

CHAPTER II

THEORETICAL BACKGROUND

A. Video Mediated EFL Learning

Videos are defined as texts combining different modalities, such as words, images, and/or music (Gee & Hayes, 2011) as cited in Lialikhova (2011). Canning – Wilson (2000) describes the video, at the most basic level of instruction, as a form of communication and it can be achieved without the help of language since we often interact by gesture, eye contact, and facial expressions to convey meaning. It can be said that video helps EFL learners predict information and infer ideas by looking at body rhythm and speech rhythm so that EFL learners can understand stress patterns.

Although video has benefits for students, teachers must be able to plan their teaching strategies carefully, so that teachers can take advantage of the benefits of video. According to Zhaogang (2015), there are 3 strategies of teaching. The first, the selection of video materials. Teachers must be careful with the content of video materials such as Hollywood movies and soap operas. Driven by voracious commercial interests, many producers try to attract viewers with movies fraught with violence and adult content. Teachers should not include such video materials in their classes . In addition, teachers should not choose movies that are too obscure for students to understand. Movies and soap operas that reflect everyday life and culture of different periods and regions of English speaking countries are very good learning materials. Video materials that tell stories of historic figures and events are very informative and interesting materials too. Musicals and animations could also be very exciting and relaxing choices. In general, in order to attract students' attention, teachers should choose video materials with simple and morally correct stories, and realistic characters. Teachers should design many varieties of classroom activities to take full advantage of video materials in the classroom. Due to the variability among students with regard to their linguistic and cognitive competence, teachers may find it difficult to carry out in-depth discussions on

topics of video materials, teachers should combine the appreciation and anatomy of video materials.

B. Issues on Video in EFL Classroom Context

The use of video in EFL classrooms is not new. From the 1970s and 1990s to the present, videos have become widely available as an EFL teaching resource. Both teachers and students, the use of video in the classroom are very helpful for them. The use of video can facilitate the learning process. Rammal (2005) stated that “Video has proven to be an effective method of teaching English as a foreign language (EFL/ESL) for young and adult learners”. Video material can be more meaningful and interesting (Richards, 2007). Because video material is more interesting, videos can make it easier for students to learn foreign languages. Videos not only make the class more interesting but can also help students with different learning styles and their confidence in dealing with new situations in a new language (Jabbarova & Umarchanova, 2018). In addition, video materials are very helpful for improving students' listening skills because they provide real situations with real pronunciation intonation and various English accents (Martinez, 2002). The role of video material can be used as a pedagogical to improve speaking skills, listening skills, reading comprehension, writing, grammar, vocabulary, and pronunciation (Abbas Iman, (2018).

C. Perception in Learning

Perception involves the way one sees the world. According to Haman et al. (2012), the perception was based on an individual's evaluation of what happened to the real-world events. Black (1996), stated that perception is subjective thinking in the student's mind which is differing from student to student even on the same subject and it is an act to form a construct of reality for each individual. Perceptions may be energized by both present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, and the interpretation given to the perception (Tayo and Adediwura, 2007).

Perception is important in the learning process because the education process of learning that was as a perception of the students will offer the benefit for a higher academic success rate for the students (Gul, Ince & Turan, 2011). Based on Lialikhova (2014), students' perception can be into the affected and affective aspects of using video in teaching and learning. The perception can be affected by two factors which include internal and external factors. The internal factor involves belief, experience, self-acceptance, background, personality, and attitudes, while external factors measurement, movement, familiarity, and something new. Both internal and external factors can affect how people express their thoughts (Sobur, 2003).