

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The progress of Information and Communication Technology (ICT) affects a paradigmatic shift in language pedagogy, such as the use of teaching methods, instructional media and teaching materials. There has been a lot of research supporting the effective use of technology for language learning (Lai, Shum, & Tian, 2016) For example, Technology-Enhanced Language Learning (hereafter, TELL) functions as a way to complement the teaching methods of language teachers (Golshan & Tafazoli, 2014). Therefore, the employment of ICT in English language learning remains vital.

The development of technology and the widespread use of the internet provide many benefits for life including the education sector. The use of technology in learning has long been used to help improve the quality of learning. Mixing traditional learning with technological elements can facilitate various learning behaviors, as well as various levels of proficiency (Mahmud, 2018). Technology provides many options such as making teaching more interesting and more productive (Shyamlee & Phil, 2012). The advantages of using computer technology for language learning is that language learners can choose the teaching materials that they are interested in (Lee, Yeung, & Ip, 2016). Referring to some of the benefits obtained, the use of technology is believed to increase students' learning outcomes and motivation. Although the instructional media is widely but in reality only some of the most familiar media and almost all schools utilize are

printed media (textbooks, modules, brochures, drawings), *audio media* (audio tapes, radio broadcasts, CDS etc.), *visuals* (images, movie frames, graphs, charts, diagrams, posters, maps, etc.), *audio visuals* (slides, movies, televisions, videos etc.). Video is one of the most popular utilized by both teachers and students as a medium to facilitate language learning. Technology presents new opportunities for teachers to incorporate videos into traditional classroom situations to make learning and teaching more attractive (Bajrami & Ismaili, 2016). With appropriate technology use, the function of technology as a learning facility can achieve the goal of improving learning performance for both teachers and students.

Teacher professionalism in the teaching and learning process is also a factor that creates a conducive, innovative, creative and fun classroom atmosphere. In grade 7 of Tasikmalaya itself has often used ELL (English Language Videos) as an instructional media in teaching English. There is a positive tendency towards the blended learning into the classroom. Using videos makes students more interested in engaged with the lessons being taught. Therefore, students' perceptions are very important to find out how successful the learning being taught. If students have a positive perception, it leads them to succeed in learning. Conversely, if students have a bad perception, it causes them to fail in learning.

A considerable amount of studies have been published on the role of videos in English language learning (Çakir, 2006; Bal-Gezegin, 2014 ;Washang, 2014; Almurashi, 2016; Bajrami & Ismaili, 2016; Jassim, 2018). The findings of their research reveal that video as an instructional media has a positive role in increasing student motivation and helping students understand the material. The

other previous study by Sakkir, Dollah, & Ahmad, (2020) has conducted research about Students' perceptions toward using YouTube in EFL Classrooms and use questionnaires to investigate and gauge the students' perception of the use of the YouTube in EFL classroom. In this study, the researcher attempts to conduct the investigation through the results of a semi-structured interview of three students in one of Junior High Schools to dig deeper information.

1.2 Formulation of the Problem

This study was guided by the following major research question: What are the students' perceptions on the use of English language learning videos in an EFL classroom?

1.3 Operational Definition

The researcher defines the terms related to this research as follows:

- a. EFL Students' Perceptions : Student's perception refers to student's point of view about things or getting to know the world based on their five senses, the situational context, and their experiences of using videos in leaning English
- b. English Language Videos : Kind of instructional media as educational and informative motion pictures using English words to achieve

- more effective English learning objectives
- c. EFL Classroom : Classes that contain non-native speakers of English who learn English as a foreign language

1.4 Aim of the research

The aim of this study is to reveal students' perception on the teacher's use English language learning videos in an EFL Classroom.

1.5 Significance of the Research

The uses of the research are:

- a. Theoretical Use : This research will expand insight about Technology in the ELT context.
- b. Practical Use : This research will give information to teachers to innovate on their learning to make it more attractive and be able to foster students ' motivation in following learning from the teacher to make students easier to understand and more interested in learning the materials.

c. Empirical Use : This research will complements previous studies by providing students' perception about teaching using video