

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, research questions, the purpose of the study, the scope and the significance of the study.

1.1 Background of The Study

The rapid advancement of technology has led to a multitude of advances in education, specifically in the field of language teaching. It provides a wide range of options for engaging and effective advancement in education (Ahmadi, 2018). Utilizing technology in language teaching enables students to easily benefit from a diverse array of materials, tools, and learning environments. Teaching English in the present day is getting more varied, ranging from utilizing manual media such as whiteboards and markers to internet-based media and technology such as audio-visual. The use of audio-visual text such as print, videos, and the Internet allows learners to gather knowledge and provides them with various materials for analyzing and interpreting both language and contexts (Arifah, 2014). These methods are changing in accordance with the advancement of technology.

In the post-COVID-19 pandemic period, the use of online learning is increasing. Blended learning and flipped classrooms are two critical pedagogical approaches that rely on online and face-to-face learning procedures (Rahmani & Zitouni, 2022). In addition, millions of students worldwide were able to take massive open online courses (MOOCs), which are non-credit online courses for students not enrolled in higher education institutions, through the initiatives of

universities and private companies like Coursera or RuangGuru. Video learning materials have become an essential component of those approaches, serving as a vital content-delivery method in many flipped, blended, and online classes. According to Harmer (2001), video materials are an ideal tool for students to not only listen but also visualize the language. Furthermore, Potosi et al (2009) stated that videos contain visual elements such as gestures and expressions that serve as a guide for learners to go beyond what they listen to in order to determine the video's content. Thus, it promotes and assists students in gaining a better understanding.

Online video-sharing sites such as YouTube are one of the results of the advancement of technology. With digital videos continuing to gain popularity, it seems only natural that this familiar and widespread platform should extend into the education system. Syafiq et al (2021) claimed that teachers are increasingly using YouTube to teach a variety of subjects, including English, because it provides a variety of online resources that can enhance the teaching and learning of English in the classroom.

Video can be creatively used by English teachers in a variety of ways and for a variety of language teaching and learning objectives, in addition to providing learners with content, context, and language (Mhamdi, 2017). According to Ahmadi (2017), one of the key components of learning is the approach teachers take in their classrooms to speed up the process of learning a language. Teachers need to keep clear goals in mind in the classroom when they use video materials because they must develop their teaching plans and apply them in reality to achieve their goals. Teachers should also take into consideration that the selection of a video

would be done with particular factors to maximize the chances of fulfilling its main objective of assisting learners. It all comes down to having the correct principles and paying attention to details. It is something that each teacher should focus on if they want to achieve the best possible results.

Video can be used not only for teaching but also for studying and learning in and outside the classroom. Wang and Chen (2019) conducted a study on self-regulated language learning via YouTube. The results showed that the most popular reasons for learning English on YouTube were to find more learning resources, discover the enticement of learning English, and explore cultural knowledge. Furthermore, learning English via YouTube was thought to be more flexible, entertaining, and interactive than formal classroom instruction.

As in many English teaching methods, the teacher is central in utilizing video as a language teaching aid since he or she is ultimately responsible for creating an effective and engaging language learning environment. To use video as a strong tool during teaching and learning activities, preparation is one of the important factors to consider before implementing numerous other strategies that allow students to become active learners. Brame (2016) suggests that teachers can improve the effectiveness of video as a teaching tool by considering three elements: how to regulate the cognitive load of the video, how to enhance student engagement with the video, and how to promote active learning from the video.

A study conducted by Susanti et al (2018) aims to design educational videos and identify the elements that are effective in increasing students' comprehension. There are three video materials designed by applying the three elements based on

Brame's framework. Pre-tests, post-tests, questionnaires, interviews, and observations were all used to collect data. The results proved that the three designed videos can enhance student comprehension. Furthermore, Another research by Farhan (2023) aims to analyze the feasibility of trigonometry Mathematics learning videos on YouTube. The findings indicate that the researcher discovered multiple videos that fulfill the requirements of Brame's video learning materials elements after evaluating the efficacy of mathematics learning videos on trigonometric content for high school students in grade X.

Previous studies (Susanti et al, 2018; Farhan, 2023) have proved that using video learning materials in teaching can increase teachers' ability to apply knowledge and enhance the learning process. The more effective the video materials used, the better the learning process. Thus, selecting the right video will have a significant impact on the effectiveness of the learning process. However, there is a lack of research on exploring the elements of video learning materials in English teaching. Therefore, the present study attempts to fill the gap by analyzing English video learning materials. This study seeks to identify what kinds of elements in video learning materials can enhance learning and how the elements of the videos are entangled to present the content of the video.

1.2 Research Questions

1. What elements of video learning materials are identified to enhance students' learning?

2. How do the elements of video learning materials entangle to present the content of the video?

1.3 Purpose of The Study

Based on the research questions, the purpose of this study is to analyze the elements presents in video learning materials and how the elements of video learning materials entangle to present knowledge and enhance students' learning.

1.4 Scope of The Study

This study focused on the elements entangled to present knowledge in video learning materials retrieved from YouTube.

1.5 Significance of The Study

This study is expected to provide benefits for English students, teachers, and other researchers. Theoretically, This study can serve as a guide for other researchers who research similar topics. It can contribute to the theoretical understanding of effective video learning materials in the context of English education. By identifying elements or factors that enhance learning experiences through video materials, the study adds to the body of knowledge in educational research.

Practically, the findings of this study can help students and teachers be more selective when selecting video learning materials that are effective in enhancing their learning experiences. This knowledge can guide educators in selecting resources that align with their teaching strategies and the needs of their students.

By incorporating effective video learning materials into their lesson plans and improving their overall instructional strategies, teachers can use the insights gained from this research in their classrooms.

