

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language that is widely used in research, technology, education, and communication. Speaking, listening, reading, and writing are the four basic language abilities that pupils must acquire in order to learn English. Speaking is frequently seen as the most difficult of these abilities for English as a Foreign Language (EFL) learners. When speaking, students must concurrently employ proper grammatical structures, arrange ideas, apply appropriate terminology, and produce language in real time. Because of their restricted vocabulary, lack of confidence, and lack of opportunity to practice speaking in the classroom, many EFL students struggle to articulate their ideas orally (Sari & Iswahyuni, 2018; Kabooha & Elyas, 2018).

Speaking activities are frequently carried out in English classes using conventional teaching techniques including teacher explanations and exercises based on textbooks. Students' chances to actively participate in communicative exchanges are sometimes limited by these methods. Students may become less inclined to engage in speaking exercises as a result, which may have a detrimental impact on their speaking development. According to research, students need engaging and dynamic learning environments to properly develop their oral communication abilities (Hadijah & Shalawati, 2021). As a result, Teachers are urged to implement cutting-edge teaching techniques and make use of suitable educational resources that can pique students' curiosity and drive.

Teaching and learning languages has been greatly impacted by the swift advancement of digital technologies. In English language schools, the usage of technology-based learning resources like video, multimedia presentations, and internet platforms is growing. Because it incorporates both visual and audible components that might improve students' understanding and engagement, video-based learning is especially advantageous. Kabooha and Elyas (2018) claim that incorporating video materials into language instruction can improve students' comprehension of language input by exposing them to real-world pronunciation, intonation, and contextual language use.

One of the most popular audiovisual learning method for teaching English is short English videos. Short video offer brief, captivating content that can hold students' interest while showcasing real language in relevant circumstances. Students can watch brief English videos to see how the language is utilized in everyday interactions, storytelling, and conversations. According to research by Concesal and Roslaini (2023), because video-based learning offers contextualized communication examples and clear language models, students view it as an excellent way to improve their speaking abilities.

Short English Videos can also help students improve their pronunciation, vocabulary, fluency, and confidence, among other aspects of speaking competence. Students can see genuine language expressions and pronunciation patterns when they watch videos with native or fluent English speakers. Learners can mimic pronunciation and enhance their speaking abilities because to this exposure. Research shows that students' enthusiasm and self-assurance in speaking English can be greatly increased by video-assisted learning (Hudri, Iman, & Ilham, 2025; Faradillah & Nurpahmi, 2021).

The potential of short English videos to create interactive learning environments is another benefit of employing them in language instruction. A variety of classroom activities, including role-playing, group discussions, storytelling, and speaking practice, can be created by teachers using video footage. In a welcoming classroom setting, these exercises motivate students to actively engage in communication and practice speaking. Because audiovisual materials excite several cognitive processes at once, they can enhance students' engagement and learning outcomes, according to research on multimedia learning (Alqahtani, 2018; Kabooha & Elyas, 2018).

Additionally, because teenagers typically react favorably to visually engaging educational materials, video-based learning is especially appropriate for junior high school student. Compared to long teaching materials, short English videos are typically more visually appealing and simpler to comprehend. This feature helps pupils stay focused and better understand the language used in the video. According to earlier research, students have favorable opinions about using videos in English language instruction, particularly in speaking classes (Bastian, Yunianti, & Ariyani, 2024; Sukandi & Hasbi, 2024).

Even if video-based instruction is becoming more popular in English courses, it's crucial to look at how students view this type of instruction. Because learners' attitudes and responses affect their motivation and participation in learning activities, students' perceptions are vital in determining the efficacy of instructional tactics. While negative perceptions may reduce the efficacy of instructional media, positive perceptions may increase engagement and improve learning outcomes (Musdayanti, Sudewi, & Nurhaeni, 2024; Tukan, 2024).

There is still a significant gap in the body of research despite the increasing use of video-based instruction in English language classes. The usefulness of video media in enhancing students' language skills, specifically speaking performance, vocabulary acquisition, and pronunciation improvement, has been the main focus of earlier research (Hudri, Iman, & Ilham, 2025; Faradillah & Nurpahmi, 2021). However, rather than examining students' subjective experiences and perceptions during the learning process, these studies typically place more emphasis on learning outcomes.

Additionally, while a number of studies have examined how students feel about video-based learning, many of them were carried out in various educational settings or did not particularly address the use of brief English videos in junior high school speaking courses. Furthermore, little study has been done on how students view the use of brief videos as a teaching tool within a comparatively brief class session, especially in actual classroom situations.

This suggests that there is currently a lack of comprehensive qualitative research on junior high school students' opinions regarding the use of brief English videos for speaking instruction. Since students' attitudes, motivation, and engagement have a big impact on how well methods of instruction work, it is crucial to comprehend these impressions. Therefore, this study aims to fill this gap by exploring students' perceptions and the factors influencing their views toward the use of short English videos in learning speaking at Grade 8.

Therefore, this study is necessary to provide empirical qualitative evidence regarding students' perceptions in a real classroom context, particularly within a limited instructional time, which remains underexplored in previous studies.

1.2 Research Problem

Based on the research background described above, the researcher would like to investigate the following issue:

1. What are the students' perceptions of using short English videos in learning speaking at grade 8?
2. What factors influence students' perceptions toward the use of short English videos in speaking learning activities?

1.3 Objective of the Study

The objective of this study is

3. To identify students' perceptions of using short English videos in learning speaking at grade 8.
4. To analyze the factors influencing students' perceptions toward the use of short English videos in speaking learning activities.

1.4 The Significances of the Study

5. Theoretically

This research is expected to contribute to the development of knowledge in the field of English language teaching, particularly regarding the use of audiovisual media in improving speaking skills. The findings of this study may enrich theoretical discussions on students' perceptions toward technology-assisted language learning.

6. Practically

Regarding students' reactions to the usage of brief English-speaking videos in speaking teaching, this study may offer insightful information to English teachers. The results may help teachers choose instructional materials that will improve students' participation and engagement in speaking exercises. Through video-based learning, the findings of this study may motivate students to engage more fully in speaking exercises and expand their exposure to real-world English conversation. Future research on technology-enhanced language learning, especially studies looking at how students view multimedia learning resources, may use this study as a reference.

1.5 Scope of the Study

This research focuses on investigating students' perceptions of using short English videos in learning speaking. The participants of this study are limited to eighth-grade students at a junior high school. The study examines students' experiences, attitudes, and responses toward the use of short English videos during speaking learning activities.

1.6 Definition of Key Terms

7. Students' perceptions refer to learners' interpretations, attitudes, and opinions regarding a particular learning method or instructional medium used in the classroom.
8. Short English videos refer to brief audiovisual materials presented in English that typically contain conversations, storytelling, or situational dialogues designed to support language learning activities.
9. Speaking skill refers to the ability to express ideas, thoughts, and feelings orally in English using appropriate pronunciation, vocabulary, grammar, and communicative strategies.