

Chapter Two

Literature Review

In this chapter, the researcher discusses the theories related to the research. There are several points mentioned in this chapter, they are the definition of social media and video as social media tools. Then, this chapter also discusses the advantages and challenges of using English video from social media for learning English. Last, this chapter includes the review on related students and conceptual framework.

Social Media

This part presents about the review of social media, which consists of the definition of social media and social media for learning. Social media provide students with a different approach towards their studies. Social media is attracting considerable attention from English learners around the world and social media is booming rapidly from year to year and the younger generations are the one caught in this rapid change. According to Kaplan and Haenlin (2010), social media is a group of internet based applications that are built on the ideological and technological foundation of web 2.0 that allow 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 via individuals and communities share, create and co create, discuss and also modify user generated content. It means that social media has an important role for everyone because the most important advantage of using social media is to share information and knowledge among different groups of people.

Students usually used social media for accessing the video content. Mazer, Murphy, Simond (2009) state that social media are infiltrating in the educational arena. Social media is

being used not only by college students, but also by instructors for different reasons. This means that if we know the way to behave on social media sites, we can get potentially valuable sources of information. The use of social media has surged globally in recent years. Social media allow students to connect in educational contexts in new and meaningful ways.

Social media attract considerable attention from English learners around the world. Abova (2018) argue that social media can help improve English laguage skills. The choices of social media are endless because the new social media appears every day. Social media provides an endless supply of content that interest people. Thus, social media can make it easy for people to keep practicing English through watching fun contents, even if only for a few minutes per day. Students use social media to exchange their ideas about their assignments. The interesting point in various forms of social media is a routine activity that has a benefit to enhance students' communication, social connection, and even technical skills.

Video as Social Media Tools

Definition of video. Nowadays, technology is more modern, which means that the teaching and learning process also develops following the technology that is rapidly growing. One of the example of social media tools is audio visual media technology. Video is an audio visual that record moving images with sounds. Heinich, Molenda, and Russel (1989) state that video is the display of pictures on a television or a type screen. They argue that the images of a video are composed of dots of varying intensity on the screen. The sound that accompanies the video image is recorded magnetically on the videotape just as in audio recording. Originally, video was synonymous with what was broadcasted on television, but the concept has expanded dramatically in recent years with the current development of new technologies that are connected to television sets, video recorders, video games, internet videos, and many other types of media that are still emerging. These kind of new media services continue to

multiply because it tends to be cheaper and more efficient to transmit information for the teaching and learning activities. Riyani (2007) argued that instructional video media is a media that can present audio visual containing learning messages that include concepts, principles, procedures and theory application of knowledge to help the understanding of learning materials. Thus, the video is an audio visual that can display moving images with sounds that presents information and to help the understanding of learning materials.

Video are considered to be interesting and helpful in learning media. Bransford, Brown, and Cocking (2000) argued that video used in the classroom and the importance of interactivity in helping students to learn by being able to re-visit and review the material. Riyani (2007) argued that creating objects in the form of images and sounds means that the object can be stored in a given time period. Video appeal is able to maintain the students' attention longer, for up to twenty five up to thirty minutes. Videos are thus effective to be utilized as a learning media.

Based on explanation that has been elaborated above, it can be concluded that video as a learning media must be identified with the characteristic of the video to support the use of learning tools. The characteristic are that the video can display image with the flexible size, combine with the clear voice, and have the speed of the text able to be adjusted. Therefore, all of the characteristics that are mentioned can support the students to use video for their learning.

Videos on Social Media

However, from the examples of social media tools based on video, many students often used YouTube for their guidelines compared to other platforms. Khalid (2012) defined YouTube as a video sharing website on which users can upload, share, and view videos. Thus, students can easily access videos 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 www.YouTube.com, other websites, mobile devices, blogs, and email. Cavus, Uzunboylu, and Ibrahim (2008) state that with the increasing popularity of web 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 stated that these advantages are spread over a wide spectrum. That means that the students' habit of accessing English videos from social media will increase the students' knowledge. That case happened because if the students often access English videos from social media, they will attain lots of knowledge to support their learning.

The Advantages of Using English Videos from Social Media

Learning English uses video provides several advantages. Curtis (2007) explained that by using movies, students can enhance their vocabulary awareness and can even make their pronunciation and intonation much better. In addition, Fatunmbi (2005) stated that videos are made to be able to repeat information and demonstration as many times as possible. So, learning becomes easier, more realistic and more exciting for the students. It could provide a cheap and fast way of distributing educational information and practical skills.

Tee, Krimstein, Brocklesby, and Foley (2014) stated that there are a number of benefits of using videos for learning:

Video takes flexibility instruction. The more interactive the learning atmosphere, the more enthusiastic the students are in engaging in the learning process. Videos offer resources of interactive and flexible instruction. There are a lot activities that can be elaborated using videos as the teaching media. Teachers can stop, start, and take a view point from the video to deliver their teaching materials. It provides the option to pause videos and challenge students to predict the outcome of a demonstration, elaborate, or debate a point of historical

reference. Teachers can ensure to add further interactivity by copying activities, conducting discussions or repeating demonstrations and experiments in the classroom.

Videos provide experiences. Videos provides a form of visual communication to the viewer. It provides voices of the characters on the video that can be heard and the colorful pictures to be seen. The benefits of using videos in education includes providing a sensory experience that allows concepts and ideas to actually become an experience and come to life as students are guided through each adventure.

Video encourages students' interest and improve skills. There is a significant research promoting the use of videos in the classroom. The lecturers encourage students to be more enthusiastic during the learning process. The video is one of teaching media that can attract students' interest and enjoyment compared to using other media. The use of videos is the best method for students who are visual learners, because videos involves hearing and sight. In videos there are subtitles that can make students read, listen, and watch. Videos stimulate students to become more interested and maintains that interest for long time. It provides an innovative and effective means for lecturers to deliver the required curriculum content.

Video has essential value to support tools in learning. The video can be supported by a selection of other tools and resources that enable each topic to be completely considered. That is why the video has essential values to support the tools in teaching and learning. Meanwhile, access to lesson plans specially written to be used combined with the video helps to not only to minimize lesson preparation time, but also provide valuable additional learning activities and projects that further improve the use of videos as a teaching media.

Sherman (2010) stated that for many students, films are their initial contact with English-speaking culture. Films are a useful mean for students to listen to authentic spoken

communication and be exposed to various features of spoken communication, such as vocabulary, pronunciation, voice modulation, accent, speech pace, tone etc.

Challenges of using English videos for learning English

Besides those advantages, there are also some challenges faces by students in using English video from social media for learning English. The main problem of using English videos for learning is the absence of subtitle in the video that the students watch. Some students feel difficulty when processing English videos when there is no subtitle, because sometimes when they watch speeches or debates from native speakers they are faced with the difficulty to understand the meaning of the video. The detailed information about the challenges will be explained by the following paragraphs.

Videos without subtitles can be the reason the students encounter difficulties.

Students often feel difficulty when watching video with no subtitle. Danan (2004) argued that subtitles can visualize the auditory information of the foreign language that the students hear in the video. Karaks and Saricoban (2012) indicated that students need the written language from what they hear; watching movies with subtitle could make it easier for them to get the meaning of the movie. According to Yuksel and Travendi (2009) the effect of subtitled video is also confirmed to have an effect on students enhancement of vocabulary. This means that videos with subtitles have an important role among learners. Subtitle can make the students easier to understand the content of the video.

The duration of the videos watched by the students. Some students faced a difficulty when the video has a short duration. According to Burke, Thod, and Hons (2005) there are problems when using videos as a teaching media. When the video is too short, there is only little information that can be remembered. Sometimes some students who are watching

videos want to gain a lot of information from the video, while when they access short videos they will only attain little information.

Internet connection. Students feel difficulty while watching video from social media when the internet have slow connection. According to Muldoon (2012) internet has become more important because speed has improved so much. Speed has improved to the point where the internet is becoming the hub for entertainment, communication, and information. Another similar finding was also supported by Charp (2000), who stated that internet use has the potential to improve the quality of education. Internet connection plays an important role for students to open doorways to a wealth of information, knowledge, and educational resources and also can increase students' opportunities in their learning in or beyond the classroom.

Review on Related Studies

The previous study that has been done was from Putri (2017) entitled "Students' video making project at English department of Universitas Muhammadiyah Yogyakarta". This research was conducted to students in the English Department batch 2015. This research used a quantitative research approach. The research on the English Education Department of UMY revealed about the EED students' challenges in making video projects, and the EED students' strategies to overcome the challenges in making video projects.

Another research was conducted by Pramita (2017) entitled "students' perception on the use of video as teaching media at English Education Department of Universitas Muhammadiyah Yogyakarta". This research used a qualitative approach. This research was conducted to reveal the EED of UMY students' perception on the advantages of using videos as a teaching media and also reveal their perception on the problems of using videos as a

teaching media. This research was conducted in November 2016 to the English Education Department students batch 2013.

Conceptual Framework

The title of this research is “student’s perception on the use of English video from social media for learning English”. The research question are: “what are the advantages of using English videos for learning English?”, and; “what are the challenge of using English videos for learning English?” Related to the title and the research questions of this research, the researcher will only focus on the advantages and challenges of using English videos from social media for English learning. Furthermore, the researcher also wants to find out about the outcomes of the students accessing English videos for their learning English. The researcher also wants to analyze the ways to solve the problems students encounter when accessing English videos from social media.

