

CHAPTER II

THEORETICAL BACKGROUND

A. Video as Teaching Media in EFL context

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. Video as media learning with duration 10-15 minute with the title descriptive text material. The explanation from the video students find it easier to understand.

In supporting the teaching of English as a foreign language process, teachers should consider appropriate teaching techniques and media for students and motivate them. As said Cahyana (2020) “In foreign language teaching, the use of the World Wide Web (WWW) as a resource in developing English mastery is essential to achieve significant results” (p. 2). Many techniques and media are used by teachers in teaching English, and video is one of the tools that can help teachers in the process of teaching foreign languages in English classes.

Research on the use of video as a teaching medium in English classes has been carried out by many previous researchers, The Effects of Video Media in English as a Second Language Listening Comprehension Tests, this study aims to explore whether there are differences in performance when students take these tests in different formats. The results of this study indicate that the addition of a visual channel does not contribute to or detract from performance in English as a second language listening comprehension test. Unsiah, F., Degeng, P. D., & Kusumawardani, I. N., (2016) the research to develop the video, the researchers

used the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) The validation results show that the developed video is considered good, theoretically, it is appropriate for use in the English Grammar class. However, according to media experts, improvements are still needed for the development of content. Grammar videos should focus on only one tense to provide a more detailed concept of tense. Thus Arianti, Nurmaningsih, & Pratiwi (2018) this study investigates the use of video as a media for teaching speaking which is developed in classroom activities. The findings show that the use of video can create Students Talking Time by conducting speaking activities such as role-playing discussion, and problem-solving. Those activities fulfill all indicators in evaluation speaking such as content, grammar, vocabulary, organization, and pronunciation.

B. 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 students' 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 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 (Tayo and Adediwura, 2007).

Perception is important in the learning process because in the education process of learning that was as the perception of the students will offer the benefit of a higher academic success rate for the students (Gul, Ince & Turan, 2011). Based on Lialikhova (2014), 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).

