

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of Study**

The use of English is increasingly widespread and needed in various parts of the country to communicate. English is important to have great success in every field of work, because national prosperity is no longer based on natural resources and physical capital, but is based on intellectualism, socialism, and credibility. English also is one of the requirements to compete for either at the national or international level in a company (Damayanti & Gafur, 2020). Furthermore, Rao (2019) also states that English has become an essential tool for those who wish to work in a foreign country or in any multi-national company. Mandasari (2017) also states that English is used by millions of people in many fields. Thus, the demand to continue to explore knowledge, especially English, is a need for students in Indonesia.

English, as one of the languages that can help people to communicate on every occasion around the world, must be prepared as early as we can. It can make people, especially in a country that English as Foreign Language (EFL), easier to learn and make conversation in English a habit in daily conversation. Thus, it is applied to students in Indonesia. Students of vocational high school are highly recommended to learn and master English because they are prepared to go directly into the world of work. English that is taught in vocational high school has to specifically as the major. Thus, learning English is very important for students, especially students of vocational high school.

To teach English in vocational high school, many interesting methods can be used, for example through playing games, video, music, and many more. The use of interesting method and techniques in EFL classroom is to enhance the desire of students in the teaching and learning process. Choosing a teaching media and technique is an important stage in the design of education. Oktaviani & Desiarti (2017) also state that lecturers and teachers use multimedia in teaching and learning activities to enhance students to be more effective and attractive. Moreover, media is a means for transmitting or delivering the material to the learners, to achieve effective instruction (Naz & Akbar, 2008). According to Ary, et al. (2002, p. 240), the media can be seen as a medium that can be widely understood, by anyone, with the material, or events from the conditions that allow students to obtain knowledge, skills, and attitudes. It means that media has an important role in the teaching and learning process, in this case in English subject which can be useful but on the other hand are also effective, easy to understand, and stimulates higher student learning.

In the English learning and teaching process nowadays, some teachers are encouraged to use some media to motivate and enhance students' interest in learning in the EFL classroom. It is in line with Oktaviani and Desiarti (2017) who state that teachers are advised to use technology in the education field to attract students' attention, maximize their potential, and develop what they need in the learning process. So teachers are demanded to choose the technology in the teaching and learning process, although it takes time and requires preparation, it can be a long-lasting and durable teaching material instead of using paper, one of them is video. Using video as a medium in the teaching and learning process is one of the

methods that many teachers use to encourage students interest and can be accessed from anywhere.

In this study, the writer discusses students' perception towards the use of video as media in the learning and teaching process in English subjects at eleventh-grade students in SMK SMTI Bandar Lampung. The students learn English subjects through video learning. A Video can be used not only in the classroom but also accessible outside the classroom. Therefore, the writer wants to analyze students' perception toward the use of video in English subjects.

## **1.2 Research Questions**

Based on the explanations and objectives above, the research questions are:

- What is the students' perception on the use of video to teach English Subjects in Vocational High School?
- What are the benefits on the use of video for English learning as perceived by students?

## **1.3 Research Objectives**

This study is to investigate students' perception on the use of video to teach English subject in Vocational High School and find out what the extent of the influence of video in learning English.

## **1.4 Uses of Study**

Through this study, the writer expects that the research can give the two major advantages, which are theoretically and practically:

a. Theoretically

The results of this study are expected to provide new perspectives for teachers who have not done this method before. Teachers can use modern media that stimulate speaking, listening, writing, and reading skills in English.

b. Practically

The results of the study allow students to get stimulation with more interesting and challenging techniques through video as a media in learning and teaching process in English subject. By practicing and using video especially in a certain condition for example in a pandemic situation, etc. hopefully students can understand more about the English subject.

The result of this research is hopefully able to be the reference for another researcher by using media which is a video in English subject in an interesting way.

### **1.5 Scope of Study**

The scope of this study focuses on subject and object:

- a. The subject of this study is the eleventh-grade students at SMK SMTI Bandar Lampung.

The object of this study is the students' perception and the effect of English by using video.