THE USE OF VIDEO MATERIALS IN GRADE IX STUDENTS' LEARNING ACTIVITIES OF SMP PANGUDI LUHUR SEDAYU: A STUDY ON STUDENTS' PERCEPTIONS

A THESIS

Presented as Partial Fulfilment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA 2011
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I dedicated this thesis to Jesus Christ, my Saviour, my Father and Mother, my family, and my friends.

"I lie down and sleep. I wake again, because the LORD sustains me. I will not fear the tens of thousands drawn up against me on every side."

Psalm 3:5,6
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 29 July 2011

The Writer

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ABSTRACT


Video has been commonly used in the English language learning field. The widely-provided video is authentic products which present students the real language use. The video has been a powerful tool to increase students’ motivations. In fact, perception strongly influences students’ motivations. This study is about the students’ perceptions towards the use of video materials in SMP Pangudi Luhur Sedayu.

This study is aimed at answering two research questions. They were (1) “How does the teacher implement the video materials in English teaching-learning activities in SMP Pangudi Luhur Sedayu?” and (2) “What are the ninth grade students’ perceptions towards the use of video materials in the English teaching-learning activities carried out at SMP Pangudi Luhur Sedayu?”

A descriptive research was carried out in this study. The instruments used were questionnaire and interview. The questionnaire items dealing with students’ perceptions were presented in form of yes/no questions. Cluster sampling was employed to choose the questionnaire respondents. A simple random sampling was done to choose five respondents to be interviewed. It was aimed to know the students’ perceptions towards the use of video materials.

Through the data analysis, two findings were obtained. First, there are three types of video which were used in students’ learning activities. Animated video, documentary videos, and language learning videos had been applied in most of students’ learning activities. Thus, the video materials were implemented in various learning activities, such as answering comprehension questions, finding out difficult vocabularies, and composing narrative and descriptive texts.

Second, most of the students in class had positive perceptions towards the implementation of video in learning activities, as well as towards the video itself. The students’ positive perceptions were affected by the interesting teaching and learning activities. However, several students negatively perceived the implementation of video materials especially in listening comprehension activities. They had negative perceptions because they thought that the activities were uninteresting and boring. Due to this problem, the teacher has to find suitable video materials and design interesting activities to be applied in the English teaching and learning process.
ABSTRAK


Penelitian ini bertujuan untuk menjawab dua permasalahan utama. Permasalahan tersebut adalah (1) Bagaimana guru menerapkan materi video dalam aktivitas belajar mengajar Bahasa Inggris di SMP Pangudi Luhur Sedayu? dan (2) Apa persepsi siswa terhadap penerapan materi video dalam aktivitas belajar mengajar Bahasa Inggris di SMP Pangudi Luhur Sedayu?.


Melalui analisa yang telah dilakukan, diperoleh dua hasil. SATu, ada tiga tipe video yang digunakan dalam kegiatan belajar siswa. Video animasi, video dokumenter, dan video pembelajaran Bahasa Inggris telah digunakan dalam sebagian besar kegiatan belajar siswa. Materi video diterapkan berbagai macam kegiatan belajar seperti menjawab pertanyaan-pertanyaan, mencari kosa kata yang sulit, dan membuat teks naratif dan deskriptif.

Dua, sebagian besar siswa mempunyai persepsi positif terhadap penerapan video dalam kegiatan belajar begitu juga dengan video yang digunakan. Persepsi siswa yang positif dipengaruhi oleh aktivitas belajar mengajar yang menarik. Akan tetapi, ada beberapa siswa yang berpandangan negatif terutama dalam kegiatan menyimak (*listening*). Mereka mempunyai persepsi negatif karena mereka menganggap kegiatan menyimak sebagai sesuatu yang tidak menarik dan membosankan. Oleh karena itu, guru harus mencari materi video yang sesuai dan merencanakan kegiatan yang menarik untuk digunakan dalam proses belajar mengajar Bahasa Inggris.
ACKNOWLEDGEMENTS

First and foremost, I would like to bestow my deepest gratitude to Jesus Christ for His blessing, for His guidance, for the spirit and for the strength He has given that I finally could finish my thesis.

My deepest gratitude goes to my thesis sponsor, Carla Sih Prabandari, S.Pd., M.Hum. for her great guidance, suggestions and help during the process of writing this thesis. My thankfulness also goes to all PBI lecturers and secretariat staffs who have helped me during my years in PBI.

I am truly indebted to Br. Martinus Sariya Giri, S.Ag., FIC, the principle of SMP Pangudi Luhur Sedayu and Celcius Suhartanta, S.Pd., the English teacher of SMP Pangudi Luhur Sedayu, who have helped me so that I could conduct research there. Let me also give special appreciation to the ninth grade students of SMP Pangudi Luhur Sedayu for their cooperation during my research.

I present this accomplishment to my beloved parents, Fx. Masdjono and Y. Umiyati, my brother, Yohanes Budi Suryanto, and my sister, Christina Eva Nuryani, for their endless love, supports, prayers, and encouragements. I truthfully would like to thank my big family: Mbak Nining, Mbak Christy, Novi, Desi, Erlin, Om Banu, Beni, Deddy, Vanny, Abimanyu, and others for every laughter we always shared. Hence, it brings me to give my special thanks to Gerry for his endless love, support, and care that he gives to me.

My gratitude also goes to all my great friends: Novi, Silvie, Tika, Riska, Ahmad, Albert, Pius, Alin, Annie, Rina, Nina, Wida, Mas Ardi, Mas Bayu,
Mbak Andang, Mbak Linda, Sari, Hana, Evy, Dhika, Rini, and Jati for the experiences, moments, and true friendship. I would also thank members of EEPro and members of OMK Bakti Dharma Kaliduren: Yoga, Hadi, Avi, Petra, Mbak Tini, Devi, Venta, Linda, Novi, Agung, Yuli, and Wanliph for the support, kindness, care, warmth, and laughter I have had with them.

Lastly, I thank all PBI students and those whose names cannot be mentioned one by one, who have helped and supported me. May God bless them.

Lucia Etri Indriani
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CHAPTER I
INTRODUCTION

In this chapter, the researcher elaborates six major underlying issues, namely background of the study, problem limitation, problem formulation, objectives of the study, benefits of the study, and definition of terms. The introduction is intended to build the main reasons for conducting the research.

A. Research Background

There are many factors that influence English teaching and learning process, one of which is teaching materials. Those factors need to be considered in order to develop the teaching and learning process. It is also important to arrange learning materials because the application of techniques, methods and activities depend on the materials choice. The applied methods and materials need to be interesting, attractive and suitable for students (Razak, 2003). On the other hand, teachers should place the methods and materials suitable with language classroom in context.

There are many methods and materials available for English language teachers. Teachers can apply materials from textbook or other already-prepared materials such as videos, films, pictures, computer programmes, and cassettes. Teachers have to understand that the applied methods and materials should be able to fulfil students’ need and interest (Girrard, 1977, cited in Razak, 2003).
Thus, incorporating video as learning materials in English language teaching and learning can be an alternative for teachers.

Video is a good choice since it helps students in memorizing and understanding the learning materials (Antoni, 2002). “Video is defined as the display of recorded pictures on a television-type screen”. Whereas Newby, Stepich, Lehman, and Russell (2000: 102) describe video as “any media format that employs a cathode-ray screen to present a picture can be referred to as video”. Considering the fact that human’s sense of sight is the main sources of information (Asep in Wirataputra, 1997, cited by Antoni, 2002), the use of video as visualization media has been introduced. Its use is very helpful for students to understand the provided materials (Antoni, 2002). It is because the use of video gives students clear visual illustration. Video as one of visualization media is presented to improve the teaching and learning materials and to promote students’ understanding. As stated by Stevick (1986) in Tomlinson (2005) that visualization work effectively on foreign language learning, video can be used as ‘helping hand’.

Furthermore, there are other reasons why video is used in the language learning classroom. Presenting video provides students with important stimulus on the target language. When the video is provided as authentic materials, it is good for students as it can introduce them to their surroundings (Gebhard, 2000). Authentic video is also a window on English-language culture when it shows English culture product.
However, there are also many affective factors which come from students himself. Perception is one of them. Altman, Valenzi and Hodgetts (1985) define perception as the process where stimuli are selected and grouped by a particular person to be interpreted so that he can understand the environment which he lives. Furthermore, Gibson, Ivancevich, and Donelly (1997) define perception as an individual’s process of interpreting environment which is done by organizing and giving meaning on the stimuli of psychological experiences. As each person gives her own meaning to the environment, the way each individuals “see” the same thing will be different.

Perception involves the process of acquiring specific knowledge and information at any particular moment. Thus, perception occurs whenever the senses are activated by stimuli (Gibson et al., 1997). If someone believes that stimuli will bring his needs, this believes will cause him to have positive perception toward the stimuli. This positive perception also occurs when someone has a big expectation toward the stimuli. The differences in someone’s needs and expectations when experiencing something cause the differences of perceptions from one person to another (Bootzin, Loftus, and Zajonc, 1983).

Students’ perceptions on English teaching-learning activities are important. It is because perception has become the central process of knowledge acquisition (Forgus, 1966). Forgus states that perception is the superset of learning and thinking. In other words, it can be said that learning and thinking is a process which assist human to understand the information they acquire from the environment. Since perception influences students’ motivation and behaviour or
attitudes (Robbins, 2001), it also affects the English teaching and learning activities.

Moreover, there are several students who have motivational problems related to English teaching and learning activities at school. During several years teaching at *SMP Pangudi Luhur Sedayu*, the researcher happened to find that the students also have the same problem. Many of the students cannot successfully accomplish their tasks and assignments because they do not have motivation to learn English. Thus, incorporating video materials in English learning activities was meant to enhance students’ motivation. The way the videos are used in English learning activities will also affect students’ motivation (Sherman, 2003).

In this respect, this research is to identify students’ perceptions toward the use of video materials in their English teaching and learning activities in *SMP Pangudi Luhur Sedayu*. The researcher is intended to understand students’ perception towards the use of video materials in relation with motivation problem. As stated by Robbins (2001) that perception can influence motivation, the researcher aims to know how the perception affects students’ motivation in learning English. This research is also meant to find out how the video materials implemented in the students’ English learning activities.

**B. Problem Formulation**

The problems of the research are formulated as follows.

1. How does the teacher use the video materials in English teaching and learning activities in *SMP Pangudi Luhur Sedayu*?
2. What are the ninth grade students’ perceptions towards the use of video materials in the English teaching and learning activities carried out at SMP Pangudi Luhur Sedayu?

C. Problem Limitation

The focus of the study is the ninth grade students’ perceptions towards the use of video materials in English teaching and learning activities at SMP Pangudi Luhur Sedayu. Through examining students’ perceptions, the teacher will be able to improve teaching methods and strategies by implementing video materials at SMP Pangudi Luhur Sedayu which had been applied before. It is also needed for teacher to select the suitable video materials for students.

D. Research Objectives

The objectives of the study are to answer two questions presented in the problem formulation. The answer to the first questions covers the information about the use of video materials in English teaching and learning activities. It will also elaborate the teaching strategies used by the English teacher of SMP Pangudi Luhur Sedayu. The answer to the second question explores the ninth grade students’ perceptions towards the use of video materials in English teaching and learning activities carried out at SMP Pangudi Luhur Sedayu.
E. Research Benefits

The study, hopefully, is beneficial for those who deal with language teaching and learning, particularly teachers, students, and future researchers. First, it helps the teachers, especially the teachers of SMP Pangudi Luhur Sedayu, to know students’ perceptions on the use of video materials so that they can review their teaching and learning activities which had been carried out. They can improve their teaching method and strategies to be suitable with the use of video materials. They will also be able to select video materials which are suitable with students’ perceptions. Second, the study is beneficial for students of SMP Pangudi Luhur Sedayu because they can experience teaching and learning activities suitable with their needs and interest. At last, the study benefits future researchers because it can be used as the basis for conducting further researches on English language teaching and learning to which video is implemented.

F. Definition of Terms

This section presents the definition of terms which is intended to avoid confusion and misconception, namely perception, video materials, ninth grade students of SMP Pangudi Luhur Sedayu, and learning activities.

1. Perception

Perception is defined as an individual’s process of organizing and interpreting impressions of the environment so that the impressions will be meaningful (Robbins, 2001). Perception can also be defined as how the stimuli are
selected and grouped by a particular person to be interpreted so that he can understand the environment which he lives (Altman et al., 1985). Perception is also an individual’s process of interpreting environment by organizing and giving meaning on the stimuli of psychological experiences (Gibson et al., 1997). Leontiev (1981) states that perception is the process where external objects are reflected to the man’s awareness with the help of man’s senses.

Moreover, perception has become the central point of learning because it gives information of the environment. In this study, perception refers to the students’ process of organizing and interpreting impressions or information about the English teaching and learning activities so that the impressions and information will be meaningful.

2. Video Materials

Video is defined as “the display of recorded pictures on a television-type screen”. It is also defined as ”any media format that employs a cathode-ray screen to present a picture can be referred to as video” (Newby et al., 2000: 102). Materials, according to Tomlinson (1998: xi) can be defined as “anything which is used to help to teach language learners”. The materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, etc. “Anything which presents or inform about the language being learned” is also the definition of material (Tomlinson, 1998: xi). So, in this study, video materials can be defined as materials presented in the recorded pictures on a television-type screen.
3. Ninth Grade Students of *SMP Pangudi Luhur Sedayu*

The ninth grade students of *SMP Pangudi Luhur Sedayu* are at the age of 15 to 16. They are grouped in three classes with 20-22 students in each class. They have experienced using video in their teaching-learning activities. They also have experience in learning English using video materials in their extracurricular class.

4. Learning Activities

Learning is defined by Forgus (1966) as the process of acquiring certain information through experiences. Hence, Brown (2001) defines activity in language learning as anything that students do in the classroom. So, in this respect, learning activities can be defined as anything that students do in the classroom for the purpose of acquiring certain information. In this study, learning activities refer to activities which are done by students in the classroom.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is intended to review some theories related to the issue of the study and to formulate the theoretical framework. For this reason, this chapter is divided into two major sub-headings, namely theoretical description and theoretical framework. The theoretical description provides the theoretical review of the issues, whereas the theoretical framework explains the thread of the theories to formulate the orientation of the study.

A. Theoretical Description

There are two main issues raised in the study, namely perception and video. Accordingly, the discussion of those issues was based on the previous literatures or researches.

1. Perception

This part presents four major discussion of perception theory. The perception theory which is applied in this research will be the definitions of perception, the perceptual process, the factors influencing perception, and the relationship between perception, learning and thinking.
a. Definitions of Perception

Perception can be defined as how stimuli are selected and grouped by a particular person to be interpreted so that he can understand the environment which he lives (Altman et al., 1985). Perception can also be defined as an individual’s process of interpreting environment by organizing and giving meaning on the stimuli of psychological experiences. As each person gives her own meaning to the environment, the way each individuals “see” the same thing will be different (Gibson et al., 1997). Perception involves the process of acquiring specific knowledge and information at any particular moment. Thus, it occurs when the stimuli activates human’s senses (Gibson et al., 1997).

Perception is also defined as a process of receiving information about the environment (Forgus, 1966). The process of reflecting the taken objects to someone’s awareness takes place with the help of sensory organs to create an understanding of the environment is also the definition of perception proposed by Leontiev (1981). Robbins (2001) defines perception as a process of organizing and interpreting sensory impressions which individuals have to give meaning to their environment.

In conclusion, perception is a process of selecting and organizing information which comes from the human experiences to give understand and give meaning to the environment they live. The individual gets the information from their sensory organs. The moment when the human’s sensory organs are activated by the stimuli is where the process happens.
b. The Perceptual Process

In order to form perception, three steps are needed. The steps consist of having awareness or attention to the incoming stimulus, recognizing and interpreting the incoming stimuli into some messages, and translating or deciding the appropriate action or behaviour to respond the message.

The following is the diagram that shows how the perceptual process happens.

![Perceptual Process Diagram](image)

**Figure 2.1 The perceptual process (Altman et al., 1985:86)**

From the perceptual process shown in Figure 1, it is seen that perception comes from the stimuli. The stimuli then are selected in the brain. The selected stimuli will result in the form of information. The information which is come from the brain will be organized and interpreted. Then, the information will be translated into meaning. Hence, perception is the result of the translation of information, which has been organized and interpreted by the brain, into meaning.

Furthermore, perception will create behaviour responses. If someone has positive perception of something, he will create positive behaviour towards that thing as the behavioural responses follow the perception, organization and interpretation of stimuli. For students, if they have positive perception of the
English teaching and learning activities, they will create positive behaviour towards the activities.

c. Factors Influencing Perception

There are six main factors which influences individual’s perception (Gibson et al., 1985). They are elaborated in the following discussion.

1) Stereotyping

The first factor is stereotyping. Stereotyping is the process where an individual’s characteristics are overgeneralized (Gibson et al., 1997). Robbins (2001) define stereotype as a set of beliefs about the characteristics of people in a particular group that is generalized to all members of the group. Stereotype can also be defined as “the process of categorizing people or things based on a limited amount of information” (Altman et al., 1985: 91). It is usually used to simplify complex stimuli which are accepted by decision makers.

In teaching-learning activity, stereotype might occur. For example, stereotype with age as the basis. Most of the stereotypes are the wrong perceptions because it is formed not because of the fact that happens in our environment.

2) Selectivity

The second factor is selectivity. People usually selectively interpret what they see based on their interest, background, experience and attitudes (Robbins, 2001). Therefore, selectivity means an individual’s process of selecting
information which has been received to get the positive features (Gibson et al., 1997)

We shape perception based on something that we want to choose. It is supported by Gibson et al. (1997) that people tend to ignore the negative information or cues they received in order to feel comfortable. People will take the stimuli that they want but most of the stimuli that they take are the positive one for them to get better results. In the English teaching-learning activity, people regard activities as important activities and have positive perception on the activities if they are interested in the activities.

3) Self-concept

The third factor is self-concept. According to Altman et al. (1985: 90), self-concept means “the way we feel about and perceive ourselves important because your mental picture of yourself determines much of what you perceive and do”. It changes as we mature. Furthermore, Gibson et al. (1997) propose that based on the research, individual who knows himself will be easier to see accurately because they who accept themselves are more likely to see positive aspects of other people. Thus, individual who has positive self-concept is likely to perceive people and things around him positively.

4) Situation

Individual’s perceptual accuracy is influenced by the press of time and the attitudes of people which are working with other situational factors (Gibson et al.,
According to Robbins, the feature in the surrounding environment affects individual’s perception towards something. Hence, the time, location, or any other situational factors which attribute an object or event is seen can influence individual’s attention of environment and be important in shaping his perception.

Moreover, Altman et al. (1985) state that individual’s familiarity of something or expectation, situation, past experience influences his perception. Thus, individual’s effort to adjust his behaviour to situation and environment determines his ability to perceive things accurately.

5) Needs

Perceptions are significantly influenced by needs and desires (Gibson et al., 1997). Robbins (2001) states that needs can stimulate individual and may strongly influence their perception. Moreover, individual is likely to perceive something which will satisfy his needs (Vernon, 1971). Thus, people will learn what they want to learn, eat what they want to eat, see what they want to see, and they will do everything they want to do. Each individual also has certain needs in learning.

6) Emotions

Emotion can influence someone in forming perception. Gibson et al. (1997) support this through their statement that strong emotions often make person form negative perception. Perception is formed through experiencing a particular thing. When someone feels that he gets benefit of something, he will
create positive perception in his mind. On the other hand, a person will form negative perception when he finds that something is not beneficial for him.

d. Relationship between Perception, Learning, and Thinking

Students’ perceptions on English teaching-learning activities are important. It is because perception has become the central process of knowledge acquisition (Forgus, 1966). Forgus states that perception is the superset of learning and thinking. In other words, it can be said that learning and thinking is a processes which assist human to understand the information they acquire from the environment. Since perception influences someone’s motivation and behaviour or attitudes (Robbins, 2001), it also affects students’ motivation, behaviour or attitudes towards the English teaching-learning activities.

Learning is defined as the process of acquiring information through experiences so that it becomes part of the “organism’s storage of facts” (Forgus, 1966). Therefore, the results of learning facilitate the extraction of information “since the storage facts become models against which cues are judged” (Forgus, 1966: 2). Thinking is also defined by Forgus (1966) as an activity which is generalized to be going on when an organism is engaged in solving problems, where the organism also use the “models”.

Perception, learning and thinking are interrelated and they are referred to as the cognitive processes because they are concerned with knowledge. Perceptual set becomes more complex and patterned with experience so that individual is able to extract information from the environment.
Figure 2.2 The Relationship between Perception, Learning, and Thinking (Forgus, 1966: 2)

In figure 3.2 above, it is shown the relationship of learning and thinking in complex process of perception. The process begins with the stimuli possessing information is obtained by an organism/individual as learning. This learning modifies the individual so that later perception will occur. Learning may also lead to thinking, which is the result of previous learning. This thinking will adjust the individual because new learning occurs. Accordingly, the perceptions shaped might be different from the previous one.

In conclusion, the result of thinking modifies future learning and learning can affect the way individual perceive the world. It is also recognized that learning determines the selectivity of perception and that “learning improves perceptual discrimination and selection” (Forgus, 1955a; 1955b; Eleanor J Gibson, 1966; Hebb, 1949 as cited in Forgus 1966:6).

2. Video in Language Learning

Nowadays, video has been broadly used in the field of language teaching. Generally, video is defined as “the display of recorded pictures on a television-
type screen” or “any media format that employs a cathode-ray screen to present a picture” (Newby et al., 200: 102). Incorporating video as learning materials will help students to memorize the materials easily (Antoni, 2002). Regarding the fact that some information comes from human’s sense of sight, the use of video in learning plays its demanding role in language learning.

a. The use of Video in Language Learning

Video employed in learning process is usually a product of authenticity. Most of the video which is applied in the classroom are authentic video. However, authentic video means real language use, such as TV, newspapers or native speaker dialogue or examples of language that were not created with the purpose of language teaching. Then, why teachers need to use authentic video? Sherman (2003) proposed two major reasons of using authentic video. First, the authentic video used for accessibility reason. The supply of materials is enormous and highly accessible. Teacher can find the materials from the film in the form of short video provided in many shops. There is also internet, TV programs, or satellite channel which provides good quality of language learning. Second, authentic video can increase students’ motivation. Video has good point to be used in the classroom as it can direct students’ concentration especially on short effects. When students have the chance to see language in use, they will increase their level of interest (Harmer, 2001). Video which presents real language use will provide opportunity for students to understand and enjoy real thing.
Besides those two major reasons stated above, Sherman also proposed the good points of using video in language teaching. Firstly, authentic video is good for the people who want to access media for their own sake. Basically, people want to be able to view the news, get some information from advertisement, see a film in English subtitles, and to use the language products in the normal activities.

A second reason is that authentic video can be used for comprehension of the spoken language, in this regards, English language. The obvious advantage of video in comprehension is the visual dimension. The visual dimension helps the students to accept the materials. It is based on the opinion that a visualised memory input will be accepted easier and faster by the brain than a non-visualised memory input (Antoni, 2002). Furthermore, based on Antoni’s project, in listening and speaking activities, students got better result in watching video rather than listening on cassette. When most of the listening comprehension exercises for students only provide audio dimensions, video can give both audio and visual dimensions (Sherman, 2003).

The third reason proposed by Sherman (2003) is because authentic video provides language model for the students. It allows students to see the world outside the classroom and learn how the language being used. Regarding this phenomenon, teachers of language learning have to provide the up-to-date materials for students’ improvement. Fourth, authentic video used can create culture awareness (Harmer, 2001). Learning through authentic video brings students to feel the difference between the world they live with the world the
language originate. The difference things may about food, education, occupations, fashion, etc. It is a kind of window of the culture.

The fifth reason of using video in the language classroom is motivation. As a stimulus or input, authentic video can be used for discussion, writing, and other classroom activities. The interactive language provided by video is suitable because it is highly creative and enjoyable. Sixth, video represents many vocabularies when it is used in learning. It gives access to things, people, places, events and even behaviour of outside world.

Moreover, the language being used in authentic video is usually linked to actions, feelings, and situations which give access to the full meaning. Thus, understanding of the language will be much easier because it is interpreted in full visual context.

b. Video Types

Implementing video in the language classroom needs careful selection. Sherman (2003) also proposes variety of types of video recording which can be applied in language classroom. There are many types of video such as drama video (films, soaps, sitcom), documentaries, TV news and weather, discussions, interviews, TV commercials, sports programmes, talk shows, game shows, and educational films. Those types of video can be readily used in the language classroom. Moreover, Harmer (2001) classifies video, which can be used in language learning, into three basic types: ‘off-air’ programmes, ‘real-world’ videos, and language learning video.
1) Off-air programmes

Off-air programmes including programmes recorded from television channel should be suitable with the language learning class. The suitability includes language level, video length, language materials, etc. However, it is strongly recommended to have legal permission of the recorded programmes because some of the television programmes have copyright restrictions. Some of off-air video which can be used in the language classrooms are those about prediction, cross-cultural awareness, teaching language, or as a means to stimulate students’ creativity.

2) Real-world videos

Videotape materials such as exercise manuals, wildlife documentaries or comedy provide the real-world view. When the off-air programmes happen to be impossible to use, these type of video can be replaced. Usually, real-world video helps students to contextualise the outside environment. Furthermore, teachers should carefully select the video materials since they represent the ‘reality’. Once again teachers need to make their choice based on how engaging and comprehensible the video to be.

3) Language learning videos

There are now many language learning videos produced by the publishers. Frequently they accompanied the workbooks. Hence the main advantage of specially made videos is that they have been designed based on the particular
students’ level. They are likely to be comprehensible, suitable with students’ interest and multi-use since they can be used for numbers of activities apart from their function in language study. Apparently, there is a danger of using poor produced, inauthentic situations and language or the unsophisticated video. Therefore, the video choice has to be acceptable for students.

c. Video Teaching Techniques and Activities

There are number of teaching techniques and activities which can be applied in video-based lessons. Teacher might be able to adopt the provided techniques which usually focused on the visual and audio parts of the video. Sherman (2003) recommends several ways of using video types. They are: as complete recordings or short extracts, for exposing the recordings to let students enjoy them, for the students’ sake of encountering the culture, for listening comprehension, for providing students the models of the spoken language, as stimulus for some other activity, and as a moving picture book. Teacher is free to choose the types of video and use them in many different ways and for many different purposes. Moreover, Harmer (2007) suggests several video teaching techniques and activities.

There are several techniques of video-based lesson which are designed to stimulate students’ curiosity, through prediction activities. However, the techniques cover the viewing and listening techniques. The first video viewing technique is fast forward. This technique is commonly applied by fast forwards the video after pressing the ‘play’ button so that the students only see the
sequence silently and for view seconds. When it is over, teacher can ask students what the video was about and guess the characters saying.

Second technique is silent viewing for language. The video is played at normal speed but eliminating the sound. After that, students have to guess what the characters are saying. When they have finished, teacher played the video with sound while checking if the students guess correctly or not. The third technique is silent viewing for music. The same technique can be applied with music by showing a sequence without sound. Teacher can ask students to guess what kind of music they would put behind it and reason of placing such kind of music there.

The next technique is freeze frame. This technique can be done by ‘freeze’ the picture at any stage of the video sequence. This technique is useful to help students guess what will happen next or what the character will say next. The last technique suggested by harmer (2007) is partial viewing. This technique is a way of provoking students’ curiosity. Students are allowed to see only partial of the picture on the screen.

Similarly, the listening activities are usually designed to elicit students’ engagement and expectations. There are four listening techniques they are: pictureless listening (language), pictureless listening (music), pictureless listening (sound effects), and picture or speech.

In the pictureless listening which is meant to strengthen students’ ability on grasping the spoken language, students can only listen to the speakers and have to guess such things as where it is taking place. Then, the pictureless listening can also be done for the video which provides a music track. Students can listen to it
and then, as an example, guess what kind of situation might be accompanied the music.

Watching a scene without dialogue, students can listen to the sound only to guess the scene. For example, they might hear a sound of car or plane. They then tell the story they think they have just heard. This activity can be done without allowing students to see the picture.

Video can be used for general comprehension and for creativity. For general comprehension use, the students might have fully-played video. While video is being played, students have to try and give information of what they have seen. Then, teacher can give several comprehension questions to help students understand the story. Moreover, other general comprehension tasks include watching to confirm expectations and similar to reading and listening tasks of the same type.

B. Theoretical Framework

This study is conducted based on some theoretical concepts and principles. The first concept is related to the implementation of video as teaching media. There are many types of video which should be selected carefully so that they can be used optimally. The materials presented in the video are applied in the students’ learning activities through considering the techniques as proposed by Sherman (2003). Moreover, there are also several video teaching techniques and activities which have been designed to help teacher implement the video in the class. As a matter of fact, the chosen teaching strategies and activities will affect
students’ perceptions on the learning process.

The second concept is related to perception as an individual’s process of organizing and interpreting impressions of the environment (Robbins, 1997). Therefore, the students of SMP Pangudi Luhur Sedayu’s perceptions can be defined as mental processes within the students to organize and interpret impressions of activities carried out by the teacher to facilitate them to learn English through the use of video materials. In relation to teaching-learning activities at SMP Pangudi Luhur Sedayu, the researcher will attempt to observe and analyze the students’ perceptual process (Altman et al., 1985) which can stimulate their behavior responses. Understanding their perceptual process and approach to learning will help the researcher to understand the factors that affect the students’ perceptions.

Factors which affect the students’ perceptions will also be discussed. There are six main factors which influence individual’s perception (Gibson et al., 1997). They are stereotyping, selectivity, self-concept, situation, needs, and emotions. This part is needed to help the researcher to find out the factors that affect the perceptions of the ninth grade students on the English teaching-learning activities.
CHAPTER III  
METHODOLOGY

This chapter provides six general descriptions on the research method, research participants, research instrument, data gathering techniques, data analysis techniques and research procedure.

A. Research Method

The study belongs to descriptive research, which describes the situation as it is. Descriptive research, according to Sprinthall, Schumutte, and Sirois (1991), is a research which its primary purpose is description. The descriptions provide information about relationships between variables since it does not give opportunity for the researcher to control and manipulate the environment.

The research also belongs to survey research as it was done by means of questionnaire and interview. It is verified by Sprinthall et al. (1991: 93) “that survey research is designed to collect information from samples (occasionally, even from population) by using questionnaire and interview”. The questions might be related to opinions, perceptions, attitudes, beliefs, or any of a number of other psychological or sociological qualities. Additionally, survey research is included in descriptive research which requires the researcher to interpret, describe, and explain thoroughly the natural situation revealed on the answered questions.

This study belongs to the descriptive research since it gathered purely
descriptive data about the students’ perceptions towards the use of video materials in the English teaching and learning activities carried out at SMP Pangudi Luhur Sedayu. It is aimed to find out the use of video materials in English teaching and learning activities at SMP Pangudi Luhur Sedayu and the students’ perceptions towards the use of video materials in the English teaching and learning activities carried out at SMP Pangudi Luhur Sedayu.

B. Research Participants

The participants of this research were the English teacher and ninth grade students of SMP Pangudi Luhur Sedayu, Bantul. The total numbers of the students were sixty two. However, only twenty students became the research participants. The cluster sampling was conducted in choosing the participants. It used the classroom as the unit of sampling. “Cluster sampling is used when it is more feasible or convenient to select groups of individuals than it is to select individuals from a defined population” (Borg and Gall, 1983: 249).

In the interview, only five students were selected randomly to be the interviewees by considering their homogeneous. Simple random sampling was employed in selecting the participants since it involves an equal chance for each unit of the population to be selected (Krathwohl, 1998). Moreover, in order to keep the information confidential, the researcher conducted the coding of interviewees’ names. The coded names of the participants were shown in Table 3.1 in the following page.
Table 3.1 Coding of the Interviewees’ Name

<table>
<thead>
<tr>
<th>Coding</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr/Ms Ant</td>
<td>The name for the participant of the interview number 1</td>
</tr>
<tr>
<td>Mr/Ms Bird</td>
<td>The name for the participant of the interview number 2</td>
</tr>
<tr>
<td>Mr/Ms Cow</td>
<td>The name for the participant of the interview number 3</td>
</tr>
<tr>
<td>Mr/Ms Duck</td>
<td>The name for the participant of the interview number 4</td>
</tr>
<tr>
<td>Mr/Ms Elephant</td>
<td>The name for the participant of the interview number 5</td>
</tr>
</tbody>
</table>

C. **Research Instruments**

The researcher developed two instruments used to elicit data on learning experiences, namely interview guide and questionnaire. The clearer description of the instruments was as follows.

1. **Questionnaire**

The questionnaire employed in this research was the in the form of close-ended and simple checklist answer. The questionnaire provided in the form of yes/no questions. This type of questionnaire was selected to maximise the information wanted from the students (McDonough and McDonough, 1997). Table 3.2 below is the format of the questionnaire.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you like learning English using video?</td>
</tr>
<tr>
<td>2.</td>
<td>Do you feel excited when having video in the class?</td>
</tr>
<tr>
<td>3.</td>
<td>Do you think you can get knowledge through learning English using video?</td>
</tr>
<tr>
<td>4.</td>
<td>Do you think the use of video help you to learn English pronunciation?</td>
</tr>
<tr>
<td>5.</td>
<td>Do you like learning English pronunciation through video?</td>
</tr>
</tbody>
</table>
Table 3.2 Questionnaire Questions

2. Interview

An interview was a crucial way to collect data in the descriptive research. For this reason, the researcher conducted the interview with the teacher and five students to obtain the information from their perspectives. The interview questions, which were used to interview the teacher, are presented in Table 3.3 below. Furthermore, the interview questions, which were used to interview the students, are presented in Table 3.4 in the following page.

Table 3.3 Items of Interview with the Teacher
In the interview session, the researcher elicited the teacher’s method and strategies in using video materials in teaching and learning English. Researcher also explored the students’ experiences during the learning process which implemented video in the classroom. Semi-structured interview was conducted in gaining the data. Semi-structured interview was a type of interview where it had structured questions as the guideline but the questions are flexible during the interview process (McDonough and McDonough, 1997). The flexibility was shown on the changing order of the interview questions and more extensive follow-up questions to response the interviewees’ answer.

The method of recording the data in this interview was audio recording which was done using a tape recorder. Recording interviews allow researcher to observe many detail and accurate aspects of the interview (Hopkins, 1993).

D. Data Gathering Techniques

The process of gathering data was conducted during the even semester of 2010/2011 academic year. The questionnaire was distributed at the end of the semester on May 21, 2011. It employed twenty students as the respondents. They
were required to fill the questionnaire by giving check (√) on the provided answer.

The interview was conducted in the form of multiple respondents. Multiple respondents were interviewed at the same time to simplify the recording and to save time. It is chosen to provide details and experiences of each interviewee that may stimulate others to take active parts in the interview (Krathwohl, 1998). Employing multiple respondents at the interview process needs to consider the “educational homogeneity as an important feature” (Krathwohl, 1998: 295). Five children were chosen to be interviewed. Lewis (1992, as cited in Cohen, Manion and Morrison, 2000) stated that group interviewing has to be conducted in a group of six or seven at optimum size, but for younger children, the size can be smaller. By placing students with their friends, the uncomfortable feeling could be avoided. It could also gather wide range of students’ responses.

E. Data Analysis Techniques

As previously described, there were two instruments employed in this research. Those two instruments were grouped to answer the research problems formulated in the first chapter. Each instrument was coded according to its components to make the interpretation of the data easier. The coding process conducted by placing the data into specific classification in thematic pattern. After the data from the instruments were classified, the researcher conducted data triangulation to assure the validity.
Data triangulation was “the process of adding data to reinforce a finding where the new data are independent of the original set” (Krathwohl, 1998: 275), of which the aim was to produce “gather multiple perspectives on the situation being studied” (Burns, 1999: 163). Data triangulation technique usually uses “two or more sources to establish factual reality” (Krathwohl, 1998: 275). To do so, the researcher gathered the data of three instruments to produce trustworthy findings. As a result, the validity of the research could be attained by combining the findings which were not contradictory.

Figure 3.3 presented in the following page is the picture of how the research questions were answered.

F. Research Procedure

In this subsection, the researcher was to picture the steps of conducting the research on students’ perceptions towards the use of video materials in students’ learning activities. Since the researcher found that the use of video in SMP Pangudi Luhur Sedayu was to motivate students to learn English, the researcher
did class observation. The chosen topic was to identify students’ perceptions towards the use of video in English learning activities in *SMP Pangudi Luhur Sedayu*. It is believed that perception affects students’ motivation (Robbins, 2001). Refers to that believe, the researcher decided to choose the topic about perception and formulate two research problems.

After formulating the research problems, the researcher began to find the related literature which would suitable with the chosen topic. The researcher also collected the literature about research methods to be applied in the research. At the end of the semester, the researcher gathered the data in the form of questionnaire and interview. All the data from the questionnaire and interview were analysed based on the related theories. At last, the data which had been analysed was reported in the form of descriptive report.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter is intended to discuss the research findings through two major sections namely the use of video in teaching and learning process and students’ perceptions towards the use of video in English teaching and learning activities. The first section emphasizes on the elaboration of how teacher use video in teaching and learning English. The second section presents the discussion on the students’ perceptions towards the use of video in their English learning activities.

A. The Implementation of Video in Teaching and Learning English

The use of video was introduced in English teaching and learning activities to stimulate and encourage students to build positive attitude towards the learning process. The authentic video materials were selected to offer students the real language use as it can increase their level of interest (Harmer, 2001). It also accommodated students with visualisation which helped students to accept the materials easier and faster (Antoni, 2002).

Based on the interview with English teacher of SMP Pangudi Luhur Sedayu which was conducted by the researcher, there were two types of video which had been applied by English teacher of SMP Pangudi Luhur Sedayu to his ninth grade students. There were real-world videos and language learning video. Most of those videos were authentic materials downloaded from the internet.
Since authentic video materials provided real language use, most of the students who had a chance to see it show an increased level of interest (Harmer, 2001).

The video materials were implemented in students’ learning activities through various strategies. However, there was also one type of videos which was used in students’ learning activities, it was the animated video. Those three types of videos were used in different kind of purposes bases on its suitability.

The teacher used the wildlife documentary videos to provide students with knowledge or real living world of animals. This type of videos were applied in various learning activities such as answering comprehension questions, taking notes on important details, making list of difficult vocabulary, and composing descriptive texts. Those learning activities required students to listen and watch the videos carefully. The comprehension questions such as *What kind of animals live in Arctic? What are their foods? What is krill? Where can the polar bears find their food?* The provided questions helped students to compose descriptive texts as one of the assignments.

From the given vocabulary lists, the teacher tried to facilitate students to learn pronunciation. Students, then, had to pronounce each word correctly based on the teacher’s guidance. If the students were unable to produce correct pronunciation, teacher would give the correct ones. By doing so, students would be able to compare their own pronunciation with the teacher’s.

Through the video, students had the experience about the language use. Moreover, as stated by Antoni (2002), visual dimensions of the video helps students to comprehend the story conveyed in the video because visualised
memory input will be accepted easier and faster by the brain than a non-visualised memory input. Students could also learn English pronunciation since they heard the words being pronounced in the video.

The teacher also applied language learning video which was produced by Depdiknas and other book publisher. The language learning video usually accompanies the course book. The video contained explanation on specific topics which are suitable for the ninth grade students. The teacher selected the video along with some activities to strengthen the use of video. Its main advantage was that it had been designed suitable for a particular level (Harmer, 2001). The materials presented in the video were example of daily conversation and short functional text. The use of video used to be followed by activities and/or tasks related to the topic explained in the video. The activities such as drawing conclusion, practicing pronunciation, and making dialogue in pair were practiced to gain understanding on the materials presented.

The teacher also provided series of exercises about the topic to reinforce the students’ understanding. Sometimes, the exercises had been given by the book. As stated by Harmer (2001), video that shows language in operation can enhance the lesson. The video can be used to introduce new language, to practise already known items, or to analyse the language used.

Most of the animated videos which were implemented were the videos about fable and fiction films. While students were watching the videos, they had to take notes on important details of the story. Students had to try and give as much information as they could. Through this activity, students could not only
learn how to make details of the story but also learned to listen for the language use such as the pronunciation and vocabulary. Comprehension questions used to be the tasks after students watched the videos. Individually or sometimes in group, students had to answer the questions related to the story they had watched previously, such as: Where did the action take place? How many characters were there in the story? What did the characters do? What was the relationship of each character? Those questions helped students to rewrite the story in their own words.

The other application of videos in English teaching and learning in SMP Pangudi Luhur Sedayu, such as documenter and animated films, were also used for relaxation. The films, the commercial ones, were played after students had the Tes Pendalaman Materi (TPM). The TPM was conducted to prepare students for the final examination. It was conducted once in a month. Since many students felt bored because of the TPM, teacher played the films to help them relaxed. Harmer (2001) states the importance of the use of video as relaxation. Since usually teachers have to make it an active process, not the passive one, it is needed to make sure that this use must not be overdone (Harmer, 2001).

However, the teacher found several problems emerged during the use of the video in the English teaching and learning activities. The first problem was poor quality disks. This problem disrupted the teaching and learning activities since the teacher had already set the lesson plan without considering such kind technical problem which might appear. Second, when the teacher found that several videos contain acts which were inappropriate to be watched by students at
their age, he had to stop the video and jump to the next section. It made some students got disappointed and reduced their interest. Third, some students were bored when they watched uninteresting video. They did not pay attention to the video played which made them unable to be successfully engaged in the activities. Fourth, the teacher could not apply the videos specifically for listening activities. Students could not practice listening activities since there was no sufficient equipment, such as the language laboratory, to conduct listening activities.

Furthermore, during the teaching and learning activities the teacher found that students faced several problems related to the use of the video materials. Sometimes, students found it rather difficult to produce narrative and descriptive paragraphs on their own words. They sometimes missed some details and had limited vocabulary mastery. Some of the students also had problem on identifying words pronounced in the video. Thus, it was difficult for them when they were asked to compose narrative and descriptive texts. Teacher tried to help students by giving clues and/or providing information to help students remembered what the videos were about.

As stated by Sherman (2003) that the use of video can increase students’ motivation, teacher also found that his students were motivated enough by watching video in their teaching and learning activities. By seeing language use through video, students were able to comprehend the materials presented easier and more effective than comprehending written text. It could also be clearly seen that students were more enthusiastic and motivated when video was used in teaching and learning activities. Students were also able to recognise how English
language being used in real world. Hence, the use of video could direct students’ attention and concentration (Harmer, 2001).

Considering the advantages of using video in teaching and learning activities, the English teacher of SMP Pangudi Luhur Sedayu was eager to find more sources of video especially those dealing with students’ materials presented in the curriculum. He wanted to increase the students’ motivation to learn English so that they achieved better result in English subject. He also wanted to produce more interesting activities applied with video materials.

B. Students’ Perceptions towards the Use of Video in Teaching and Learning English

This section discusses the ninth grade students’ perceptions towards the use of video in their teaching and learning English activities through examining the result of questionnaire and interview which were conducted at the end of the academic year 2010/2011. Thus, the result of questionnaire which had been analysed is presented in this part to get the answer of the second research question. All the questionnaire results are presented in percentages. Besides that, there are also discussions about factors which influence students’ perceptions. These factors are stereotyping, selectivity, self-concept, situation, needs, and emotions (Gibson et al., 1997).

The questions conveyed in the questionnaire were grouped in six main issues which were elaborated in fourteen yes/no questions. The first issue was meant to know whether students like the video materials which had been used in
their English teaching and learning activities or not. It was elaborated in questions number 1, 2, 13, and 14. The result can be seen in Table 4.1 below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Y (%)</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Whether students liked learning English using video or not</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Whether students felt excited when having video in the class or not</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>Whether students liked the video showed by the teacher or not</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>14.</td>
<td>Whether students enjoyed the video-based activity designed by the teacher or not</td>
<td>100</td>
<td>-</td>
</tr>
</tbody>
</table>

**Table 4.1 Questionnaire Result Number 1, 2, 13, and 14**

As you can see in Table 4.1, the questionnaire result shows that ninety-five percent students had positive perception on the use of video in their English teaching and learning activities. Only five percent of them think that it was not interesting. This conclusion was also supported by the result of second question which shows that ninety-five percent students felt excited when they had video materials in English teaching and learning activities. Students felt happy and excited during the learning process. They thought that the use of video in teaching and learning activities could motivate them to join the learning process. Furthermore, all of the interviewees also found that the use of video was enjoyable experience.

The students kept on having positive feelings in the teaching and learning activities where video materials were implemented. All of the respondents (a hundred percent) thought that the video-based activities designed by the teacher
were enjoyable. Both of the video materials and the teaching activities were interesting for them (see Table 4.1).

From the discussion above, students’ perceptions were influenced by two factors; situations and emotions. Robbins (2001) states that the feature in surrounding environment such as time, location, or any other situational factors, can affect individual’s perception towards something. Therefore, the result of questionnaire and interview shows that students were interested in the teaching and learning activities designed by the teacher. It means that teacher had been able to facilitate students to learn through the suitable situation.

Students were also motivated because the teaching and learning activities give them pleasure feeling and enjoyment. According to Gibson et al. (1997), emotions can influence someone in forming perception. When someone feels that he gets benefit of something, he will create positive perception in his mind. Hence, students thought that video give them motivation, satisfaction and pleasure.

The second issue conveyed in the questionnaire related to the use of video as representation of the outside world (Harmer, 2001). It is believed that video provides knowledge for students about things, people, places and even behaviour of the people outside the classroom. Based on this believe, the third question in the questionnaire was meant to know whether students thought that video could give them knowledge or not. Hence, the questionnaire shows that ninety-five percent students considered video as sources of knowledge which allows them to study its content interestingly.
Moreover, the interviewees also agreed that several kinds of video gave them knowledge and information. One of them believed that it could be presented in documentary video. They provided thousands of information in every single detail which substitute dictionaries or magazines (Sherman, 2003). Each type of videos also allowed students to have the English-language world to them.

Apparently, someone’s perception was affected by the needs and desire. However, videos were used in the English language learning by considering students’ needs. The English teacher of SMP Pangudi Luhur Sedayu wanted to fulfill students’ needs by applying video materials in the teaching and learning activities. Students positively perceived the use of video because it provided them with knowledge and information they needed. From the analysis on the interview result, it was found that students experienced knowledge and information through the use of video materials.

Since the video advantages in introducing students to the culture where the language origins (Sherman, 2003), video can be an alternative to help students with the pronunciation. By choosing the right techniques, teacher would be able to produce variety of activities in learning pronunciation. As a language model, authentic video provides resource of accents, which shows the language in its uses and context (Sherman, 2003). Particular type of video can also very valuable for students because it illustrates the interactive language. Considering this issue, the questionnaire also came up with two questions which meant to identify students’ perceptions on using video as an alternative to learn pronunciation.
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Y (%)</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Whether students agreed that the use of video helped them to learn English pronunciation or not</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Whether students liked learning English pronunciation through video or not</td>
<td>85</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 4.2 Questionnaire Result Number 4 and 5

Table 4.2 above is the questionnaire result for number four and five. Although teacher did not put video materials to specifically learn English pronunciation, the result shows that ninety-five percent students approved video as an alternative to learn English pronunciation. They liked to have video as part of their learning activities. Therefore, only eighty-five percent students showed their pleasure feeling on learning pronunciation through video. They preferred to have their teacher gave them the examples of English pronunciation. It was simply because they thought that people from English-speaking countries pronounce the words too fast for them to catch up. They needed to listen to the pronounced-words twice or more so that they could produce the correct pronunciation.

Several students had difficulties in understanding spoken language. They conveyed that they did not have the ability in listening skill. It affected their perceptions towards the use of video to be applied in listening activities. Students who negatively perceived the use of video for pronunciation did not have positive self-concept. Self-concept, which means “the way we feel about and perceive ourselves” (Altman et al., 1985: 90), was one of the factors which affect individual’s perception.
Since there were many students who had limited vocabulary mastery, teacher tried to motivate them to learn it through the use of video in teaching and learning activities. The method was chosen because video can increase students’ interest when it is coupled with interesting tasks (Harmer, 2001). Moreover, video is worth in comprehending of the language (Sherman, 2003). Video brings the visual dimension which is much easier to understand. As students watch, they will be able to understand the meaning of words used in the video easier.

The questionnaire result showed that generally, students could learn new words when they watched video. Ninety-five percent of the students agreed that they did learn new words from the video presented. Furthermore, ninety percent of the students indicated that they liked to learn new words from the video. The results are presented in Table 4.3 below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Y (%)</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Whether students agreed that the use of video helped them to learn English vocabulary or not</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>Whether students liked to learn vocabulary through video or not</td>
<td>90</td>
<td>10</td>
</tr>
</tbody>
</table>

*Table 4.3 Questionnaire Result Number 6 and 7*

The results presented above were also supported by the interviewees who thought that learning vocabulary could be done through watching video. They just needed to pay attention on the difficult words they found in the video and searched the meaning in the dictionary. Students also appeared to learn how to grasp the meaning of difficult words by carefully paying attention on the events,
settings, actions, expressions, gestures in a scene. However, when they had the video with Indonesian subtitle, they preferred to match the words with the translation provided.

From the results presented, it is clear that students liked to have video materials in their English learning activities to learn vocabulary. They might be attracted by the movements, colours, and stories appeared in the video materials. Hence, they would like to pay much attention on the video which had audio-visual types of materials. As a result, students would be able to comprehend the given materials easier.

When most listening comprehension exercises for language learners are brief and purely required audio-comprehension ability, video provides both audio and visual dimensions into the context. Apparently, students will understand the video easily and learn how to speak to people in certain place and situation. Students need such exposure because to be able to speak, they must see and hear how people speak to each other (Sherman, 2003).

Providing video in teaching and learning activities can help students to comprehend because, as stated by Antoni (2002) that, visualised input can be easier to be accepted by the brain than the non-visualised input. Therefore, Antoni (2002) also states that learners get better result in watching video rather than listening on cassette. The English teacher of SMP Pangudi Luhur Sedayu employed video in teaching and learning activities to help students understand the spoken language, which meant to force students to listen carefully on the spoken
language. Students were asked to grasp important details through listening to the spoken language besides watching the visual dimension.

From this point of view, the questionnaire provided two questions to know how students perceived the use of video in listening comprehension, as well as the video itself. The result of those two questions is presented in Table 4.4.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Y (%)</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Whether students agreed that the use of video helped them in listening comprehension or not</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Whether students liked having listening comprehension using video or not</td>
<td>65</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 4.4 Questionnaire Result Number 8 and 9

In general, students believed that the use of video helped them in listening comprehension. Eighty-five percent of the students in this study showed their agreement. However, it is a little bit contrast with the result of the next questions. Only sixty-five percent of them indicated that they enjoyed having video in listening comprehension. Students negatively perceived the use of video in listening comprehension because they did not like listening comprehension activities. Students categorised listening comprehension as an uninteresting activity. It was the stereotyping factor which influenced students’ perceptions. Stereotyping is the process where something’s characteristics are overgeneralised (Gibson at al., 1997).

It was possible for the students to disfavour activities that did not interest them. When having listening comprehension activities, they got bored easily and
felt sleepy. Nevertheless, those students who thought that listening comprehension with video was interesting might feel enjoyment and pleasure. One of the reasons is that the video gave them interesting product of English which provided stimulus to engage in the learning process. Selectivity factor really affected students’ perceptions in this problem. We shape perception based on something that we want to choose (Gibson et al., 1997). Students who have negative feeling on particular thing usually have negative perceptions on it.

There were several types of video such as animated videos, documentary videos, and English language learning videos, which were offered in teaching and learning activities in SMP Pangudi Luhur Sedayu. Due to this matter, table 4.5 presents the result of the three questions which were delivered to know how students perceived the three types of video.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Y (%)</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Whether students liked having animated video in the class or not</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>11.</td>
<td>Whether students liked having documentaries video in the class or not</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>12.</td>
<td>Whether students liked having language learning video in the class or not</td>
<td>80</td>
<td>20</td>
</tr>
</tbody>
</table>

**Table 4.5 Questionnaire Result Number 10, 11 and 12**

The result of this study shows high percentage of students’ responses in each types of video. Animated video, documentary video, and language learning video were equally favoured by students; each item being eighty percent. It was
also proved by the interview results. Two out of five interviewees chose animated videos, the other two preferred documentary videos.

Students who preferred to have documentary video claimed that it gave them much knowledge and information. Therefore, animated video were favoured by students because it was funny and interesting. It was also found that students preferred to have English language learning video to be applied in a particular topic because it helped them to understand the material better. The possible reason for this matter was that video gave stimulus for them to pay attention in the presented materials.

Hence, through examining the questionnaire result, it reached to a conclusion that students’ perceptions were shaped by selecting the materials which were suitable with their hobbies. Students who liked having documentary videos were frequently watching them at home. Similarly, students who liked animated video used to enjoy the same kind of videos at home. Consequently, they had positive perceptions on the videos which were used in their English teaching and learning activities, which was affected by the stereotyping factor.

Students, who perceived that documentary videos were interesting, chose to have documentary videos rather than animated videos. Meanwhile, those who liked animated videos better than documentary videos placed their attention much more in animated videos than documentary videos. Overall, students who liked documentary videos would form positive perceptions towards the teaching and learning activities which implemented documentary videos. Similarly, students who liked animated videos would positively perceive the implementation of
animated videos in teaching and learning activities.

There were also several things to be noted from the interview result. Based on the students’ experiences which were explained in the interview session, the implementation of video materials in teaching and learning English had not been satisfying for them. Students mentioned that they had difficulties while learning through video. One of them confessed that he had difficulties on understanding the video materials because he could not keep an eye on the vocabulary used in the videos.

The other interviewees explained that they found difficulties on the writing process because they did not recognise the vocabulary being used in the videos. Even though they found difficulties in learning using video, they stated that they wanted to have video materials in their English teaching and learning activities. They wanted to have the video to be used for writing, vocabulary learning, pronunciation, listening comprehension, and other English learning activities.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter is intended to present the conclusions and suggestions. The conclusions are derived from the research findings which are based on the research questions presented in the first chapter. The suggestions are intended for the teacher, the students, and the future researchers.

A. Conclusions

There are two conclusions derived from the findings and discussion in the previous chapter. The first was about the use of video in teaching and learning activities and the second would be about students’ perceptions towards the use of video in teaching and learning activities in SMP Pangudi Luhur Sedayu.

The video implemented in students’ learning activities were in the types of animated videos, documentary videos, and English language learning videos. The animated and documentary videos were taken from the internet and from the bookshop, while the language learning videos were taken from the course book. Therefore, most of the videos were in the form of authentic materials.

The video animated and documentary videos which were used in students learning activities were coupled with learning activities such as answering comprehension questions and retelling the video content in written text. The animated videos were meant to explain the narrative text. Meanwhile, the documentary videos were used to help students learned the descriptive text.
Through the use of videos, students also learned to listen for details because while they were watching video, they were asked to take notes on important information conveyed in the videos.

The language learning videos were applied to explain specific short functional text and example of daily conversation which followed by several exercises which have been provided by the course book. In the exercise, students had to draw their own conclusion and produce specific short functional text and dialogue. However, there were many students complained that they had some difficulties. Most of the students felt difficult to complete their writing assignment because of the limited vocabulary mastery. Hence, teacher should be able to design activities which help students to improve students’ vocabulary mastery.

Therefore, students’ perceptions on English teaching and learning activities are important. It is because perception has become the central process of knowledge acquisition (Forgus, 1966). Forgus states that perception is the superset of learning and thinking. Based on the research which was conducted at SMP Pangudi Luhur Sedayu, the ninth grade students’ perceptions were influenced by six factors. Stereotyping, selectivity, self-concept, situation, needs, and emotions are the six main factors which influence students’ perceptions according to Gibson et al. (1997). The stereotyping factor influences students’ perceptions when students formed positive feeling towards particular type of video materials. Students who enjoyed having documentary videos were those who characterised documentary videos as interesting video. However, most of the
students perceived the use of animated videos, documentary videos, and language learning video positively.

Students were likely to perceive interesting video-based activities which make them felt comfort. Most students thought that learning vocabulary through the use of video was interesting. Students who did not feel comfortable with the learning activities would negatively perceive them. Meanwhile, there were several students who had negative feeling on particular type of video for several reasons. Some of them felt that pronunciation and listening activities was difficult and uninteresting. It affected their perceptions towards the use of video materials for pronunciation and listening activities.

Indisputably, students placed positive perception on each learning activities which used video materials. In their opinion, teaching and learning activities through the use of video were fun and enjoyable. It provided variations on learning activities so that it made them interested in the activities. Interesting and attractive learning activities as well as the video materials are important to enhance students’ motivation.

Through the use of video, students could have better understanding on the presented materials. Antoni (2002) has the same opinion since he states that video helps students to visualise. Visual input will be faster accepted by the brain than non-visual input. The English teacher of SMP Pangudi Luhur Sedayu, indeed, had successfully created comfortable learning environment through the use of video materials.
B. Suggestions

Based on the research findings, there are some suggestions intended for English teacher of SMP Pangudi Luhur Sedayu, students of SMP Pangudi Luhur Sedayu, and further researchers.

1. Teachers of SMP Pangudi Luhur Sedayu

   Apparently, the implementation of video in students’ learning activities provides students with visual dimension which helped them to comprehend the presented materials better. Students also placed positive perceptions on the use of video. Hence, teachers should be able to find sources of materials, in the form of authentic video, to offer meaningful activities to students. Since several students did not enjoyed listening activities through the use of video, teacher should place much effort on arranging interesting activities to convey students’ needs on listening activities. It is also important for teachers to provide students with chances to practice their pronunciation ability as well as the listening ability. Meanwhile, since authentic video materials provide language model for the students to see the world outside, the teachers have to provide the up-to-date materials for students’ improvement.

2. Students of SMP Pangudi Luhur Sedayu

   The students should take the good use of their experiences on learning through videos. The video allows students to see the world outside, learn how the language is used and also bring them to feel the difference between the
environment they live and the real world. Students can learn the vocabulary and pronunciation along with the culture of the language originate. As a result, students can experience valuable knowledge and input.

3. Future Researchers

This research basically investigates the ninth grade students’ perceptions towards the use of video materials in teaching and learning English. However, it is noteworthy that the students’ perceptions were formed under the influences of needs and motivation. Accordingly, the future researchers on the similar field need to further investigate students’ perceptions in relation to motivational problems. The future researchers also need to conduct further research on the use of video in students’ learning activities as a means to enhance students’ motivation.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
Appendix 1: Example of Video Materials

Film title: Mr. Bean Holliday

Mr Bean attended a raffle where he won a holiday involving a train journey to Cannes, a video camera, and € 200. Bean proceed to film the entirely of his travels on the video camera he had won.

Bean really had enjoyable time during his travel to Cannes. He was forced to make his way on foot towards the railway station, where he had to wait for the next train, because he missed the train. He was accidentally making orders food which he could not bring himself to eat. He met a boy, Stepan, who happened to be on board by himself because his father could not manage to get on board. He missed the train’s departure and left his bag aboard. While trying to call Stepan’s father, Bean and Stepan boarded the next train to Cannes when bean left his ticket and passport behind. They finally were forced off the train.

After successfully getting the bus’ ticket, which lost again because it caught in breeze and loaded into a farm pick-up, Bean stole a bicycle and followed the pick-up to get the ticket with no hope of finding it. Bean decided to go hitchhiking to Cannes when Bean and Stepan met Sabine, an actress who wanted to attend the film festival at Cannes, and went there on her car.

They were on the service station when Sabine saw a newsflash depicting Bean as Stepan’s kidnapper and Sabine as his accomplice. Decide to get into Cannes without being identified, Stepan dressed as Sabine’s daughter, while Mr. Bean dressed up as Sabine’s mother. They finally managed to arrive at Cannes.

In the 59th Cannes Film Festival, Sabine wanted to see the film where she acted. Unfortunately, her act at that film had been cut by the director. She was very disappointed. Knowing that, Bean tried to plug his video camera into the projector. The audience enjoyed the recorded journey and gave them standing ovations. They were happy and finally, Stepan was reunited with his family.

Film title: Transformers

The Decepticon known as Blackout arrived in a U.S. military base in Qatar and tried to hack the computer base. He was trying to find the information about AllSpark, a very powerful source of energy. He did not succeed then destroyed the military base. Back in the United States, Sam Witwicky, the descendant of Captain Witwicky, bought his first car which turned out to be the Autobot scout Bumblebee. Later, Sam caught a glimpse of Bumblebee’s true form when he signals the other Autobot scout and got shock.

On Air Force One, another Decepticon named Frenzy infiltrated the plane and tried to hack into the network again. This time he was more successful until he was stopped by the US Security Defense before he could get the information about AllSpark. However, he learned that the glasses he needed was sold through
the internet by Sam. Frenzy and his partner, Barricade, went after Sam but Bumblebee was succeeded to rescue Sam, who happened to be with Mikaela, from the Decepticon.

Sam finnaly met Optimus Prime and the other Autobot scouts, Jazz, Ironhide, and Ratchet. They explain their origins to Sam and Mikaela and went to Sam’s house to get the glasses where they nearly reveal their existence to Sam’s parents.

However, Sector 7 agent Seymour Simmons and his team found Sam and his family away to classify that Sam came to have the contact with Autobot. Agent Simmons brought Sam and Mikaela along with his family and Bumblebee, who was captured, to the Hoover Dam where Megatrons, the leader of Decepticons, and AllSpark were hidden. Optimus Prime and the Autobot scout had learned Sam’s glasses and found the location of AllSpark. Unfortunately, Frenzy, the Decepticon, had been able to found it before the Autobot. He sent the contact to the other Decepticons, Starscream, Bonecrusher, Soundwave, Brawl, Barricade, and Blackout. They attacked the dam and Frenzy released Megatrons.

Bumblebee had shrunk the AllSpark cube into a reasonable size. The Autobots, with the help from the US military, secured the cube and got to Mission City where a large battle ensues. The Autobots could get down the Decepticons. Sadly, Jazz was killed by Megatron. Optimus Prime urged Sam to insert the cube into his hearts, which would destroy them both. Sam then, decide to insert the cube into Megatron’s heart, which killed him and destroyed the AllSpark. All of the dead Transformer bodies were duped into the Atlantic Ocean to be hidded, but Starcream was shown escaping into space.

Video Title: Life in the Freezer
A BBC Production in association with The National Geographic Society and Lionheart Internation Inc.
©2005 BBC Worldwide Limited

This video contains the recorded of wildlife living creatures and situations in Antarctic, the area near the South Pole. There are five episodes in this video.

1. The Bountiful Sea

Broadcast 18 November 1993, this episode introduces the continent of Antartica and the surrounding sea and islands, its glaciers and the icebergs that form it. It describes how the continent changes throughout the seasons, as it doubles size in winter when the surrounding freeses over. This is the greatest seasonal change that takes place on this planet. Penguins, whales, and seals are feeding in the Southern Ocean. They eat the krill. Humpback whales are catching krill by creating spiral curtains of air bubbles that drive into their centre. The whales then, catch the krill by surging upwards in the middle of the spiral. There are also various seabirds in the Antarctic sea area, especially albatrosses. This bird can travel for many hundreds or indeed thousands of miles on a single trip in
search for krill. A group of birds, including giant petrels, is taking the remains of whale. Many birds, including penguins, lay their eggs and feed their chicks on the islands surrounding the Antarctic continent, especially South Georgia where albatross and King penguins have their nesting sites throughout the year.

2. The Ice Retreats
   The second programme describes what happens during spring on Antarctica. The sea ice extends for hundreds of miles around the continent, but there are a few subantarctic islands that escape it. Such places are the place where animals can always get shore. Elephant seals are the first creatures to return to the beaches. They form large breeding colonies, where the males fight fierce battles to gain and retain permanent access to a great number of females. Millions of macaroni penguins occupy huge territories on the islands to breed, and also thousand of albatrosses. The Antarctic Peninsula is one of the few regions of the continent inhabited by animals. Gentoo penguins build their nests on bare rock and humpback whales seek krill in the ocean. However, the Adelie penguins nest further south and crabeater seals live and reproduce in the ice zone around Antarctica. The other animals which live in Antarctica are snow petrels, which usually fly many miles into the island to find rock to lay their eggs.

3. The Race to Breed
   In the summer, almost all life in the Antarctic region has the breed. The South Georgian colony of fur seals begins the mating season. The pups grow fast as they have the fatty milk provided by their mothers. They double their weight in just sixty days. Chainstrip penguins form large group and climb up to find mountain ridges free of snow. This colony is very noisy during the breeding season because the birds usually find their partner by recognising their voice. As the ice melts, the fresh water allows moss and other plants to grow, which in turn provide food for mites. The mites become active as soon as the ice melts. They reproduce whenever they get the opportunity to do so. In the ocean, life is much more diverse. More than 300,000 petrels come to breed to Scullin Monolith, the open rock area.

4. The Door Closes
   This episode describes the migration of most animals northwards because the continent and surrounding sea freeze over at the end of summer. The colony of Adelie penguins leads their newly feathered young penguins to the sea. The young penguins soon become the prey for leopard seals as they make to get better way to the open sea in the frozen water. The freezing sea usually does not reach South Georgia, where the seal pups still fed there by their mothers. Elephant seals also undergo moulting while on the island. Albatross usually have their nesting area on South Georgia to feed and mate.

5. The Big Freeze
   During the coldest weather, almost all animal inhabitants of Antarctica are forced to migrate. However, the sea under the ice still provides home to fish
whose cells are protected from freezing. They feed on the faeces of other animals. Group of seals also remains in the Antarctic by tearing holes into the ice to dive for food. Attenborough observes that the Antarctic plateau is so forbidding, hostile, and desolate that human life there seems totally irrelevant. The Emperor penguins, which lay their eggs directly on ice, migrate not just to the ice, but to Antarctica itself. They incubate the eggs under the harshest condition on Earth by holding their eggs closely in temperatures of minus 70º C.

Video Title: My Hometown
© 2009 Balai Teknologi Komunikasi Pendidikan
Dinas Pendidikan, Pemuda, dan Olahraga
Provinsi DIY

Neneng: Wow, how amazing!
   Where did you take this picture?
Ningrum: In Jogja, of course! Don’t you know?
Neneng: No, I don’t know this place.
Ningrum: How come? You have been there before.
Neneng: Yes, but I haven’t visited this place.
Father: Maybe you right.
   I think Ningrum can tell you more about Jogja.
Ningrum: Yogyakarta is a beautiful and peaceful city. It is on the southern part of Central Java Province. This area was a kingdom of Ngayogyakarta Hadiningrat ruled by a sultan.
Neneng: Really? I think it’s a province.
Ningrum: You’re right! It became a province after the independence of Indonesia. Now, the government of Jogjakarta is Sri Sultan Hamengku Buwono X.
Neneng: What picture is it?
   Is it a monument?
Ningrum: No, it’s Tugu, the symbol of Jogjakarta.
Neneng: I heard that Jogja is the second tourist destination after Bali, right?
Ningrum: Jogjakarta has many interesting places to visit. You can visit impressive Sultan palace. You can tour bustling market, Beringharjo, or a bird market in Ngasem.
Mother: What are you talking about?
Ningrum: I’m telling Neneng about out hometown auntie.
Neneng: Mom, look! This is a photo of Pasar Beringharjo.
Mother: Beringharjo is a big and busy market. It’s on Jl. Malioboro.
Neneng: Oh, I’ve heard about that. Malioboro is a very popular avenue, isn’t?
Mother: Absolutely!
Appendix 2: Questionnaire Sheets

Kuesioner

Pilihlah jawaban dari pertanyaan-pertanyaan di bawah ini dengan memberi tanda √ pada kotak yang telah disediakan.

1. Apakah kamu suka belajar Bahasa Inggris dengan menggunakan video/film?
   [ ] Ya  [ ] Tidak

2. Apakah belajar Bahasa Inggris dengan video/film bisa membuatmu lebih bersemangat?
   [ ] Ya  [ ] Tidak

3. Menurut kamu, apakah menonton video/film sambil belajar Bahasa Inggris bisa menambah pengetahuanmu?
   [ ] Ya  [ ] Tidak

4. Menurut kamu, apakah menonton video/film sambil belajar Bahasa Inggris bisa membantumu belajar pengucapan (pronunciation)?
   [ ] Ya  [ ] Tidak

5. Menurut kamu, apakah belajar pengucapan kosakata Bahasa Inggris lewat video/film menyenangkan?
   [ ] Ya  [ ] Tidak

6. Menurut kamu, apakah menonton video/film sambil belajar Bahasa Inggris bisa membantumu belajar kosakata Bahasa Inggris?
   [ ] Ya  [ ] Tidak

7. Menurut kamu, apakah belajar kosakata Bahasa Inggris lewat video/film menyenangkan?
   [ ] Ya  [ ] Tidak

8. Menurut kamu, apakah menonton video/film sambil belajar Bahasa Inggris bisa membantumu belajar menyimak (listening)?
   [ ] Ya  [ ] Tidak
9. Menurut kamu, apakah belajar menyimak (listening) lewat video/film menyenangkan?
   [ ] Ya  [ ] Tidak

10. Apakah kamu suka belajar Bahasa Inggris dengan menggunakan video/film animasi?
    [ ] Ya  [ ] Tidak

11. Apakah kamu suka belajar Bahasa Inggris dengan menggunakan video/film dokumenter?
    [ ] Ya  [ ] Tidak

12. Apakah kamu suka belajar Bahasa Inggris dengan menggunakan video pembelajaran Bahasa Inggris?
    [ ] Ya  [ ] Tidak

13. Apakah kamu suka dengan video/film yang diputar gurumu saat pelajaran Bahasa Inggris?
    [ ] Ya  [ ] Tidak

14. Menurut kamu, apakah pelajaran Bahasa Inggris yang diberikan gurumu dengan video/film menyenangkan?
    [ ] Ya  [ ] Tidak
### Appendix 3: Raw Data of the Result of the Questionnaire

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apakah kamu suka belajar Bahasa Inggris dengan menggunakan video/film?</td>
<td>Y 19, N 1</td>
</tr>
<tr>
<td>2. Apakah belajar Bahasa Inggris dengan video/film bisa membuatmu lebih bersemangat?</td>
<td>Y 19, N 1</td>
</tr>
<tr>
<td>3. Menurut kamu, apakah menonton video/film sambil belajar Bahasa Inggris bisa menambah pengetahuanmu?</td>
<td>Y 19, N 1</td>
</tr>
<tr>
<td>4. Menurut kamu, apakah menonton video/film sambil belajar Bahasa Inggris bisa membantu belajar pengucapan (pronunciation)?</td>
<td>Y 19, N 1</td>
</tr>
<tr>
<td>5. Menurut kamu, apakah belajar pengucapan kosakata Bahasa Inggris lewat video/film menyenangkan?</td>
<td>Y 17, N 3</td>
</tr>
<tr>
<td>6. Menurut kamu, apakah menonton video/film sambil belajar Bahasa Inggris bisa membantu belajar kosakata Bahasa Inggris?</td>
<td>Y 19, N 1</td>
</tr>
<tr>
<td>7. Menurut kamu, apakah belajar kosakata Bahasa Inggris lewat video/film menyenangkan?</td>
<td>Y 18, N 2</td>
</tr>
<tr>
<td>8. Menurut kamu, apakah menonton video/film sambil belajar Bahasa Inggris bisa membantu belajar menyimak (listening)?</td>
<td>Y 17, N 3</td>
</tr>
<tr>
<td>9. Menurut kamu, apakah belajar menyimak (listening) lewat video/film menyenangkan?</td>
<td>Y 13, N 7</td>
</tr>
<tr>
<td>10. Apakah kamu suka belajar Bahasa Inggris dengan menggunakan video/film animasi?</td>
<td>Y 16, N 4</td>
</tr>
<tr>
<td>11. Apakah kamu suka belajar Bahasa Inggris dengan menggunakan video/dokumenter?</td>
<td>Y 16, N 4</td>
</tr>
<tr>
<td>12. Apakah kamu suka belajar Bahasa Inggris dengan menggunakan video pembelajaran Bahasa Inggris?</td>
<td>Y 16, N 4</td>
</tr>
<tr>
<td>13. Apakah kamu suka dengan video/film yang diputar guru saat pelajaran Bahasa Inggris?</td>
<td>Y 19, N 1</td>
</tr>
<tr>
<td>14. Menurut kamu, apakah pelajaran Bahasa Inggris yang diberikan guru dengan video/film menyenangkan?</td>
<td>Y 20, N 0</td>
</tr>
</tbody>
</table>
Appendix 4: Guiding Questions for the Interview Session

Interview Questions (for Mr. Tanto)

1. Jenis video apa saja yang pernah anda gunakan dalam kegiatan belajar mengajar?
2. Bagaimana video tersebut digunakan? Bisakah Anda memberikan contoh untuk setiap skill?
3. Apakah kendala-kendala yang anda temukan selama penggunaan video di dalam kelas?
4. Menurut Anda, apakah siswa-siswi mengalami kesulitan selama proses belajar mengajar menggunakan materi dari video?
5. Apakah penggunaan video-video tersebut mempunyai pengaruh dalam proses belajar mengajar selama ini?

Interview Questions (for the Students)

1. Video apa saja yang pernah kalian tonton di kelas?
2. Apakah kalian menyukai video-video tersebut? Mengapa?
3. Apa saja yang ingin kalian pelajari dalam kelas Bahasa Inggris dengan menggunakan materi video?
4. Menurut kamu, bisakah video digunakan untuk belajar pengucapan atau pronunciation, kosakata atau vocabulary, dan menyimak atau listening? Mengapa?
5. Kesulitan-kesulitan apa yang kalian temui selama belajar Bahasa Inggris dengan menggunakan video?
Appendix 5: Transcript of the Interview

Q: Interviewer
A: Interviewee

Date: May 21, 2011
Interviewee: Mr Tanto

Q: Selama ini, video apa saja yang sudah pernah Anda pakai dalam proses belajar mengajar Bahasa Inggris?

Q: Darimana saja anda memperoleh bahan-bahan tersebut?
A: Paling banyak kami ambil dari internet, terutama fables karena memang kami mendapatkan banyak sekali bahan untuk digunakan dalam proses belajar mengajar di kelas. Selain itu, ada juga video yang waktu itu kami peroleh dari Depdiknas.

Q: Berarti, bisa dibilang kebanyakan video-video yang digunakan merupakan authentic materials?

Q: Seperti apa video-video tersebut diterapkan dalam proses belajar-mengajar selama ini? Seperti misalnya untuk skill tertentu.
A: Jujur saja, kami belum bisa menggunakannya hanya untuk 1 skill saja secara spesifik, tetapi semuanya lebih terintegrasi.

Q: Bisakah anda berikan contoh, penerapan video yang secara terintegrasi itu seperti apa?

Q: Berarti, contoh penggunaannya pada materi naratif saja?
A: Ya, terutama memang naratif karena sourcesnya lebih banyak. Tapi ada juga yang deskriptif. Tapi memang kebanyakan naratif
Q: Tadi anda menyebutkan tentang video pembelajaran Bahasa Inggris yang anda dapatkan dari Depdiknas, seperti apa isinya dan bagaimana penggunaannya?
    Kemudian ada juga yang tentang daily conversation. Jadi lebih ditekankan pada penggunaan kosa kata dalam percakapan sehari-hari.
Q: Apakah film yang diputar penggunaannya juga seperti video-video yang lain? seperti fables misalnya?
Q: Bagaimana dengan pronunciation? Apakah secara spesifik anda pernah mengajak anak-anak untuk belajar pronunciation melalui video yang anda putar?
Q: Apakah ada kesulitan-kesulitan selama penggunaan atau penerapan video dalam proses belajar mengajar?
Q: Menurut anda, apakah anak-anak selama ini mengalami kesulitan ketika belajar menggunakan video?
Berdasarkan pengalaman tersebut, apakah penggunaan video-video ini mempunyai pengaruh dalam proses belajar mengajar selama ini?

Q: Apa rencana anda kedepan setelah mengetahui fakta-fakta tersebut?

Date: May 21, 2011
Interviewee: Mr Ant

Q: Pertanyaan pertama. Selama pelajaran Bahasa Inggris, sering nonton video/film ya?
A: benar, sering
Q: kalau begitu, suka atau tidak dengan metode seperti itu?
A: seneng
Q: kenapa?
A: soalnya asik, seru.
Q: menarik ga pelajarannya?
A: Iya, menarik.
Q: Video atau film apa yang kamu sukai?
A: yang tentang sejarah. Misalnya tentang perang.
Q: contoh film-nya?
A: kaya’ Pearl Harbor, trus 300, pokoknya yang seru
Q: Kenapa suka film seperti itu?
Q: Berarti, lebih suka film yang documenter dibandingkan yang animasi atau fiksi ya?
A: Iya.
Q: Tadi bilang kalau pelajaran memakai video itu menarik, berarti pelajaran yang menggunakan video jenis lain juga menarik?
A: ya ada yang menarik, ada yang enggak. Tapi paling seneng dengan film dokumenter.
Q: Trus, lewat penggunaan video, kamu butuh belajar apa saja?
sejarah perang. Lebih enak juga, dibanding misal lewat reading. Reading kadang-kadang mboseni sih.

Q: lalu, menurut kamu, bisa atau tidak belajar pronunciation atau pengucapan lewat video atau film?
A: Ya bisa. Kan pas nonton, bisa liat ngomongnya piye’
Q: Memangnya, film atau video yang biasanya diputar ada terjemahannya atau tidak?
A: Ya ada yang ada, ada juga yang tidak.
Q: brarti, bagaimana cara tau kata-katanya seperti apa?
A: ya dipaske’ wac, sambil belajar vocab juga. Kan sambil belajar vocab, sambil belajar pengucapan.
Q: Sulit atau tidak kalo seperti itu?
A: Ya susah, kan ngomongnya cepet banget, jadi seringnya gak bisa ngikutin.
Q: lebih enak mana, belajar pronunciation lewat guru atau lewat video?
A: ya lewat guru, nek lewat video cepet banget. Kalo sama guru kan bisa diulang-ulang, jadi lebih ngerti
Q: berarti, selain bisa dipakai buwat belajar pronunciation, bisa buat belajar vocab juga?
A: iya, betul sekali.
Q: caranya?
A: yo kayak yang pengucapan tadi, dilihat kata-katanya yang dalam bahasa Indonesia, trus dipaske’ sama yang diomongke aktor atau aktrisnya.
Q: dengan cara begitu, membantu ya?
A: lumayanlah.
Q: suka belajar vocab lewat video? Kenapa?
Q: kalau belajar listening?
A: wah, paling ra seneng aku.
Q: kenapa?
A: bosen, jenuh.
Q: kenapa?
A: kan lebih enak nontonya aka, jadi listeningnya gak usah.
Q: tapi, mungkin geng belajar listening lewat video? Kan mirip to, cuma klo video ada gambar, jadi pasti lebih membantu kalau misalnya ada pertanyaan comprehension.
A: Iya sih, memang lebih menarik disbanding kalau cuma dengerin dari kaset.
Q: kalau video yang khusus pembelajaran Bahasa Inggris?
A: Iya, pernah ada.
Q: membahas apa?
A: waktu itu ada yang membahas short functional text
Q: suka atau senang belajar short functional text dengan video itu?
A: wah, bosen banget. Isinya kan cuma satu orang ngomong, njelaske’ gitu.
Q: jadi, kesimpulannya, tidak suka dengan video seperti itu?
A: Iya
Q: Lalu, selama ini ada kesulitan belajar Bahasa Inggris dengan video?
A: ya kesulitan ada
Q: contohnya?
A: contohnya kalau pronunciation, kalo dari video susah, musti diajarin sama guru. Soale aku gak bisa pronunciation. Trus nek vocab, sok susah ngepaske’. Yang lain sih oke-oke saja
Q: Oke, kalo gitu yang terakhir. Masih ingin pelajaran Bahasa Inggris diisi dengan nonton film atau video? Kalo iya, ingin yang seperti apa?
Q: Yang lain?

Date : May 21, 2011
Interviewee : Ms Bird

Q: Pertanyaan pertama. Selama pelajaran Bahasa Inggris, sering nonton video/film ya?
A: Sering, paling tidak satu atau bulan sekali.
Q: kalau begitu, suka atau tidak dengan metode seperti itu?
A: suka
Q: kenapa?
A: Iya, soalnya enggak bikin bosen
Q: menarik ga pelajarannya?
A: Menarik
Q: Video atau film apa yang kamu sukai?
A: yang dokumenter
Q: Kenapa suka film seperti itu?
A: karena bisa menambah pengetahuan.
Q: Berarti, lebih suka film yang documenter dibandingkan yang animasi atau fiksi ya?
A: Iya.
Q: Tadi bilang kalau pelajaran memakai video itu menarik, berarti pelajaran yang menggunakan video jenis lain juga menarik?
A: menurutku, semuanya menarik kok mbak.
Q: Trus, lewat penggunaan video, kamu butuh belajar apa saja?
Q: menurut kamu, bisa atau tidak belajar pronunciation atau pengucapan lewat video atau film?
A: Ya bisa.
Q: Memangnya, film atau video yang biasanya diputar ada terjemahannya atau tidak?
A: Ada yang ada, ada juga yang tidak.
Q: brarti, bagaimana cara tau kata-katanya seperti apa?
A: ya diperhatikan saja ngomongnya
Q: Sulit atau tidak kalo seperti itu?
A: lumayan susah, karena ngomongnya terlalu cepet
Q: lebih enak mana, belajar pronunciation lewat guru atau lewat video?
A: lewat guru, soalnya lewat video lebih susah
Q: berarti, selain bisa dipakai buwat belajar pronunciation bisa buwat belajar vocab juga?
A: bisa
Q: caranya?
Q: dengan cara begitu, membantu ya?
A: iya
Q: suka belajar vocab lewat video? Kenapa?
Q: kalau belajar listening?
A: suka
Q: kenapa?
A: enggak bikin bos, jadi lebih bervariasi
Q: berarti video juga bisa dipake buwat belajar listening ya?
A: iya, bisa juga.
Q: kalau video yang khusus pembelajaran Bahasa Inggris?
A: pernah juga
Q: membahas apa?
A: tentang short functional text
Q: suka atau senang belajar short functional text dengan video itu?
A: suka, karena ada variasi, jadi ga bos. Jadi lebih paham juga dengan materi yang diajarkan
Q: jadi, kesimpulannya, suka dengan video seperti itu?
A: Iya
Q: Lalu, selama ini ada kesulitan belajar Bahasa Inggris dengan video?
A: ya kesulitan ada
Q: contohnya?
Q: Oke, kalo itu yang terakhir. Masih ingin pelajaran Bahasa Inggris diisi dengan nonton film atau video? Kalo iya, ingin yang seperti apa?
A: masih. Buwat belajar menyimak, vocab, pronunciation, sama writing
Q: Yang lain?
A: Yang bisa menjelaskan materi, karena jadi lebih ngerti dan lebih menarik.
Date : May 21, 2011  
Interviewee : Mr Cow

Q: Pertanyaan pertama. Selama pelajaran Bahasa Inggris, sering nonton video/film ya?
A: Sering
Q: kalau begitu, suka atau tidak dengan metode seperti itu?
A: suka
Q: kenapa?
A: karena jadi gak bosan
Q: menarik ga pelajarannya?
A: iya
Q: Video atau film apa yang kamu sukai?
A: yang enak ditonton
Q: Contohnya?
A: Yang tentang binatang-binatang
Q: Kenapa suka film seperti itu?
A: karena film-nya bagus
Q: Berarti, lebih suka film yang dokumenter dibandingkan yang animasi atau fiksi ya?
A: fifty-fifty
Q: berarti ada yang suka dan ada yang tidak?
Q: jadi, yang mana donk?
A: tengah-tengah, dokumanimsasi
Q: Tadi bilang kalau pelajaran memakai video itu menarik, berarti pelajaran yang menggunakan video memang menarik ya?
A: ya, tapi ada yang menarik, ada juga yang mboseni. Apalagi nek gak ngerti sama filmnya, jadi bikin ngantuk.
Q: Trus, lewat penggunaan video, kamu butuh bela jar apa saja?
A: vocab mungkin. Trus kalau misal nggak tahu tentang kehidupan binatang, bisa juga pake video.
Q: menurut kamu, bisa atau tidak belajar pronunciation atau pengucapan lewat video atau film?
A: Bisa
Q: Memangnya, film atau video yang biasanya diputar ada terjemahannya atau tidak?
A: gak semuanya ada
Q: brarti, bagaimana cara tau kata-katanya seperti apa?
A: didengarkan cara ngomongnya
Q: Sulit atau tidak kalo seperti itu?
A: Sulit. Orang luar negri kalo ngomong kan cepet banget. Susah menirukannya
Q: lebih enak mana, belajar pronunciation lewat guru atau lewat video?
A: jelas lewat guru to mbak
Q: bisa buwat belajar vocab ga?
A: bisa
Q: caranya?
A: Yo nek ada kata-kata susah, dicari di kamus. Tapi ketokke’ susah kabeh
Q: dengan cara begitu, membantu ya?
A: Yo gitu, kadang-kadang gak ketemu juga.
Q: suka belajar vocab lewat video? Kenapa?
A: enggak, Soale susah. Lebih enak pake kamus.
Q: kalau belajar listening?
A: Males. Ngomongnya cepet, jadi banyak yang gak tau artinya
Q: Berarti kamu gak suka?
A: iya, gak suka
Q: tapi, mungkin gag belajar listening lewat video? Kan mirip to, cuma klo video ada gambarnya, jadi pasti lebih membantu kalau misalnya ada pertanyaan-pertanyaan comprehesion.
A: yo memang, tapi aku gak seneng sih, jadi yo males banget nek listening.
Q: kalau video yang khusus pembelajaran Bahasa Inggris?
A: pernah
Q: membahas apa?
A: short functional text
Q: suka atau senang belajar short functional text dengan video itu?
A: lumayan
Q: Ngerti gak dengan materi yang diajarkan lewat video itu?
A: sedikit
Q: Lalu, selama ini ada kesulitan belajar Bahasa Inggris dengan video?
A: Wah, banyak
Q: contohnya?
A: Pas cari vocabnya. Sama pas pertanyaan dari Pak Tanto. Sering enggak ngerti filmnya
Q: Kenapa bisa begitu?
A: Lha ngomongnya cepet, kalo ada terjemahannya, susah ngepasin.
Q: Oke, kalo gitu yang terakhir. Masih ingin pelajaran Bahasa Inggris diisi dengan nonton film atau video? Kalo iya, ingin yang seperti apa?
A: masih.
Q: buwat belajar apa?
A: Pokoknya yang bikin seneng, yang enak ditonton dan gak bikin ngantuk.

Date : May 21, 2011
Interviewee : Ms Duck

Q: Pertanyaan pertama. Selama pelajaran Bahasa Inggris, sering nonton video/film ya?
A: Sering
Q: kalau begitu, suka atau tidak dengan metode seperti itu?
A: Ya, suka
Q: kenapa?
A: enggak mboseni, menarik juga
Q: menarik ga pelajarannya?
A: Iya
Q: Video atau film apa yang kamu sukai?
A: Animasi donk!
Q: Kenapa suka film seperti itu?
A: Soalnya lucu. Kan saya sukanya nonton animasi, kayak Spongebob gitu, mbak
Q: Berarti, lebih suka film yang animasi dibandingkan yang dokumenter atau fiksi ya?
A: Iya
Q: Tadi bilang kalau pelajaran memakai video itu menarik, berarti pelajaran yang menggunakan video jenis lain juga menarik ya?
A: iya, semuanya menarik menurutku.
Q: Trus, lewat penggunaan video, kamu butuh belajar apa saja?
A: pengucapan, menyimak, vocab, tentang hewan, tumbuhan.
Q: menurut kamu, bisa atau tidak belajar pronunciation atau pengucapan lewat video atau film?
A: Iya, bisa
Q: Memangnya, film atau video yang biasanya diputar ada terjemahannya atau tidak?
A: Ada yang ada, ada juga yang tidak.
Q: brarti, bagaimana cara tau kata-katanya seperti apa?
A: ya diperhatikan saja pas ngomong
Q: Sulit atau tidak kalo seperti itu?
A: lumayan
Q: lebih enak mana, belajar pronunciation lewat guru atau lewat video?
A: lewat guru sih, tapi sok kadang-kadang beda sam pengucapan yang di film.
Q: bisa buat belajar vocab ga?
A: bisa
Q: caranya?
A: Nanti kalau pas ada kata-kata yang susah, dilihat di kamus.
Q: dengan cara begitu, membantu ya?
A: iya, betul
Q: suka belajar vocab lewat video? Kenapa?
Q: kalau belajar listening?
A: iya, suka juga
Q: kenapa?
A: Menarik, gak bosen jadinya, jadi lebih ngerti jga nek ada pertanyaan-pertanyaan.
Q: berarti video juga bisa dipake buat belajar listening ya?
A: iya.
Q: kalau video yang khusus pembelajaran Bahasa Inggris?
A: Suka
Q: membahas apa?
A: tentang short functional text
Q: suka atau senang belajar short functional text dengan video itu?
A: suka, soalnya jadi lebih ngerti sama pelajarannya
Q: jadi, kesimpulannya, suka dengan video seperti itu?
A: Iya, suka
Q: Lalu, selama ini ada kesulitan belajar Bahasa Inggris dengan video?
A: Ada
Q: contohnya?
A: terutama kalau pas writing.
Q: Oke, kalo gitu yang terakhir. Masih ingin pelajaran Bahasa Inggris diisi dengan nonton film atau video? Kalo iya, ingin yang seperti apa?
A: masih donk. Buwat belajar writing, menyimak, pronunciation, sama vocab juga

Date : May 21, 2011
Interviewee : Mr Elephant

Q: Pertanyaan pertama. Selama pelajaran Bahasa Inggris, sering nonton video/film ya?
A: Sering banget
Q: kalau begitu, suka atau tidak dengan metode seperti itu?
A: Iya suka mbak
Q: kenapa?
A: menarik, menyenangkan
Q: menarik ga pelajarannya?
A: Menarik
Q: Video atau film apa yang kamu sukai?
A: Animasi pastinya, kartun
Q: contoh film-nya?
A: Spongebob donk. Kan pencinta Spongebob
Q: Kenapa suka film seperti itu?
A: Soale’ seru, asik, menarik, lucu
Q: Tadi bilang kalau pelajaran memakai video itu menarik, berarti pelajaran yang menggunakan video jenis lain juga menarik ya?
A: lumayanlah.
Q: Trus, lewat penggunaan video, kamu butuh belajar apa saja?
A: pengetahuan tentunya.
Q: menurut kamu, bisa atau tidak belajar pronunciation atau pengucapan lewat video atau film?
A: Bisa-bisa.
Q: Memangnya, film atau video yang biasanya diputar ada terjemahannya atau tidak?
A: Ya ada yang ada, ada juga yang tidak.
Q: brarti, bagaimana cara tau kata-katanya seperti apa?
A: lihat, dengar, rasakan
Q: Sulit atau tidak kalo seperti itu?
A: terlalu cepet ngomongnya. Jadinya gak bisa ngikutin
Q: lebih enak mana, belajar pronunciation lewat guru atau lewat video?
Q: Bisa belajar vocab juga gak?
A: bisa juga itu
Q: caranya?
Q: dengan cara begitu, membantu ya?
A: Ow, jelas sekali
Q: suka belajar vocab lewat video? Kenapa?
A: tidak terlalu, soalnya nek gak ngerti kata-kata yang diucapkan, kan sama wae to. Tapi ya lumayan, nek ada gambarinya, kan jadi lebih menarik
Q: kalau belajar listening?
A: Tidak terlalu suka
Q: kenapa?
A: membosankan
Q: tapi, mungkin gag belajar listening lewat video? Kan mirip to, cuma klo video ada gambarinya, jadi pasti lebih membantu kalau misalnya ada pertanyaan comprehension.
A: iya, betul itu. Memang jadi lebih gampang.
Q: kalau video yang khusus pembelajaran Bahasa Inggris?
A: seneng juga, lumayanlah
Q: kenapa begitu?
A: kurang menarik sih soalnya. Saya kan kartunis sejati
Q: membahas apa?
A: waktu itu ada yang membahas short functional text
Q: suka atau senang belajar short functional text dengan video itu?
A: Lumayan, lebih enak daripada kalau dijelaskan guru soalnya. Jadi lebih donk
Q: jadi, kesimpulannya, suka dengan video seperti itu?
A: Lumayan
Q: Lalu, selama ini ada kesulitan belajar Bahasa Inggris dengan video?
A: pastinya ada
Q: contohnya?
A: Karena aku gak bisa pronunciation, jadi kalo ngomongnya, terlalu cepet, yo enggak ngerti jadinya. Kalo writing, gak tau artinya, jadi tidak bisa
Q: Oke, kalo gitu yang terakhir. Masih ingin pelajaran Bahasa Inggris diisi dengan nonton film atau video? Kalo iya, ingin yang seperti apa?
A: masih-masih
Q: Seperti apa?
A: Pokoknya yang mengandung pesan bagus. Dan juga, harus menarik dan tidak membosankan.