

CHAPTER I

INTRODUCTION

A. Background

Nowadays, many teachers use video to teach students in EFL classrooms because they know that video has a lot of benefits in the teaching learning process. Video materials can be a very useful source and asset for the teaching-learning process (Rammal, 2005). In addition, the use of video in EFL classrooms can attract student learning interest (Hadijah, 2005). The students dislike English lessons because they think English lesson are boring and difficult to learn. Therefore, they take the advantage of video as an instructional media to attract students' interest in learning English. Besides, the teachers use video in the learning process as it turns out video can motivate students. Bajrami & Ismali (2016) state that the video provides more motivation.

Practically, based on the researcher's experience when joining teaching practicum in a senior high school in Tasikmalaya, she used the videos as a tool to support the English learning process. The students seemed not to pay attention to the material being delivered. There were some of them chatting with their classmates and when she used the video to deliver the material, the students looked excited. Students paid attention to the material being delivered, and there were some students who asked questions related to the material being delivered.

There have been various studies related to the implementation of video as instructional media in the classroom. For instance, in a study taken by Mekheimer (2011) who observed the role of video in the classroom, the result is that the role of video helps the students improve their writing, reading, especially listening, and can create more lively learning. Another study was taken from Nova (2017) who investigated Indonesian EFL teachers' perceptions of the usage and obstacles in utilizing video in the teaching and learning process. The results revealed that the Indonesian EFL teachers found that the utilization of video is very beneficial in the teaching and learning

process. It also gives positive impact on students' learning attitudes, including their interests, motivation, and learning styles. Although many studies investigated the use of video in EFL classrooms, the previous studies only focus on the impact or the benefit of using video, little is known to focus on the student's perception of the use of video during English language learning activities. To fill the gap, this study investigates their students' perception of the use of video in EFL classrooms.

B. Formulation of the Problem

What are the students' perceptions of the use of video in the EFL classroom?

C. Operational Definitions

To avoid misunderstanding, here are the operational definitions of each keyword:

1. Video	: Video is an audio-visual media that is used as a tool in the delivery of material such as narrative text, descriptive text, invite someone, etc.
2. Students' Perceptions :	Perceptions may be energized by both the 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.
3. EFL Classroom	: It refers to the educational situation of teaching/learning English as a foreign language

D. Aim of the Research

This research aims to investigate the student's perceptions of the use of video in EFL classrooms are.

E. Uses of the Research

1. Theoretical Use

Theoretically, this research relates to the existing theory of using video in classroom provision.

2. Empirical Use

Provide Experience for research in writing scientific papers and contribute existing research on the same problem, name video in the classroom. 3. Practical Use

The research can help readers, especially provide appropriate to information to students and teachers in English learning activities.