CHAPTER 2

THEORITICAL REVIEW

2.1 Technology in Language Learning

At present there is no denial that technology is the main instrument of society in the effort to prosper. The introduction of technology in society has changed the way people live, work and study (Nikian, Nor, & Aziz, 2013). Thus, technology influences aspects of human life such as in education. Technology integration is a useful tool to promote the involvement of learners in learning and help learners to be responsible for their own learning by providing an independent learning environment (Shafaei, 2012). The role of technology has been recognized as vital in English language education in facilitating and adding English language learning to a broad level (Alsulami, 2016).

Currently, the computer technology is one of the technologies that occupy the top level, both from a positive, and negative side. Some researchers revealed that computer-mediated language learning can facilitate communication, encourage verbal discussion, increase student motivation, and facilitate cross-cultural awareness (Yang & Chen, 2007). Nowadays, teachers tend to use tools like video, podcasts, spreadsheets, e-learning, apps, and websites, which can be accessed via electronic devices such as personal computers, or mobile phones. Meanwhile, the first weakness of computer-assisted language learning programs is that the costs are expensive, both teachers and learners should have basic technology knowledge, and computers cannot handle unexpected situations (Lai, C.-C., & Kritsonis, 2006). With the development of modern technology, although

the application of computer technology has become a new trend in instruction of learning, but computer technology still has limitations and weaknesses. Teachers are most responsible party for integrating ICT in their classrooms because they have to manage these changes (Malagón & Pérez, 2017).

2.2. English Language Learning Videos as Instructional Media

The term "Media videos " is used as a common expression to describe a cluster of media in which dynamic visual elements, often the main characteristic, are mixed with auditory elements to create an intact message unit (Gruba, 1997). From a wide variety of learning media, video is a medium that can be received by the senses of sight and hearing. Video is an electronic media that is able to combine audio and visual technology together so as to produce a dynamic and interesting show. Videos are the most appreciated materials applied to language learning and teaching (Çakir, 2006). Language videos, and many clips have been viewed by students around the world millions of times (Almurashi, 2016). Using video as a teaching aid provides a new experience for students. Using video is prevalent because students more often use audiovisual aids more than using textbooks (Jassim, 2018).

2.2.1. The Advantages of Videos

Since the discovery of the video program, educators immediately see the benefits for education. Video material can be an option as an alternative instructional tool for teaching languages, because it is rich in sources of conversation and dialogue by English speakers (Wootipong, 2014).

Besides, Harmer, Jeremy (2001) states that video can give essential extra benefits for students' learning experiences; Seeing language-in use, Cross-cultural awareness, The power of creation, and motivation. Video material has shown students how people speak the language and they can learn by bringing to various classes and various communicative situations (Çakir, 2006). The video is believed to provide students with appropriate visual and audio input that helps them acquire new knowledge (Bal-Gezegin, 2014). Videos helps to learn the words better and great source for improving pronunciation, stress and intonation patterns (Washang, 2014). For example, video tapes, televisions, video disks, teleconferencing and variations of CD-ROM technology also included in this media (Gruba, 1997).

2.2.2. Kind of Videos

Harmer, Jeremy (2001:284) classifies three basic of videos:

1) Off-air programs.

Off-air program is recorded from a TV channel. Off-air recording could also be used once by individual academics in the course of relevant teaching activities, and repeated once only when instructional reinforcement is important within the classrooms. The best program is ones which might we used for a spread of activities including cross-cultural awareness, teaching language, or as a motivation for students' own to be creative.

2) Real-world video

Real-world video is a global stock video footage library and academic visual encyclopedia containing many digital video clips from around the world. So many videos can be found on the website to help the teaching and learning process. We also have to choose videos based on related material, so that students better understand the material.

3) Language learning videos

Many publishers currently produce free-standing acquisition videos or videos to accompany course book. language learning video will facilitate the teacher to explain the material. The teacher will create a video by his/ her self or download from some websites.

In this case, the writer tries to use a video clip which is one type of Language learning video to teach English. The writer choose a video based on related material being taught to help students ' imagination and students ' understanding of the material.

2.2.3. Steps of Using Videos in Teaching English

In delivering English material, audio-visual media is the attractive media to use. The process of teaching and learning activities will become more effective, interactive and interesting. The teacher becomes more optimal in conveying the contents of the material and students become easier to understand. By using audio visual learning media, students can immediately see and imitate vocabulary, pronunciation or English

expressions. Berk, (2009) states eight steps for using a video clip in teaching classes:

1. Pick a particular clip to represent main content of the video.

   (Teachers do not need to let students watch the entire part of the video, just choose some of its importance)

2. Prepare guidelines or discussion questions for students, so they have directions on what to see, hear, and look for. What's the point of the clip? Make it clear to the students.

3. Introduce the video briefly to reinforce purpose.

   (Give students information about what they should watch to help them in the process of understanding the information.)

4. Play the clip.

   (Teachers have to facilitate the students to focus on the video)

5. Stop the video at any part to highlight a point or replay it for exercises.

6. Set the time for what reflection they have watched.

   (This activity is helpful for measuring and collecting information relating to students ' understanding of what they have watched)

7. Assign an active learning activity to interact on specific questions, issues, or concepts in clip.

   (In this part, the teachers' capabilities to run appropriate techniques are needed. Teachers must prepare what teachers and students should do during the class)

8. Structure a discussion around those questions in small and/or large group format.

These eight steps are the basic elements in most content applications.

Video as one of the technological advances has many positive influences and advancements for humans and their culture (Çakir, 2006; Bal-Gezegin, 2014 ;Washang, 2014; Almurashi, 2016; Bajrami & Ismaili, 2016; Jassim, 2018), Students are motivated to learn and able to improve their understanding of the subject matter presented. However, the use of video usually requires expensive and can only be used with the help of computer media and require the help of projectors and loudspeakers when used in the learning process in the classroom.

2.3. Students' Perception on the use of Videos in EFL Classroom

Perception is the process by which an organism attains awareness or understanding of its environment by organizing and decoding sensory information (Durmaz, 2014). Perception is gathering information through people senses, which see, hear, touch, taste, smell and feel. Through these senses we can understand, events, or relations. Perception in this study refers to the students' subjective experience through their own observation and how they see the use of videos in English classes. Therefore, there is relation between perception and learning which happens among the students of English language classroom. When students understand the things they perceive, they will be easier to learn the material given. 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. Based on Lialikhova, (2014) students' perceptions on this matter can be categorized into three main subheadings, they are: The affective and effective aspects of using video in teaching and learning, The relationship between watching videos and development other English skill, and The connection between watching video and vocabulary growth.

In this study, the researcher investigate the student's point of view about the affective and effective aspects of using video in teaching and learning, and the relationship between watching videos and development of English skill based on their five senses, the situational context, and their own experiences. In this context, affective aspects are aspects that creating the students more enthusiastic with English language teaching with video.