

Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points that are mentioned in this chapter. The first one is the background of the research it discusses about the reason why the researcher wants to investigate more about the students' perception on using English videos from social media for learning English. Secondly, this chapter explains about the problem statement. Third, research questions as the guide for the research. Next, the objective of the research presents the purpose of the research. Then, the significance of the research presents the advantages of this research towards particular people.

Background of the Research

There are many media that can be used by students in learning English. The most important points is that the media should contain elements that can increase students' skills in the learning process through some applied activities. Media that are mostly used in English teaching and learning are journals, articles and books. Beside those media that are used in English learning, recently, videos have become commonly used in English classes. Based on researcher's experience, videos are considered to be interesting and helpful in learning media since it involves both audio and visual. Cakir (2006) argued that audio visual materials provide great help in stimulating and facilitating the learning of a foreign language.

The use of video is able to attract the students' interest in learning. For example, students will not feel bored because video involves hearing and sight. In videos there are subtitles that can make students read, listen, and watch. This is supported by Canning and Wilson (2000) who stated that students like learning languages through the use of video, which is often used to mean quite different things in language teaching and learning.

Furthermore, students usually used social media for accessing video contents. Social media attracts considerable attention from English learners around the world, and social media has been booming rapidly from year to year. The younger generations are the ones who are caught in this rapid change. According to Kaplan and Haenlein (2010), social media is a group of internet-based applications that build on the ideological and technological foundations of web 2.0 that allows the creation and exchange of user generated content. Ahlqvist (2008) asserted that the impact of social media relies on the fact that they employ mobile and web based technologies to create highly interactive platforms for individuals and communities, create and co-create, discuss and also modify user generated content.

There are many people who used social media and we know that social media always launches the new features that could make us more interested. The trends of social media that reveal the best way to display video content include platforms such as YouTube, Instagram, Twitter, and Facebook. The students can easily access English videos from social media such as debates, speeches, conversation videos, movies, and so on.

However, from the example of the social media tools based on videos, many students most often used YouTube, compared with other platforms, for their guidelines. Khalid (2012) defined YouTube as a video sharing website on which users can upload, share and view videos. Thus, the students can easily access video from YouTube. According to Burke (2009), YouTube is a public access, Web based platform allowing people to easily upload, view, and share video clips across the internet through other websites, mobile devices, blogs, and email. Cavus, Uzunboylu, and Ibrahim (2008) state that with the increasing popularity of the internet in our lives, the use of various educational tools and also the widespread use of information technology provides students with extensive opportunities and advantages. They state that these advantages are spread widely, therefore e-learning has managed to become one of hallmarks of our lives. That means that the student's habit of accessing English videos from

social media will increase the students' knowledge. This case happened because if the students often access English videos from social media, they will attain lots of knowledge for their learning.

In English Language Education Department at one of Islamic university in Yogyakarta, students also use English video from social media for their learning English. Teacher in English Language Department also use video as teaching media. So, the researcher want to conduct the research in English Language Education Department.

Problem Statement

There are several problems that occur during the use of English videos from social media for English learning on English students at one Islamic university in Yogyakarta. According to the researcher's experience, sometimes students access videos from social media just for the requirement from the lectures to access the video for the topic or materials. On other issues, some of the students accessed English videos but they did not know the content of the video. In fact, suppose that on certain courses the lecturer asks the students to watch the video they played in the classroom and ask the student to explain the content of the video in front of class, but some students cannot smoothly explain, while some students did not even explain at all.

The problem that happened when the researcher observe to the English students, some students found several difficulties when accessing English videos on social media. They told to the researcher that if there was no subtitle in the video, it can cause an inconvenience in their English learning process. They also told the researcher that when watching English videos such as debates and speeches from native speakers, they experience difficulty to understand the content of the video, because the way the native speaker deliver their content is relatively fast.

Limitation of the Research

This research focuses on students' perception on the use of English video from social media for learning English. English video from social media often used by students around the world for their learning media, but this research just focus on English students in English Language Education Department at one of Islamic university in Yogyakarta. The researcher choose English student batch 2016 to be the research participant. The researcher conducted the data using interview.

Additionally, there are a lot of objects which can be explored about using English video from social media. For example, how the students use video from social media and effect using English video from social media. However, this research aims to explore the advantages and challenges of using English video from social media for their learning English.

Research Question

The research questions as guideline of the research. Those questions are:

1. What are the students' perceptions on the advantages of using English videos from social media for their English learning?
2. What are the students' perceptions on the challenges of using English video from social media for their English learning?

The Objectives of the Research

Based on the research question, the objectives of the research are:

1. To find out about the advantages of the use of English videos for students' English learning through English videos from social media.

2. To investigate the challenges faced by students in learning English through English videos from social media.

The significance of the Research

This research is aimed to give positive advantages for some parties namely, students, lecturers, other researchers. The significances are listed below:

The Students. The research findings may give some information for the students about the advantages and challenges of using English videos from social media. So they can attain more knowledge about using English videos from social media for their learning. So, they know the advantages and challenges using English video and can practice in their life.

The Lecturers. This research provides some information to the lectures who use videos as teaching media. After the lecturers are aware of the findings of this research, the information of this research is able to be their evaluation to solve the problems and challenges of using videos. This research can also encourage the lecturers to be more prepared before teaching using English videos in the classroom.

Other Researchers. This research is very useful for other researchers, because the information of this research can be a reference for them who are going to conduct the research with the same topic.

Organization of the Research

This research consists of five chapters and each chapter contains sub-chapters. Chapter one was about the introduction of the research. The chapter contains the background of the research. The context explained about the definition of social media, as well as the identification and limitation of the research. It also presents the two research questions. The first one is the advantages of using English video from social media for students learning

English, and the second one is the challenges that students face in using English video from social media for their learning English. After that, the chapter also explains the purpose of the research, significances of the research and organization of the research.

Chapter two discusses about literature review. This chapter consists of theories about the definition of video. Afterward, the definition of social media. Then, this subchapter discusses video as social media tools. Lastly, the chapter explains the advantages and challenges that students face in experiencing in using English video from social media for learning English. It also includes the review on related students and conceptual framework.

Chapter three presents the methodology used to collect the data in this research. In this chapter, the researcher explains about the procedure to collect the data. There are four parts that was discussed in this chapter. The first one is the research design, in this research the researcher used qualitative research design. The second one are the setting and the participants of this research, the participants of the research are English students at one of Islamic university in Yogyakarta. The third was data collection methods, and the last one is data analysis of this research.

Chapter four reports the findings about the research such as the advantages and challenges using English video from social media for learning English. There are three points of the advantages and three points of the challenges that explain in this chapter. Afterward, this chapter also explains the experts' statement to support the findings.

Chapter five presents the conclusion of the research. This chapter explains the summary of the result of the finding. Then, this chapter also shows the recommendation for the students, lecturers, and the next researchers.