


CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study which is divided into six parts: background of the study, research questions, purpose of the study, the significance, the scope of the study, and previous related study.

1.1. Background of the Study



Recently, the use of video is common in teaching and learning activities. In teaching-learning activities, there are some materials that more precisely use video because it has a more detailed explanation and is easy to understand for students. Video is one of the most diversified and distinct virtual learning media to give information better (Fern et al. 2011; Syed 2001). The value of videos also lies in the ways they are put to use in real teaching and learning situations (Karppinen, 2005). Using video not only combines traditional learning resources as tools of media learning but also provides a specific learning resource that can improve student deep learning (Mayer, 2009). In other research by Hammond (2012), it is shown that the results in the use of video as a self-assessment, and as feedback. There has been reporting that the use of video can enhance learning skills and self-assessment which is the key

to lifelong learning. In addition, a study also reported that the use of video learning also increased confidence in conducting a procedural action.

The use of video in learning activities is one of the assessments of students' satisfaction in participating in learning as an important aspect in education institutions (S. Alam & L. Jackson, 2013). The use of video in learning is ideal for providing feedback, conducting assessments, and also improving the quality of teaching. Learning toward the use of video has also proven to have an impact on the understanding of dynamic events (Duffy and Cunningham 1996). Learning using videos is easily done because most of the students are capable to study with audio-visual learning, and has previously been written that there is material where it will be easier and faster to convey by learning using video. It is a positive value that using videos in learning activities will be effective. The use of video learning also has a flexible function which it can be done with face-to-face learning and virtual. In accordance with the learning activity known as online virtual learning. In connection with the Covid-19 outbreak in early 2020, the government then issued an exhortation to conduct home learning activities. The pandemic has pushed every educational institute towards online learning, although nobody was ready for this transition. Many studies recognized the shift towards online learning as forceful, but

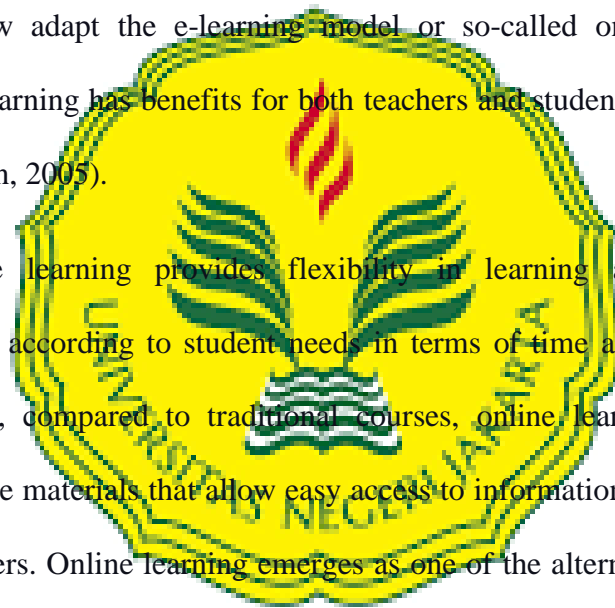


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important for continuing the learning process (Bao, 2020; Halim, Hashim, & Yunus, 2020). This is done to break the chain of virus spread and maintain the safety and security of students and educators. With this appeal, the learning process is carried out from home by utilizing technology and the internet. Some Education institutions that previously conducted face-to-face learning in their respective schools must now adapt the e-learning model or so-called online learning. Online learning has benefits for both teachers and students (Donoghue, & Worton, 2005).

Online learning provides flexibility in learning and accessing materials according to student needs in terms of time and techniques. Similarly, compared to traditional courses, online learning provides interactive materials that allow easy access to information and feedback from others. Online learning emerges as one of the alternative methods of learning that does not require them to be present in class. Online learning will also help students establish learning independence and also encourage interaction between students and also with teachers. However, not all students are interested to engage in online learning, especially those who study courses that require a face-to-face environment.

With online learning, students' activities can increase the role and activeness of students in learning activities. The increasing role and



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activeness of students in the use of various media and technology for the success of online teaching activities are strongly influenced by perception (Nugroho, 2012). Perception is the process of interpreting the stimulus received by the five senses into an understanding. This perception will then move students to be able to organize and manage themselves in online learning activities. This matter is in line with the concept of e-learning where this learning system can be done anywhere and anytime. It means the teaching and learning process has to be conducted fully through online learning in order to replace the teaching and learning activities at school. But in its application, most education institutions faced problems during online learning activities. Such as the internet connection, uneven learning process, the teachers' limitation in using online platforms which indirectly influences students' understanding both in theory and the achievement of the learning outcomes.

SMKN 2 Kota Pangeraing Selatan is one of the vocational high schools that the whole teaching and learning process is conducted through online learning. Based on the pre-research, some of the students in accounting major; who were interviewed by researcher said their online learning activities mostly using Google classroom to get the materials, and also collected tasks that given by teachers. With this learning activity, it was found that their understanding became reduced. The limitations of interaction between students and teachers are also an

obstacle faced when the teacher only provided the material in the form of text, which brings out the surfeited in the learning process. However, it also found that the learning process can be a bit engaging when teachers use videos as an explanation of the topic delivered, especially in English subjects. As we have known that English is a foreign language in Indonesia, which are many students perceived English as a difficult language to learn. Related to their major; accounting, there are many terms either process in accounting that use English. Students claimed that online learning will be more engaging and interesting while using video as learning media.

Therefore, researchers contend that the student's perception toward the use of video as online learning media can influence their teaching and learning process during online learning, in this case in English subjects. Based on the situation, the student's perception toward the use of video as online learning media will be analyzed in this research. The study was conducted in the 10th graders of accounting major students at SMKN 2 Kota Tangerang Selatan with their English Subjects.

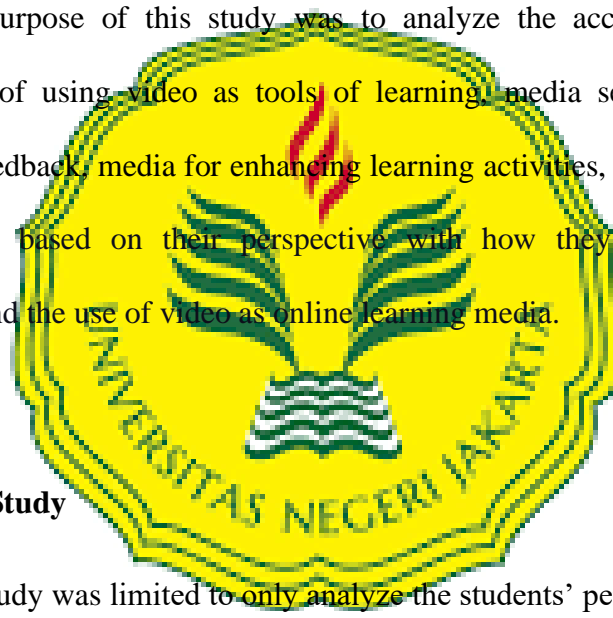
1.2. Research Question

Based on the Background study, this study aims to answer the question below:

What is the students' perception of using video as tools of learning, as media for self-assessment, as media for feedback, as media for enhancing learning activities, and as specific learning resources?

1.3. Purpose of the Study

The purpose of this study was to analyze the accounting major students of using video as tools of learning, media self-assessment, media feedback, media for enhancing learning activities, and as specific resources based on their perspective with how they interpret and understand the use of video as online learning media.



1.4. Scope of the Study

The study was limited to only analyze the students' perception by the grade X accounting major at SMKN 2 Kota Tangerang Selatan. The respondents are 56 students of class AK 1, AK 2, and AK 3 toward the use of video as the learning media as tools of learning, as media for self-assessment, as media for feedback, as media for enhancing learning activities, and as specific learning resources. The data are utterances in the form of statements of questionnaires and questions of the interview.

1.5. Significance of the Study

The study does not intend to bring about generalizable results, but to know the students' perception toward the use of video as online learning media, specifically in English subjects. Thus, the study is expected to give some benefits for both theoretical and practical ones for readers and writers. Theoretically, this contributes to the knowledge of the students' perception of the use of video as online learning media in the English subject and as a resource language teaching ideas for all teachers and candidate teachers in Indonesia. From a practical point of view, the study will help English teachers and students to use the best function of the use video as online learning media in English teaching and learning as a foreign language in order to be able to use English as effective learning activities. The finding of this study also will help future research as the references in analyzing students' perception of the use of video as learning media during an online class.



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