

CHAPTER I

INTRODUCTION

This chapter deals with the research background, problem identification, scope of the research, research question, objective of the research, and the significance of the study.

1.1. Research Background

The Covid-19 pandemic is happening and faced by people worldwide, including Indonesia. The number of infected people with COVID-19 is increasing daily Amelia et al. (2020). The World Health Organization states that COVID-19 is a global pandemic that has infected more than 200 countries over the world. To prevent the spread of Covid-19, WHO recommends stopping all activities that have the potential to cause crowds. In line with this decision, The Indonesian government also prohibits people from doing masses. The government also makes social restrictions, maintains physical distance, wears masks, and washes hands Adedoyin & Soyka (2020). The impact of covid-19 It changes many aspects of human life. All tourist attractions, offices, schools, universities, and others have decided to close and stop all their activities. The effects of COVID-19 also certainly affect Indonesian education Abidah et al.(2020). Therefore, the government has instructed that all educational institutions, from elementary

schools to universities throughout Indonesia, move from conventional classes to online classes during the time of the spread of Covid-19 Mishra et al. (2020).

The impact of the pandemic caused by Covid-19 began to spread to the educational world. The government set a policy to study from home or study online Tomkins (2020). The online learning carried out is stipulated through the Circular Letter of the Ministry of Education and Culture Number 4 of 2020 and strengthened by the Circular Letter of the Ministry of Education and Culture Number 15 of 2020 concerning guidelines for learning from home during an emergency. During the Covid-19 outbreak, there were three policy points related to online learning. First, online learning provides a meaningful experience to students without burdening the demands of completing all curriculum achievements for student promotion and graduation. Second, focus on life skills education, including the Covid-19 pandemic. Third, learning activities and assignments between students may differ according to their interests and conditions (Kemendikbud, 2020).

In this situation, teaching and learning have done online. The regulation requires all education departments must adapt to the situation and continue the learning process to be carried out online. The students, parents, and teachers/educators in Indonesia have faced the fact that they have to start getting used to online learning is replacing conventional learning. Online learning is learning that is carried out with connections connected to the internet in accessing learning materials, understanding or interacting with content, teachers, and other students, acquiring/increasing knowledge, building personal meaning, and growing from learning materials. Learning systems that integrate connections

from the internet with the teaching and learning process are called online learning or virtual learning systems (Bentley, Selassie, & Shegunshi, 2012).

Online learning models are classified into synchronous and asynchronous in the online learning process. Hrastinski (2008) stated that there are two online learning models synchronous and asynchronous. There is a big difference between them, but the goal is to make online learning more efficient and organized. The synchronous word comes from “synchronize” which means happening simultaneously or moving simultaneously. Synchronous learning models can also be found in training models conducted in seminars or web conferences. Synchronous is a face-to-face learning model in-class meetings. This learning model occurs when the teacher teaches and students are learning to allow interaction between teachers and students online via the internet or in the classroom (Shahabadi & Uplane, 2015). Various media used in this synchronous distance learning such as zoom, google meet, app google class and WhatsApp social media. This facility is used optimally as a medium for learning. By using this online medium, the ability to use and access technology is increasingly dominated by students and teachers. While the asynchronous learning model is a learning activity carried out at different times between teachers and students. The asynchronous learning model gives students the freedom to save and download learning materials and audit materials according to the wishes of students both online and offline (Shahabadi & Uplane, 2015). One of the subjects taught online is English. This is one of the subjects in Indonesia that students must learn because English is an international language spoken by most people worldwide.

Its function as media is to communicate between nations more broadly and essential as a language for science and technology.

In teaching and learning English, teachers' preparation of teaching tools can help students easily understand the material in the learning. According to Pitriana (2012), media is one of the tools used to support the teacher in quickly delivering materials to the students. Teachers must be good at choosing learning media or materials given to students online to understand the material Widayanto (2015). Learning media is crucial to help students acquire new knowledge, concepts, skills, and language competencies. Many types of media can be used by teachers in the teaching and learning process but teachers must be selective in choosing the kind of media. One of the media used by teachers in online learning is video.

Video is one medium that can help teachers deliver material to students and students catch the material by listening and watching. Video showing animated images and sounds contain material Juhari (2016). In choosing videos, the teacher must give full attention to the preparation and presentation of material including the selection of videos made by the teacher in the learning process. The teacher uses audio-visual aids when teaching in the classroom. The English learning process also uses appropriate video material and can be improved by the teacher ensuring students center. Students are more easily interested and involved in learning activities and become more active, motivated, and confident in their language communication competence (Bajrami & Ismaili 2016). The role of video as a supporter of learning English at the junior high school level is assumed to be the most effective learning medium. The use of video can improve students' understanding or achievement in learning.

SMP N 2 Singaraja used online learning from July to September 2021 and from October to December 2021 using offline learning. In offline learning, the school still limits the distance between teachers and students as well as between students and students so that there are no crowds of people. The school system in one semester passes by using an odd-even system through student absences per day. For example, when a class contains 30 students, the teacher will divide into two. On Monday, the student numbers ranging from 1-15 enter on Mondays, while numbers 16-30 conduct online learning. At tomorrow's meeting, students from numbers 16-30 will do offline learning and vice versa. The selection of learning media during the pandemic is very important because it can help students learn. With the existence of learning media the students are helped to understand the learning material provided even though students study at home. The English teacher at SMP N 2 considers learning video media to be appropriate during the Covid-19 pandemic because it is easy to use and can be followed by all students. Video media is also considered appropriate because it can overcome student boredom during the online learning process. Therefore, the teacher selects and applies videos in learning activities.

Based on the results of preliminary observations conducted at SMP N 2 Singaraja, The English teachers took learning videos on YouTube. There are a lot of learning videos containing the contents of learning materials with relatively short video duration so students are also not bored when studying the material topic. Besides, selecting videos from YouTube minimizes teacher time because teachers will have more time to prepare themselves before learning. The Learning Videos from Youtube contain videos such as: Animated videos, material

explanation videos, Scribing Videos (Handwriting Animations), Presentation videos. Therefore, the English teacher at SMP N 2 Singaraja choose videos from YouTube and gave them to students during online learning in the previous semester. Based on the explanation above, the researcher is interested in investigating how teachers select video as learning media, with a research entitled “The Analysis the Use of Video for Learning English at SMP N 2 Singaraja”.

1.2. Problem Identification

The process of online learning, which is carried out from face-to-face learning quickly turns into online learning. Teachers and students in online learning face many problems. It provides a new challenge and atmosphere for teachers and students to learn online. In online learning, many types of learning media are used by teachers in the teaching and learning process. One of the media is video. Teachers must be selective in choosing the kind of media. The selection of video as learning material is very important and must be in accordance with the learning objectives, and suitable for students to understand the learning material. Teachers must arrange methods and strategies so that students do not get bored quickly when learning online and also they can understand the material taught by the teacher. The problem is the Teacher's method of selecting video media in learning English. In online learning using two learning models, namely synchronous and asynchronous. The teachers need several applications in providing material or assignments to students during online learning so that even though distance learning students still understand about learning.

1.3. Research Question

Based on the background above, the research question can be classified as

follow:

1. What are the functions of the video used by teachers in learning English at SMP N 2 Singaraja?
2. What are the reasons for video selection by teachers in learning English at SMP N 2 Singaraja?
3. How are videos used during the teaching and learning process in learning English at SMP N 2 Singaraja?

1.4. Research Objective

Related to the background and problem above, this research aimed to achieve the following objectives:

1. To describe the functions of the video used by teachers in learning English at SMP N 2 Singaraja
2. To describe the reasons for video selection by teachers in learning English at SMP N 2 Singaraja
3. To analyze how are videos used during the teaching and learning process selection by teachers in learning English at SMP N 2 Singaraja.

1.5. Research Significance

The significance of this study is divided into two groups: theoretical significance and practical significance.

1. Theoretical Significance

This research finding can add insight of the analyzing the use of video for learning English used by English teachers.

2. Practically Significance

The Practical of this study are divided into three groups, and they are for students, teachers, and researcher

a. For Teacher

This study can benefit teachers by providing more appropriate videos for student learning achievement. Teachers can provide videos as a more suitable learning media to support online learning activities.

b. For Students

This study is expected to help students understand learning through videos provided by the teacher. By videos provided by the teachers, the students can understand English learning and improve English language achievement during virtual learning

1.6. Scope Of The Study

This study will focus on analyzing the use of video for learning at SMP N 2 Singaraja. The researcher will analyze 5 English Teachers at SMP N 2 Singaraja.

