

CHAPTER I

INTRODUCTION

1.1 Background of the study

Since English is used extensively worldwide in industries like business, science, and technology, it is crucial for students to learn it. Acquiring proficiency in English enables students to interact with individuals from diverse backgrounds, obtain greater information, and seize more favorable employment prospects (Sariyati, 2013). Being able to speak English is a requirement for many foreign jobs, like internships and exchange program. In short, learning English offers students a significant edge in their academic pursuits and future employment.

One of the language skills that must be mastered by the students in learning English is speaking. According to Febrina and Hamdi (2023), speaking is the ability to communicate to give information, opinions, questions, and others. Speaking occurs when two persons are communicating with one another. It is clear from their actions that they are speaking or trying to impart knowledge. They have specific communication demands and make choices using their language. Through the speaking everyone can understand each other, because they can express their ideas, thoughts and whatever exists in their minds (Andi & Nunung, 2020).

Students require extensive and pertinent material to study in order to improve their skills in speaking. Students can improve their speaking abilities by watching English videos with engaging subjects as they practice speaking in English (Mohammad & Saputri, 2021). Instructional videos are among the most useful media that can be used in this situation. Students can see and hear the language being used in authentic contexts through short video, which make the learning process more realistic, meaningful, and relevant to their daily lives. In addition, some short videos provide real-world communication examples, enabling students to apply what they learn in class in real-world settings. To get better at speaking, students need to study a lot of relevant and in-depth content (Febrina & Hamdi, 2023).

One of the most helpful types of media in this case is educational short videos. Through brief videos, students may see and hear the language being used in real-world situations. Furthermore, by offering real-world communication examples, the videos help students apply what they learn in the classroom to real-world situations. Using short videos for the student can help them to play their imagination based on the words and pictures (Oktapiana, 2015). Students can participate more actively in class when they watch a short video. They attempt to infer the meaning of the story segment. Using brief videos to teach English produces positive results. Students' speaking abilities and motivation can both be enhanced via videos. The video's visual descriptions offer hints to help students understand the lesson and facilitate their understanding of the subject

matter. Situation, surroundings, gesture, facial expression, and so forth are examples of visual cues.

One of the most popular source of short video is youtube. Youtube is a very popular site at this time that can be used in education. Uluwiyyah (2021) said that youtube is not just for entertaining videos, but it also provides a lot of videos for learning English. In language learning, YouTube provides many videos on how to learn a foreign language especially English (Abulyatama, 2022). Short youtube videos offer significant influence to support students' English speaking skill. One of the primary objectives of studying English is to communicate with both native and non-native English speakers. Students may communicate with both native and non-native English speakers on YouTube, and they can learn about the various dialects and variants of English that are spoken around the world (Abulyatama, 2022).

The main objective in learning English is the ability to speak in English. However, based on the researcher's observations, most junior high school students, particularly those who attend SMPK Rosa Mystica, still have difficulties in speaking English. They seemed to lack confidence, reluctant to speak, and have very few opportunities to practice speaking in an interesting way. In addition, teachers do not have specific methods to promote speaking practice and improve their students' speaking skills. Therefore, in an effort to improve students' speaking skills, the researcher is interested

in conducting a study entitled “Enhancing students’ speaking skill through YouTube video at SMPK Rosa Mystica”.

1.2 Statement of the Problem

Based on the background above, the problem of this research can be formulated as follows;

1. Are YouTube videos able to improve students’ speaking skill?
2. Which aspect of students' speaking skill is improved the most after being taught using YouTube videos?

1.3 Objectives of Research

Based on the research questions, the objectives of this study are:

1. To find out whether learning using YouTube videos is able to improve junior high school students speaking skills
2. To identify which aspects of students' speaking skill improved the most after being taught using YouTube videos.

1.4 Significance of the study

The study's findings are likely to have significant implications for students, instructors, and researchers.

1. Student

The study emphasizes how exposing students to real-world language usage, pronunciation, and conversational phrases through YouTube videos might help

them become more proficient speakers. These results may encourage students to talk more often and with greater assurance.

2. Teachers

By using YouTube videos in their lessons, this study might help teachers create interactive and interesting speaking exercises. It gives educators a different way to make language acquisition fun and approachable while motivating students to engage fully in speaking exercises.

3. Researchers

The results of the research provide insightful data about how well brief YouTube videos work for language learning. It might also help future studies that improve language learning techniques, especially those that deal with speaking abilities. Furthermore, the results can help researchers investigate new multimedia resources for language instruction.