The Learners` Attitude Toward Video

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The Learners Attitude Toward Video Used

1. Introduction

English is very important nowadays. Especially for Indonesian, English become more important for a tool in facing Asean Economic Community that has already started in 2015. English material in the classroom has to be more interesting to the learners to attract their attention. Teaching English to the students need more innovation concerning to the importance of English itself. Language learning is a complex process, from the material source searching up to the delivery to the students. In this process, language teachers can't be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines. (Cakir, 2006)

Learning a second language usually happens in a situation in which direct instruction of the rules of language happens but it is obvious that formal L2 instruction is not enough because learners receive insufficient input in the target language. So as learning input is very important and numerous EFL learners do not have the opportunity to go abroad and experience exposing to real language, technology is a good tool to be used to introduce language learners` real language. Video can be considered a useful challenging educational tool among technologies. (Shahanani, Tahriri & Divsar , 2014)

Recently videos or films are widely used as a learning resource and many researchers have paid attention to the use of this pedagogical tool (Yang, Huang, Tsai, Chung, & Wu, 2009). Numerous scholars have studies the use of video and they concluded that using video in teaching language in comparison with text-based learning, is more motivating, challenging and useful (Yang, Huang, Tsai, Chung & Wu, 2009; Berk, 2009; Flynn, 1998; Gruba, 1997).The present study is an attempt to find out students` attitude towards the use of video in English language learning. .Attitude is a variable thing and it can be changed governing to many external as well internal personality factors of a person. (Rukh, 2014)

2.Review of Literature

2.1 Attitude

There are different opinions concerning attitude according to some scholars. Gardner proposed that attitude is the overall feelings of a person towards any particular thing (Gardner, 1980). Ajzan claimed that attitude of a person is positive or of negative attributes to anything (Ajzan, 1988). Baker defined attitudes as a person persistent way of behaving in particular way (Baker, 1992). Gardner proposed that attitude is an important element in language learning (Gardner, 1985). Wenden gives a new dimension to attitude concept by dividing into three elements, namely: cognitive, evaluative and behavioral which all works together (Wenden, 1991).Bernat and Gvozdenko while discussing social factors upon language learning, place attitude with them for having its effect on language learning (Bernat, E. and Gvozdenko, I, 2005). Csizer and Donyei draw same conclusion in their research and place attitude at an important position for language learning (Csizer, K and Dornyei, Z, 2005).

Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. (Gajalaksmi : 2013)

Emotional Aspect of Attitude

Feng .R and Chen .H (2009) stated that, "Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield." Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target language (Choy S.C & Troudi .S, 2006).

2.2 The Use of Video

Video can be very advantageous tool for language material. Several scholars have different opinions about the use of video. Mirvan (2013) asserted that employing video materials in a classroom can enhance students` motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life.

According to (Keller & Suzuki:2004) in (William & Peter : 2007) video materials have an advantage because of the innovative features that can be used to make instruction more appealing to learners. However, there is a danger of overuse in that many of these features are interesting only because they are new and fresh and may lose their appeal as learners become more accustomed to them.

In Lee`s (2007) study about fostering second language oral communication through constructivist interaction in desktop videoconferencing, she states that videoconferencing is a meaningful learning tool, since it allows second language learners to become critical thinkers. In addition, (Choi & Johnson, 2005; Choi & Johnson, 2007; Mackey & Ho, 2008) in (Yang,Huang, Tsai & Wu : 2009) state that video learning is an effective way of providing motivation, keeping attention, and giving satisfaction to the learner.

Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it , in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen , and also to interpret the video in a deeper way.

Video materials are an excellent method of exposing language learners to language used in a wide variety of contexts because of the variety of selections available. They offer a chance for

language learners to test their comprehension in situations that they might encounter that cannot be otherwise realistically recreated in the classroom. Furthermore, video materials can be used to give learners a chance to demonstrate their comprehension. Video materials in the ESL classroom have the potential to maximize students' natural abilities to acquire, process, and otherwise utilize their knowledge. Moreover, they can be used to actively engage students in the learning process. Students can be encouraged to take on the role of the educator through active learning techniques utilizing video materials. (William & Peter : 2007)

3. Method

This study is a case study that explores the students' attitude toward a video in a classroom. Yin in Nunan (1992) said that a case study is an empirical enquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

In addition, Merriam in Nunan (1992) mentioned that the qualitative case can be defined as an intensive, holistic description and analysis of a single entity, phenomenon , or social unit. Case studies are particularistic, descriptive and heuristic and rely heavily on inductive reasoning in handling multiple data resources.

This study analyzed learners' attitude toward the use of video in the classroom. The case study involved a group of students that join the Business English subject. In the laboratory class, one of the materials is about business meeting. The students are asked to understand how to conduct a meeting in English.

The method used in this study is descriptive qualitative method. This method is chosen to describe the qualitative data that taken. There are numbers of percentage concerning students' response to describe the qualitative data analysis.

The research instrument used in this study is the questionnaire. The students are given a video of Business English as their listening material. After the students watch and learn from the video that the topic is about a meeting, they were asked to fill in a questionnaire. The questionnaire is asking about their response after watch the video as the material in the class.

4. Finding and Discussion
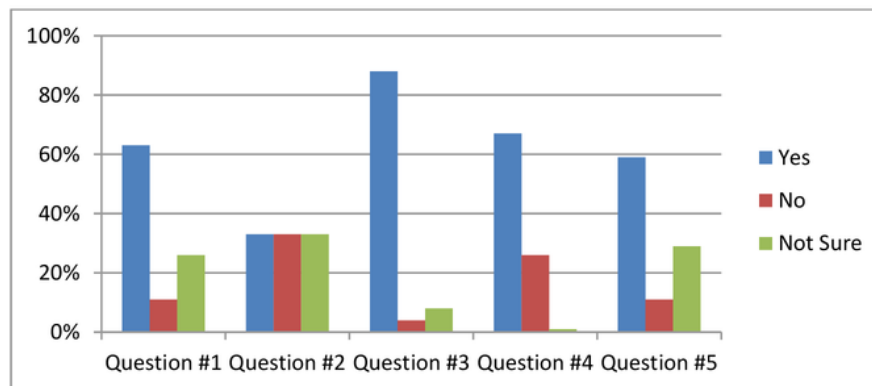
Figure 1

Questionnaires that have been filled by the students are collected and analyzed. The answer of each question is collected and classified. The chart below is the students` response of the first question: Do you like watching video. There is 63% percent of the students do like watching video about meeting. The rest is 11% students answer no and 26% students are not sure whether they like or not watching video about meeting.

On the second question "Do you understand the video?" there is 33% students answer Yes , another 33% students answer No ,and another 33% is not sure whether they understand the video or not.

The topic in the video is about business meeting, the third question is about their recognizing after they watch the video : "Do you know the steps in the meeting ?" from their answer, there is 88% students answer Yes. Only 7,4 % answer not sure and 3.4% students answer no. It can be seen from the graph of question number 3 that most of the students know the steps in a meeting after watch the video.

To make sure that the students not only know but also understand the content of the video, they are asked whether they can mention the steps in a meeting or not. There is 70% of students answer yes, means they can mention the steps in a meeting. While 26% of students answer No, they cannot mention the steps in a meeting. Only less than 1% of students are not sure to mention the steps in a meeting.

The last question is "Do you like watch video about the material in the class ?" get a good response. Almost 60% of the students answer Yes , while 11% of the students answer No and 29% of the students Not sure.

It can be said that students` attitude toward the video used is positive. It can be seen from the 1st until 5th question which are dominantly answered yes by the students. There is 66% of the students like to watch a video which shows a positive response. This is in line with , (Choi & Johnson, 2005; Choi & Johnson, 2007; Mackey & Ho, 2008) in (Yang,Huang, Tsai & Wu : 2009) who state that video learning is an effective way of providing motivation, keeping attention, and giving satisfaction to the learner.

In addition, after they watch the video about meeting, 88% of the students know what the steps are in the meeting. It means that the students can understand deeper the material in the video.To check their understanding, whether they can mention the steps or not,70 % of the students answer yes. This is supported by (William & Peter: 2007) who state that video materials are an excellent method of exposing language learners to language used in a wide variety of contexts because of the variety of selections available. They offer a chance for language learners to test their comprehension in situations that they might encounter that cannot be otherwise realistically recreated in the classroom. Furthermore, video materials can be used to give learners a chance to demonstrate their comprehension.

 Moreover almost 60% of the students like video about the material in the class that can be seen from their answer on the last question. This result shows a positive response that is supported by

(Choy S.C & Troudi .S: 2006) who state that attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target language.

5. Conclusion

It can be concluded that students` attitude toward the video used is positive. In addition, after they watch the video about meeting, 88% of the students know what the steps are in the meeting. It means that the students can understand deeper the material in the video. Almost 60% of the students like video about the material in the class that can be seen from their answer on the last question.

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