

CHAPTER I

INTRODUCTION

This chapter deeply presented about the research introductions of the research and elaborates the background of the study, problem identification, limitation of study, scope of the study, statement of problems, purpose of the study, and significances of the study.

1.1 Background of the Study

It's been three years Coronavirus pandemic (COVID-19) originating China spread globally all around the world. Many countries have been affected by this virus. Until early March, over 1 million case were confirmed in Indonesia (WHO, 2022). In Bali reported over 40.000 cases since first pandemic hit this province (baliprov.go.id). With this huge number force people to do work from home (WFH) and limiting any activities outside their house. Many regulation from every ministry has released to control the spread of this pandemic.

In that case the Minister of Education and Culture in Indonesia closed any in-school activity and forced to proceed online learning since 17 March 2020 for COVID-19 spread issues (Mendikbud, 2020b). These regulation lead both teachers and students to conduct teaching and learning process from home and limiting their ability to communicating through online class. It fully switch the teaching and learning process

from traditional classroom with face-to-face traditional learning to remote online learning through various online media. It becomes brand new system and difficulties teachers and students to propose learning process the way it innovate and communicating in very new ways than before. According to Cao et al (2020), these online learning programs are undoubtedly having a significant impact on education, notably on the progress of pupils.

Online learning is not as easy as traditional learning, it requires all new media and creativity to develop students' language skills especially in English learning. Media is necessary anything which could help to proceed language learners (Tomlinson, 2017). In line with the implementation of online learning teacher and student were force to use ICT as their media in developing student's English ability. According to Sebastianus Menggo et al. (2019), There are various types of media which can be used to elaborate students' language learning their target language especially English include video recordings, radio, TV shows, internet, visuals or pictures, and books. These media implementation is believed to be helpful in improving students' motivation and reduced students' anxiety in learning English.

All the changes that happen through this pandemic brings another problem in English class especially in EFL class and the most problem comes from student's motivation in learning new language. A lack of motivation, or the loss of motivation in learning more likely comes from the students' experiences of failures in learning English or even worst a specific negative attitude towards other languages or cultures (Xie et al., 2018). To overcome these problem, learning process were play big role to

evoke students' intrinsic motivation that will end up build a sense of achievement by their own self. The intrinsic motivational factor will pleasures the student to learn for their own satisfaction in learning, willing to learn new things and also could engage in to challenging activities that provide all of the benefit of Language learning without self-demotivation (Oz, 2016). By the switch to online learning, scoring system within the curriculum is seems harder than a traditional class. This is major problem that faced by the student; the repetition and same format years by years they've told by the teacher makes learning less fun and feel unmotivated for them, this makes the learning is more about to achieve the best score rather than learning to use English as their owned language. Those challenges seems more difficult to face through this year effecting student and teacher for a long time run in their teaching and learning process.

In this 21st century, ICT offers some aid to apply new learning methods and is an amazing assistance for a couple of abilities in learning English. Technology development can be used to get to certain compelling teaching method and information. With that we can learn in a practical way in using various medias such as: sight and sound, progressed files, Internet, etc. We hand in hand with this technology development because we use it as a gadget to handle our everyday work. These product of technology is big viable resource that we can apply for every one of the different aspect of everyday life making English class becomes more beneficial, more self-overseeing, more helpful, and effective. The online class as one of the media that used through pandemic era require the students to work harder in aim to understand and be able to develop meaning from remote communication system available in their

surroundings outside the classroom, such as visual, audio, videos, mobile phone, personal computer, and so on (Buckley-Walker et al., 2017). Some research believes that technology have an essential element to increase students' intrinsic motivation. Teacher were forced to integrate a teaching method that will promote their students to applying their own English in a enjoyable and stress-free even without face-to-face meeting. The method in teaching and learning process should foster students' intrinsic motivation, and increase students' confidence in using English outside the class so they will have the desire to learn and expand their English competence in the future (Xie et al., 2018).

One of the media that support students' motivation is using a video into their English learning class. It can be learning from video or making video itself. The use of video aid in learning English language has been studied and viewed as an important and interesting way to learn and expand students' English competences. Learning from video is when the teacher brings few specific video in relate to their topic in the classroom and students do learning process depends on the video provided by the teacher. The second one is video recording is where the student were asked to make some sort of video with certain topic that given by the teacher, it can be a self-introduction video or roleplaying as a reporter. The first method has been studied and has be the main factor of the further research of a video aid effecting students' English competences (Mekheimer, 2011). Both if these technique in using video in English class is very available to this situation. It accommodate interactive language learning,

increase motivation, increase students' listening skill, conduct a positive perspective towards learning English as the foreign language (Park & Jung, 2016).

Some studies of video recording for EFL learning have discovered that video recording, whether as parts of video recording or video reviewing, can assist students in learning a foreign language, particularly English. It improves students' speaking abilities (Akdeniz, 2017; Bobkina & Domnguez Romero, 2020) as well as their capacity to give public speeches (Hung & Huang, 2015). Some studies also found in making video project fosters multiliteracies in English learning; visual, audio, graph, and gesture expression, that evoke students to developing other language literacy or multiliteracies during digital English class (Yeh, 2018). Not only foster students' speaking skill, previous research on video recording mainly aimed on finding students' experiences and problem in video production in a English learning (Yanti & Mulyono, 2020), authenticity, collaboration and creativity in video production developing students' autonomy in learning English and students' multi literacy in digital era (Hafner, 2014).

In the classroom application, self-recording video provide opportunity conducting meaningful learning to students. This technique also promotes the attendance of multi-types of language learning, such as scripting, audio, visual, gesture, improvisation that expose students to various aspect in learning new language especially English skill that fits well in this digital learning era. Through the process of recording, the students' differences in learning styles and creativity may also be trained and accommodated so that the learning process can be more successful and fun.

Further, the self-recording video process conduct opportunities to the students in applying their communication and language features they already have outside the English class and as they conducting to record a video with certain related topics of their major study such as videography for example (Abdulrahman & Basalama, 2019). By giving a freedom and autonomy for the student to applying their language skill they've learn in a desire-able field with familiar topics, they will acquire a meaningful language learning experience.

1.2 Problem Identification

The implementation of SRV has been carried out by several educational institutions, generally carried out at higher education institutions or universities, but it is rarely found in the teaching process at the high school or high school level (Mahardika et al.). One of the schools in Bali has implemented this learning method, namely at SMKN 1 Bangli. This method was implemented due to the need for online learning during the pandemic. According to Hariry (2015), in order for a maximum learning process it must meet several requirements in conducting learning with SRV media, such as the availability of equipment owned by students and also the suitability of English learning targets and competency skills outside of language competence such as SLR cameras, smartphones, microphones, studio/settings, and PCs/laptops. According to the teacher who teaches English at SMKN 1 Bangli in applying this learning method, the class that is most likely to carry out SRV is a class with a multimedia major that supports the use and production of videos in general. The

application of SRV at SMKN 1 Bangli is a new thing because of the limitations of space and time in conducting learning in the pandemic era. SRV is carried out through online learning with a series of activities in the form of instructions through online Zoom Meetings, research and watch other videos with related topics, concepting and writing scripts, practicing scripts, video shooting, and last video editing. Because the application of this method is relatively new, it will certainly cause some problems in implementing this self-recording video.

Furthermore, even though this learning method have a lot of benefit to student, previous studies reported other challenges in making video, especially in technical issues such as difficulties in choosing a proper setting/background, minimalizing audio problem or distortion, and editing the final product or the worst is lack of equipment to make a single video. It's become essential to considering which class is available in giving this project. Every student should have a smartphone in minimal so they can recording as much as they want in aim to give the best performance inside the frame along with controlling the audio and visual quality. This challenge will drives their creativity to make a good video with minimum mistake.

The instruction in making self-recording video could be simple but student may not notice that they've learn more than they think and the product itself is become as their own trophy for passing four stages in knowledge processing by creating a single video such as, experiencing, conceptualizing, analyzing, and applying. In experiencing stage, they must know what the related topic that they can make into the video and also find the possible one to get through or they may have a difficult time in expressing their selves with a topic they don't know. In conceptualizing stage, students identifies text

feature and text type to use in their script. Analyzing stage is where they face error and mistake, this stage they evaluating and reconstruction. And the last is applying stage where they innovate and solving the problem with the script, video quality, or content quality. This self-recording video will not only developing students' speaking skill but also other skill in English skill such as reading, writing, listening, and other multiliteracies like visual, audio , gesture, and spatial representation in enjoyable and meaningful way of English acquired.

Based on those problem, the purpose of this study is to found out how students perceive SRV at SMKN 1 Bangli which is the first time implementing SRV in the classroom through online classes in the pandemic era. There are three main aspect; first, the students' perceptions of the benefits that can be obtained through the implementation of this SRV related to students' English mastery. Second, the application of SRV in online learning in the pandemic era able to encourage students to learn English in the future after the implementation of SRV takes place. Third, the students' views on the implementation of SRV itself in its application in their online learning in the current pandemic era, related to constraints, satisfaction with the final product, and the suitability of SRV to the current student's online learning process.

1.3 Limitation of the Study

This study will be conducted in SMKN 1 Bangli. The focus of this study will be analysing students' perception on Self-Recording video in SMKN 1 Bangli.

1.4 Scope of the Study

This study is categorized as qualitative research, which will be conducted in SMKN 1 Bangli. This study is mainly focused on the perception underlying the use of self-recording video which used by the students of SMKN 1 Bangli

1.5 Statement of Problems

Referring to the background of this study as previously mentioned, the research questions study as follows:

- 1) What are the students' perception of the impact of self-recording video on their English competence?
- 2) What are the students' perception of the impact of self-recording video on their motivation to learn English in the future?
- 3) What are the students' perception of the implementation of self-recording video?

1.6 Purposes of the Study

According on research questions above, the research objectives of this study can be expressed as follows:

- 1) To find out students' perception on the impact of self-recording video on their English competence.
- 2) To find out students' perception on the impact of self-recording video on their motivation to learn English in the future.

- 3) To find out students' perception on the implementation of self-recording video.

1.7 Significances of the Study

This study is expected to be able to give theoretical as well as practical significances.

1.7.1 Theoretical Significance

The researches of this study are expected to be useful for developing innovative media and meaningful learning to increase students' motivation and in EFL learning..

1.7.2 Practical Significances

The result of the present study is expected give some contribution to institution, students, researcher and lecture in term of the practical significance.

a. For Institution

This study could be used to help the institution and department to achieving the learning competence through self-recording video that used by the teacher in online learning class.

b. For Student

this study is expected to help students increase motivation and English ability which related with the process of making self-recording video and they can learn meaningfully. This study also expected to help students to innovate using digital environment in order to learn in autonomy way.

c. For Other Researchers

This study is expected to give information to other researcher as the reference.

d. For Lecture

the study also be used as an additional sources to conduct a further similar research and the students could use this research as the reference in making related research.

