seen as a variety kinds of media used to introduce or explain the learning content to the learners, so that the learning that takes place by the learners can be effective (Vreken, 2006). It means that, it is so much teaching media used to explain the lesson, but the teaching of the media must also contain the good elements so that the learning will be more effective and teaching media can also be well received by the students. Another explanation according to Jacob, Gawe and Vakalisa (2002), a teaching media can be defined as an object the teacher uses, or which is given to the learners to use, to achieve specific teaching and learning outcomes. It is not only apparatus or pictures, but include many other types of learning experience.

**Kinds of teaching media.** It is wide a range of media in teaching and learning process, as the researcher has described in chapter one. According to Lee (1997), there are four media technologies in teaching and learning namely Satellite TV, video (including a video camera), computers and multimedia (CD-ROM multimedia and interactive video). However, Arsyad (2014) argued that, based on the development of the technology, teaching media categorized into four, namely: media printed technology (including text, graphics, images, photographs, etc.), media technology

audio-visual (including film, television, and video), media computer technology and media combined of printing technology and computer (p.13).

Related to the explanation above, it can be concluded that the kinds of teaching and learning media are four. More specifically, teaching and learning media are closely correspond with technology, especially in nowadays the technology is more modern. Following the technology, it is a certainty that teaching media also develop following the technology that is growing rapidly.

### **Video as Teaching Media**

In this part, the researcher presents the definition of video in teaching, characteristic of video in teaching, kinds of video in teaching, the advantages of using video as teaching media and the last, this part also discusses the weaknesses or problems of using video as teaching media.

**Definition of video.** Video is a recording of moving pictures and sound, especially as a digital file and DVD (Cambridge dictionary). According to Riyani (2007), media instructional video is a media or tool that presents audio and visual containing learning good messages that include concepts, principles, procedures, theory application of knowledge to help the understanding of the material learning. It means that video is audio visual media that can display moving images together with corresponding sound and present information that is educative containing process, explain concepts, principles and theory affect the attitude of application knowledge to help the understanding of a learning materials.

Moreover, according to Heinich, Molenda, and Russel (1989), the primary meaning of video is the display of pictures on a television or type screen. Based on their book entitled *"instructional media and the new technologies of instruction"* any media format that employs a screen to present the picture portion of the message can be referred to video. The images of video are composed of dots of varying intensity on the screen. The sound that accompanies the video image is recorded magnetically on the videotape just as in audio recording. Originally video was synonymous with broadcast television, but the concept has expanded dramatically in recent years with the current development of new technologies that are connected to television sets, video recorder, video games, internet video, and many other kind of media that are still emerging. These kind of new media services continue to multiply because it tends to be cheaper and more efficient to transmit information for the teaching and learning activities.

**Characteristics of the video.** To produce video as teaching media that can improve motivation and effectiveness use, Riyani (2007) stated that the development need to consider the characteristics of video as teaching media namely video is able to manipulate the display of images in accordance with the demands of the message to be conveyed. Video create objects in the form of sound and image means the object can be stored in a given time period. The appeal of video is able to maintain student attention longer up to 25 to 30 minutes. Video as teaching media the object contains an image, updated information, warm and real-time.

Based on the description that has been described above, it can be concluded that in the selection of video as learning media must be identified the characteristics of the video to support the use of teaching tools. Characteristics of video as learning media among which can display images with the size flexible, images can be manipulated and combined with the sound, motion animation and text speed can be adjusted, so it can support understanding of the students in learning the material. In addition, the targets of use flexible video that can be used individually or groups making it easier for students to learn through video in different classroom situation.

**The objectives of using video.** Anderson (1994) argues that some objectives of learning by using video are,

*Cognitive objectives.* First, to develop learning objectives associated with cognitive and also to know the support and the ability to provide stimulation and harmonic motion. Second, it shows a series of images without sound as photo media and the frame of the film. Third, the video can teach the knowledge of the laws and certain principles. Fourth, the video can be used to show the real examples and how to perform or act in an appearance, especially regarding the interaction of learners.

*Affective objectives.* First, the video is an excellent media for conveying information in the affective aspects. Second, video as teaching media can apply effects and techniques and also video can become a very good media in influencing attitudes and emotions for students. Affective objectives refer to attitudes,

appreciations, and relationships, and affective objectives are designed to change an individual's attitude by the students.

***Psychometrics objectives.*** First, the video is an excellent media for showing examples of skills that involves motion. With video as teaching media, either by slowing down or accelerating the movement display edit will be very good to show real examples of skills. Second, through video as teaching media it can instantly get visual feedback on their ability to be able to improve the skills concerning the earlier movement.

In conclusion, the video as teaching media has three objectives, namely cognitive, affective and psychometric objective. The third objective mentioned above also has meaning and description of each; Cognitive objectives are designed to increase an individual's knowledge, this objective relate to understandings, awareness, insights. Affective objectives are designed to change an individual's attitude refer to appreciations and relationships. Psychomotor objectives are designed to build a physical skill, actions. The third objective has a good purpose in developing skills of the students through video as teaching media.

**The advantages of using video.** In this section, the researcher discusses the advantages by using video as teaching media according to some experts. According to a research result conducted by Tee, Krimshstein, Brocklesby, and Foley (2014), there are some benefits of using video as teaching media in the classroom,

***Video takes flexibility instruction.*** The more interactive the learning atmosphere, the more enthusiast students are in engaging in the learning process. Video offers resources of interactive and flexible instruction. There are a lot activities can be elaborated in using video as the teaching media. Teacher can stop, start, and take a view point of video to deliver their material in teaching. It provides the option to stop each video and challenge students to predict the outcome of a demonstration, and elaborate on, or debate a point of historical reference. Teacher can ensure to add further interactivity by copying activities, conducting discussions or repeating demonstrations and experiments in the classroom.

Beshnizen and Puthen (2000) also support that video can help the teacher to work more closely with the learner and reduce the need for repeated explanation. In addition, Fatunmbi (2005) stated that video can be made to repeat information and demonstration as many times as possible. Thus, learning is made easier, realistic and existing for the students. It provides a cheap and fast way of distributing educational information and practical skills.

***Video provides experiences.*** Video consists of visual communication to the viewer. It provides voices of the character on the video that can be heard, the colorful picture to be seen. The benefits of using video in education includes providing a sensory experience that allows concepts and ideas to actually become an experience and come to life as students are guided through each adventure. In line with the idea, according to Sarker and Nicholson (2005), video can be effective; teacher gives video

and accepted by the students. Video must provide an enjoyable or at least suitable learning experience, be perceived by students as providing a time-efficient study resource and or be perceived as improving understanding and grade performance. By using television, video or slides the learners can visualize the reality, hear the sounds, see how things (animals or plants) move and they can see the colour of the animals or plants (Jost, 1990).

*Video encourages students' interest and improve skills.* There is significant research promoting the use of video in the classroom. The lecturers encourage students to be more enthusiastic in learning process. Video is one of teaching media that can attract students' interest and enjoy rather than using other media. Video is the best way for the students who are visual learners, because video includes sound and sight. In video there are subtitles that can make each student choose to read, listen to, or watch. Video stimulates students to become more interest and maintains that interest for long time. It provides an innovative and effective means for lecturers to deliver the required curriculum content. In line with idea, Beshnizen and Puthen (2000) said that video has the capacity to motivate students and difficult skills are better viewed especially with the slow motion. Therefore, according to Day (2008), who found that implementing the video teaching was inexpensive and easy to do, while increasing the engagement of students and turning the classroom into a space of active learning. He provides evidence that this format was effective and the students found it helpful.



***Video has essential value to support tools in learning.*** The video can be supported by a selection of other tools and resources that enable each topic to be completely considered. That is why video has essential value to support tools in teaching and learning. Meanwhile, access to lesson plans specially written to be used in combining with the video help not only to minimize lesson preparation time, but also help provide valuable additional learning activities and projects that further improve the use of video as a teaching media. Moreover, according to Nashash & Gunn (2013). They stated that students considered video as an effective way to help them study, with 24 hour availability and the opportunity to review material.

***Video make the students feel enjoy and enthusiastic in learning.*** According to Sarker and Nicholson (2005), who state that video can be effective; teacher gives video and accepted by the students. Video must provide an enjoyable or at least suitable learning experience. Based on the statements, it could be indicated that the video as teaching media make the students feel enjoy and enthusiastic in learning, because video provide an enjoyable learning experience, so that the learning will became more interesting. Whereas, Laurillard (2002) have different statement about the interactive video, he said that using interactive video methods could have positive effects on student achievement, but many other environmental variables had to be taken into consideration. Any teaching that uses video has to understand, benefit from, and employ the ‘interactive’ nature of video.

In addition, Day (2008) found that video usage can be a way to “decrease the

in-class time spent on information transfer and increase the in-class time available for more engaging learning activities that facilitate learners' active knowledge construction" (p. 19). Video can be a more intimate way of communicating between the lecturer and the student. While it is important that students enjoy the learning process, as Kirschner & Van Merriënboer (2013) argued, students are not always the best managers of their own learning in the digital world so any perceptions of students claiming improved learning should be carefully examined.

**The problems of using video in teaching.** In this section, the researcher discusses the problems of using video as teaching media. There are three main points in problems of using video as teaching media is; first, technical problems on the projector, power failure and internet connection. The second problem is on the video content, duration, and attractiveness. The last one, the lecturers should be well prepared on using and exploiting the video.

***Technical problems on the projector and internet connection.*** According to Cakir (2006), the main problems of using video as teaching media are inconvenience, maintenance and some cases, and fear of technology. Another explanation by Anderson (2009) some problems of the video as learning media, video equipment that will be used must be available in the previous class. The preparation of the screenplay takes time and requires expertise. Video media production costs are very high and not many teachers who have the ability to produce video. Requires a screen or projector is adequate if you want to use for learning classical or comprehensive. The rapid

changes in information and communications technology, which causes the video system limitations, be an ongoing problem.

In addition, the low digital fluency of faculty is considered a challenge that is understood and can be solved (Jacobs, 2013; Johnson et al., 2014). Many lecturers in Higher Education do not come from a technological background and there is sometimes a generational gap between the technological capability of the lecturer and that of their students (Palfrey & Gasser, 2008; Tapscott, 2009). Lecturers may have inadequate or inappropriate technological experience, and learning how to use new technology can be complicated and time consuming (Bichsel, 2013; Stover & Veres, 2013).

***The problems on video content and duration.*** According to Burke, Thod and Hons (2005) there are some problems in the use of video as teaching media, that the presentation is too short, thus only a small quality of information can be remembered. Good course material is expensive to produce and to broadcast on television. This media overlooks the individual differences of learners and the right of learners as individuals to an education eared to their potential and their peculiar needs. The degree of interactivity between the learner and teacher and between the learners is very low. The teacher makes no eye contact with the learners and cannot keep their concentration and interest.

In addition, as has been said before by Riyani (2007), she said that video create objects in the form of sound and image means the object can be stored in a given time period. The appeal of video is able to maintain student attention longer up to 25 to 30 minutes. Video as teaching media the object contains an image, updated information, warm and real-time.

***The lecturer should be well prepared on using and exploiting the video.***

Lesson content should be carefully planned and consisted into more manageable sections. This segmentation, also known as ‘chunking’ can lead to better understanding and retention (Guo, Kim and Rubin, 2014). Then, if teachers are to provide students with the skills needed to survive in the ‘Second Machine Age’, then it is important they understand the technology at a deeper level (Hughes & Daniels, 2013). In addition, according to Preston et al. (2010) discuss how Web Based Learning Technologies are implemented by Universities who are trying to adapt to the changing needs of their students. While this is received well by students, teaching staff are sometimes less positive as they try to understand how to deal with the changing teaching environment.

On the other hand, according to Kereluik et al., (2013) consider digital communication as being one of the important skills for teachers. In this context, the term digital communication can also include being comfortable, adept and capable in teaching with and through video. Cobo Romani (2009) describes the importance of teachers in developing their technological literacy as the ‘confident and critical use of

electronic media for study, work, leisure and communication. They suggest that teachers need more help and support in understanding the ‘zone of possibility’ offered by the technology, what this means for their teaching, and how they can effectively implement new technologies into their classroom. Lecturers have limited time so support can be provided in the form of helpful tools such as workshops, consultation or handbooks (Kliphuis, 2008).

### **Review of Related Research**

There are many researchers that involve video as teaching media. One of the researches was conducted by Fatunmbi (2005) entitled “Effect of Video Tape Presentation on Senior Secondary School Students Attitudes towards Physical Education”. This research has shown that there is improvement in teaching and learning process through the use of video. Fatunmbi also argues that video can be used to provide real experiences in almost all field of learning. It can be made to repeat information and demonstration as many times as possible. Thus, learning is made easier, realistic and existing for the students. It provides a cheap and fast way of distributing educational information and practical skills.

Another research was conducted by Whatley and Ahmad (2007) entitled “Using Video to Record Summary Lectures to Aid Students’ Revision Interdisciplinary” This research find that video lectures to be most effectively used by students and they should appeal to their learning style preference. Video lecture appeals are as follows (a) their content is 100% relevant to course performance

requirements and it is presented at a more detailed pace than classroom lectures, (b) videos can be replayed and enable students to repeat the instructor's explanation, (c) they can be viewed at a time, location and under environmental conditions of a student's choice, and (d) their portability enables listening and study without the competing distractions that often accompany classroom lecture.

### **Conceptual Framework**

This research investigated the students' perception in applying video as teaching media in their class. The researcher was interested in this topic based on her experience from studying at English Education Department of UMY. In fact, some lecturers of EED UMY used video as their teaching media in classroom. However, this study find out the advantages and the problems of using video as teaching media according to the students' perception. Furthermore, the students' perception is important to be revealed in this research because the students have experience with the lecturers that exploiting video as teaching media in the classroom, so the students became an important participant for this research. The conceptual framework of this research can be figured out below:

Figure 1. *Conceptual Framework*