

CHAPTER I

INTRODUCTION

This chapter discusses background, the formulation of the problem, operational definitions, aim of the research, significance of study. The background of the research explains the reason why the research does the research.

A. Background

In the modern era, the use of technology is important in teaching English, It can help teachers in delivering the material and make the students understand. One of the technologies that is always used by the teacher is video. Arianti, A. Nuraningsih, & Pratiwi, V, U (2018) claimed that a video itself can help the teacher explain the material and an interesting explanation engine to get students' attention.

Realizing the benefits of technology in teaching English, especially videos, many teachers also use videos in the process of teaching and learning English in the classroom. From this case, the researcher found two pre-service teachers who use video in teaching English at a senior high school in Tasikmalaya, Indonesia. They admitted that the video really helped them in the process of delivering their English material as long as they were pre-service teachers.

A previous study conducted by Alshraideh, (2021) explored the students' and the teachers' perception of the use of online videos in EFL classes in Unified Scientific Track at Taibah University, Saudi. This study was conducted on 120 Saudi TEFL female students who are studying English in

their preparatory year with an age range of 18 to 21 years and to six EFL teachers who teach English there, regarding the usefulness of the online video language skills and other aspects. The study showed that the use of online videos is an effective technique and has a positive influence in EFL classes. Many studies have been conducted on teachers' perceptions of the use of video in teaching English in universities and at various countries (Waluyo & Apridayani, 2021; Alshraideh, 2021; Atmojo (2022) However, research that focuses on the perceptions of senior high school teachers is still lacking in research. To fill this gap and based on the phenomena that occur, this study intends to investigate pre-service teachers' perceptions toward the use of video on English learning in Tasikmalaya, Indonesia.

B. Formulation of the Problem

Based on the background, the formulation of the problem in this research is: What are the pre-service teachers' perceptions on using video on English learning in Tasikmalaya, Indonesia?

C. Operational Definitions

To avoid misunderstanding the terms set out in this present study, the researcher provides some definitions related to the study, as follows:

1. Perception : Perception is a response that involves experiences, feelings, and hopes for something that a person feels about objects or events.
2. Pre-service teachers : Two English student teachers who are carrying out teaching practice to fulfill one of the requirements for graduation in a university major before becoming a professional teacher in senior high school, Tasikmalaya, Indonesia.
3. Video as teaching media : Video is a technology in the form of images, text, and sound that is displayed to help the process of delivering English material in class.

D. Aim of the Research

This research aims to investigate the pre-service teachers' perceptions toward of the use video on English learning in Tasikmalaya, Indonesia.

E. Significances of the Research

1. Theoretical Use

Theoretically, this study explains pre-service teachers' perceptions toward the use of video on English learning in Tasikmalaya, Indonesia.

2. Empirical Use

This result provides information for the teacher to decide on appropriate teaching strategies, also as references for developing a better English teaching and learning process.

3. Practical Use

The main value of the present research lies in its contribution to teachers because the findings may help the teachers to better on using technology in teaching English.

