

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

In order to improve the understanding and supporting the researcher in conducting this research, there are some previous studies that have been conducted by many researchers related the use of video in teaching English.

##### **2.1.1 The Use of Video as Media in Teaching English**

Kamelia (2019) conducted the research entitled “Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes”. This research explained the students’ perception in teaching and learning grammar. It is aimed to know more about the effectiveness of the media, especially video that can make students enjoy when involved in teaching and learning activities. She used descriptive qualitative in this research. This research took several types of literature that related to the implementation of video in the English classroom. The data were collected from the internet and trusted online learning. After that, the information is presented based on the role of the video, and video recruitment techniques will be used in teaching and learning in class. The result of this research showed that the use of video as media in teaching and learning activities in EFL classrooms had many advantages, make students active and independent.

### **2.1.2 The Effectiveness of Using Video for College Students**

The second previous study which was conducted by Almoswai and Rashid (2017) entitled “The Effectiveness of Using *Youtube* Video on *EFL* Iraqi College Students' Performance in Grammar at Missan University” aimed to identify and classify the effectiveness of using *Youtube* Video on *EFL* Iraqi college students' Performance in Grammar at Missan University. They used questionnaires and grammar tests as their instrument. In this research, they took 30 third-year college students of English Language in Missan University include male and female students. Results of this research showed that using *Youtube* to watch English videos can be a useful tool for growth English language skills. However, its use can be beneficial for students who do not have enough time studying a language course or those who want to learn an English environment. English grammar videos have never been easy for students to reach English as it is today.

### **2.1.3 Teaching by Using Video in EFL Classrooms**

The article entitled “Teaching by Using Video: Ways to Make It More Meaningful in EFL Classrooms” conducted by Hadijah (2016) is also chosen as the writer's guideline to complete the study. This research has the aim to look for possible video effects to use teaching English which can facilitate students to be more interested in learning and also improve students' communication competence especially in ESL classrooms grammar. This paper discussed the theoretical background for presents some meaningful ways to spread video with the hope that not only can provide interesting learning to students, but also long-lasting information through the video presented by the teachers. They used descriptive qualitative research as

their method. They used some literature that was related to the implementation of video in English teaching for EFL classrooms. They were analyzed in three steps, first is data reduction, second is data display, and the last is conclusion or verification. Based on the references in this paper, some ways can be implemented when using video as a medium for teaching English in ESP classrooms. Harmer (2006) mentions ways in implementing video in teaching English are Viewing Techniques such as Fast Forward, Silent Viewing, and Partial Viewing. Another way (is also) mentioned by Çakir (2006) such as active viewing, role play, and repetition, dubbing activity, and follow-up activity.

In this case, all of those ways can be implemented when teaching English through video in EFL classrooms. The researcher classified it into three steps, first is pre activities. In this step, techniques that can be implemented when using video in teaching English are Silent Viewing and Prediction and Partial Viewing and Prediction. These techniques are possible to be implemented in pre-learning activities because could helped the teacher to encourage students to actively participate during the teaching and learning process. The second step is the main activities. In this step, the teacher can use some techniques, there are Sound on Vision Off, Active Viewing, Dubbing, and Freeze framing. By using these techniques, the teacher has to be able to make an active situation for the student, they do not only view the video but also gather valuable information from the video. The last step is Post Activities. At the end of the lesson, the teacher must make everything that has been done interconnect. In other words, the teacher designs activities that must be completed by students. Follow-up and Reproduction are techniques that can be implemented in post activities. Here, the teacher is

challenged to be able to create fun and meaningful activities by using video in teaching and learning English.

#### **2.1.4 Students' Perception Towards The Use of Videos**

Wardaya (2015) conducted a study entitled “Students' Perception Towards The Use of Videos in Vocabularies Lessons”. This study is aimed to look at students' perception towards the use of video in English subjects, especially in a vocabulary lesson. The researcher used observation and questionnaires in collecting the data. A sample of this study is 60 students from two different classes in the same grade. The participants came from Sekolah Menengah Pertama (SMP) Negeri 2 Tayu. Pre-test-Treatment and Post-test-treatment are used for this study. The result of this study showed that most students had a positive perception of the use of video in the teaching and learning process. However, some students had a neutral and negative perception, but they enjoy the use of video in learning.

#### **2.1.5 The Effective Use of Youtube Videos for Teaching English**

In this study, Almurashi (2016) conducted the research entitled, “ The Effective Use of Youtube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula”, with the purpose is to describe a new mode of teaching English language courses and check out the effective use of YouTube videos for classroom English instruction for additional material. He took 53 students from Taibah University. There were 30 students from group A and 23 students from group B. The students were enrolled English language class and have been studying for 4 months at Taibah University. The researcher used interview and online survey to collect the data and students were

selected randomly. Quantitative and qualitative methods are used in this study. This study proved that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve student performance and increase their level English language courses. It also can be stated that YouTube has a substantial impact on students understanding of the English language.

Those all previous studies will guide the researcher in completing the research. The previous studies have similarities with this study where some of them used students' perceptions and also video as the object of the research. However, in this study is slightly different from those previous studies, because in this study focus on the students' perception toward the use of video in teaching and learning English subject during online learning. In addition, this study is very suitable for a pandemic situation such as what is happening in the world, for example in Indonesia, so the setting in conducting research is online.

## **2.2 Theoretical Framework**

### **2.2.1 Perception**

According to Kreitner and Kinichki (1992: 126), perception is a mental and cognitive preparation that enables people to interpret and gain objects from the environment. Perception needs cognitive thought that can help people to achieve meaningful interpretation. Perception also can be defined as a cognitive process to understand and interpret messages that come from the surroundings. Christina (2009) states that perception formation is influenced by human experience and senses. Even though several people are given the same stimuli, they will see, think and respond to these stimuli differently, because the formation of perceptions is

subjective. It is also in line with Hardy and Heyes as quoted in Kurniyati (2006: 9) states that "the basic form of perception is the talents born of society, meanwhile, the perceptual ability is a learning outcome that is determined by the environment.

Perceptions in learning are related to beliefs about the knowledge that can influence student behavior towards learning. This means that the perception of learning has a big role in the process of acquiring knowledge. Biggs (1992) states that there are three elements of the system that relates to the concept of environment or usually called an interactive system.

#### 1). Presage

Presage is an indicator of future events. It includes conceptions of learning and learning contexts such as teacher and school attributes, as well as students' understanding of knowledge. Examples of presage are educational practice, student preparation, and assessment procedures.

#### 2). Process

The process is a factor that includes students' perceptions of the learning environment and the specific learning strategies they experience in learning tasks.

#### 3). Product

Products or learning outcomes are influenced by the learning strategies used. Students' perception of English learning is influenced by the implementation of English teaching-learning activities.

In addition, Kehoe (2013) states that there are 3 factors that influence perception, they are individual, object and context.

### 1. Individual

This is included in internal factors that contribute to the subjective nature of the perceptual process. The things that related to this factor is perceivers, interests, needs, motives and expectations. This factor is affecting people to select the information that related or meaningful to the pepole.

### 2. Object

This factor is included in the external factor where this factor needs to get attention from the perceiver. This factor is closely related to the physical characteristics of the perceived object. The elements included in the external factors such as contrast, size, intensity, movement, repetition and position.

### 3. Context

Another factor that is part of the perception process is the perceived environmental factor. There are three parts of this factor, such as physical factors, organizational factors and social factors. Physical factor is environmental conditions which is formal or informal that created by a regulation. Moreover, organizational factor is factor that include the size of an organization, goals and culture in the environment of the perceiver. In addition, there are social factors which include the type of people and the relationship between people or perceivers with their experience in the past.

From the above theory, it can be concluded that there are two factors that encourage perception, namely internal factors or factors that come from within the perceiver and external factors, which come from the environment which includes objects which are perceived by the individual. That way, this theory will become the basis

for researchers to make statements in the questionnaire in the process of collecting data.

### **2.2.2 Video in Teaching**

The use of video in the learning and teaching process has been popular in this era. Many teachers use this media and method in the teaching and learning process either online or offline class. There are many reasons why video is used in teaching English, such as interesting or enhance students' to practice and learn more in English. Besides that through video also accessible from anywhere and whenever not only when teaching and learning in the classroom. Students also can explore more about English from the internet and use modern technology so they are not bored. In this study, the writer will use learning videos for example videos made by *Ruang Guru* or other videos learning. The videos can be accessed online, but if you want to go offline students can download the video. The use of video can be implemented in online or offline learning. So, it is very flexible and makes it easy for both teachers and students.

#### **a. Definition**

According to DeLuca (1999) as cited in O'Donoghue (2014) video can be defined as the technology used to record, create visual images and usually along with the sound. Cepon (2013) states that the format in the video is useful for teaching and learning a foreign language. A video is defined as technology that captures, records, processing, storing, transmitting, and reconstructing still image sequences that represent a scene in motion (Mustikawati, 2013). It means that video is defined as



media that has pictures and sound. Hence, video is one of the media that an entertaining and providing students the material in an interesting way.

### **b. Techniques of Using Video in Teaching**

Harmer (2006) states that some techniques can be applied when using video in teaching English in the EFL classroom. There are: Viewing Techniques (Fast Forward, Silent Viewing, Freeze Framing, Partial Viewing) and Listening (and Mixed) Techniques (Pictureless listening, Picture or Speech). Below is an explanation of the techniques :

#### **1. Viewing Techniques**

In this technique, one of the main goals is to arouse students' curiosity about what they will learn by making predictions. This technique can be implemented in several ways:

##### **- Fast Forward**

It means the teacher can present the video to students by playing it for students for a few seconds and fast it forward. This activity must be repeated to the end of the video. Then the teacher asks students to share whatever information they get from the video. In this case, students can guess for example what people are talking about.

##### **- Silent Viewing**

In this technique, the teacher can play the video only without sound. So the students are required to predict the information from the video.

##### **- Partial Viewing**

In this technique, students are trained to build their curiosity, because it allows students to see parts of the video and ask them to predict what information they will get.

- Freeze Framing

The teacher will pause the video for some time and ask students to share the ideas they got while the video was being stopped. By freezing the screen, students can predict what will happen next. So they are speculating about what will happen in the next round. This activity can also ignite the students' imagination directs them to predict and deduce more information.

## 2. Listening (and Mixed) Techniques

- Pictureless Listening

In this technique, students are required to obtain information without seeing pictures, but only listening to sounds. Learning activities begin by guiding students to listen to the information in the video. Students are not allowed to view pictures in videos until they can guess and share what information they get.

- Picture of Speech

Teachers can divide into two teams. The way is every team has different opportunities during teaching and learning activities. The first team organized to watch and understand the videos presented by the teacher. Then, the other team has to predict what the video is about based on the clues stated by the first team. This activity trains their speaking skills and language fluency.

Besides Harmer, Çakir (2006) also mentions several other techniques in teaching by using video such as active viewing, freeze-framing and prediction, silent viewing, sound on and vision off activity, repetition and role play, reproduction activity, dubbing activity, and follow up activity. Some of the techniques have similarities with the techniques stated by Harmer (2006) . However, there are several additional techniques added, such as repetition and role play, reproduction activity, dubbing activity, and follow-up activity.

- Repetition and Roleplay

In this technique, the video was played several times until the students got used to it with the information they are listening to. The teacher can do a repetition in certain pauses to make it clear. Then they are guided to role play after repeating the teacher's instructions.

- Reproduction Activity

The teacher can play the video and let the students see it. After that, students are asked to reproduce what has been said, or describe, retell or write down what happened.

- Dubbing Activity

In this activity, students were asked to fill in the missing dialog after watching the episode video sound off.

- Follow-Up Activity

Teachers have to provide follow-up activities after watching the video to have further extended oral practice, for example, discussion.

### **c. Advantages of Using Video in Teaching**

Donaghy (2014) states that the use of video in teaching has a positive effect on students. This is because the use of video is enjoyable and motivating, giving visual context, and also bringing flexibility and variety. Therefore, the use of video in teaching English is an effective way.

Kriswinardi, et al. (2017) find that the use of video in teaching has advantages, such as could represent a real communicative situation to the students. Other experts also stated that the material contained in the video can be used as input of authentic materials and as a motivational tool. That way, students find experience using video material to be interesting, relevant, useful, and raises motivation to learn (Bajrami and Ismaili, 2016). This can be good for the child as well as for teachers who can be involved in creative ways of teaching and learning thereby creating a positive and good learning atmosphere.

### **d. Disadvantages of Using Video in Teaching**

There are some disadvantages of using video in teaching. Kriswinardi, et al. (2017) find that when the teachers gave the bad quality of the video, they have to replay the video to make students clear what the video presenting about. It takes time and distracting. Other disadvantages also came when the equipment is not prepared well. For example, when the speakers are not functioning properly, the audio will not be heard clearly. If students or teachers have to replace it, it takes more time and effort. So, what must be sacrificed is teaching and learning time. Therefore, when using video as media learning, the equipment has to available and works.