

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is a universal language because it is used by most countries in the world as the main language. In addition, English is one of the important international languages to be mastered. Although in Indonesia English is a foreign language, it has an important position in the daily life of Indonesian society. This can be seen clearly in the fields of education. One of the lessons taught to students from elementary to college levels in Indonesia is English.

Speaking is the main skill in communication and mastering speaking is really important. Students can get a lot of advantages by mastering speaking skills, where they can get a lot of information, knowledge, get easier to communicate with others, etc. (Qomaria & Zaim, 2021).

Students in Indonesia have some problems in speaking English, where they lack the vocabulary, have grammar problems, fear the negative response from others, have low self-esteem in speaking English, and feeling anxious to speak in English. In response to teacher questions, they usually mispronounced words in English and some of them use their mother tongue. In addition, not all of the students are interested in learning because the way teacher teaches them are not interesting. Most students are passive in the classroom, they find it hard to speak in English, and some are shy or afraid to speak in front of their friends. Therefore, teachers should have to find out the solution to solve the problem, because making students more interested in the learning process is not easy. Teachers have to be creative in teaching and find an appropriate way to teach them to make them more interested in learning English (Qomaria & Zaim, 2021).

In this era, technology has become a significant aspect of everyday life, especially English language teaching. Video, Audio, and PowerPoint presentation are common technologies used in the teaching-learning process. Recently, social media become more popular and people nowadays are interested in social media. They use a smartphone to access social media every day. The

teacher can take advantage of this situation by using social media in teaching English. It helps teachers to save time in showing materials to the students.

YouTube is the most famous social media nowadays. YouTube is one of the largest websites in the world, there are so many visitors each month. It is a website for sharing videos and this website allows users to upload, watch and share videos. Many people use YouTube to entertain and get information, even some of them use YouTube to earn some money. They also can make an account and upload their videos on YouTube and they can give a like and comment on each other's videos. Students can use YouTube to learn English. Many channels shared about English with interesting content. Students and teachers can choose which videos are suitable according to their needs.

Although many teaching media have been suggested to enhance the educational process inside the classroom, such as websites, blogs, video-sharing websites, iTunes, and Vimeo, YouTube seems to be the most widely used and has become extremely popular, especially among young adults (Alimemaj, 2010). Moreover, Silviyanti, (2014) reported that using YouTube in the EFL classroom seems compelling, encouraging, and beneficial, where students appear to be enthusiastic and willing to watch different videos, then practice pronunciation and speaking in the same way as native speakers. Another advantage of using YouTube in classrooms is that it is cost-effective. There is no limit on the amount that it can be used online, and watching videos is free of charge. Because of the above advantages, the researcher chooses YouTube as an alternative used to teach speaking.

There are several studies that show how YouTube is used to teach English, especially speaking. Kurniawan, (2018) found in his research that every student has a YouTube account, and every day, they usually use it for many things and reasons, such as watching the hot issue, listening to music, watching films, and many more. Whatever the reasons they have, it is a great idea for teachers to optimal this student's habitual as the way to improve their speaking. Another finding is introvert students can freely express themselves on the videos. It can be caused by the absence of audience in front of the extrovert students, so they do not feel distracted at all or ashamed when they speak. Finally, students are

much more creative in choosing topics for their own videos. To improve students' speaking skills, it is suitable for a teacher to utilize YouTube to learn speaking. Alkathiri, (2019) additionally discovered in his research that the usage of YouTube minimizes student's anxiety in the class, offer learners the delight of choosing the videos, encourage them to ask answer questions, make them sense comfortable, permit the learners to apply the appropriate grammar and vocabulary, and increase student's motivation to learn. He additionally discovered that YouTube videos allow students to arrange their concept while speaking, assist them increase the vocabulary that they learn, help them guess the unusual words that they do not know the meaning of, and assist them talk fluently. The materials on YouTube are mostly authentic, therefore students were capable of apprehending how to speak English based on real life context.

For the reasons above, the writer decided to choose the title “**Students’ Perceptions on the Use of YouTube video in Improving their Speaking Skills**” for research.

1.2. Research Problem

The problem that the writer wants to solve is: What are students’ perceptions on the use of YouTube videos in student speaking skills?

1.3. The objective of the Study

Based on the problem statement above, this study aims to describe the students’ perception on the use of YouTube video in speaking skills improvement.

1.4. Significance of the Study

The result of this study is expected to be useful for:

1. English Educator

This study will be significant in English Language Teaching (ELT), specifically for English educators (teacher and lecture), which will assist them in using YouTube Video as supplementary materials in teaching English. Using video in language learning is one of the most useful tools for cognitive processing and memory (Shariff & Shah, 2019). This can be testified by the fact that students can remember “almost 80% of an interesting video after one hour,

but can remember only about 25% of lecture content after the same time-lapse”. Therefore, YouTube videos can be used as teaching materials in ESL classrooms. Moreover, using videos will add variety to the teaching environment and attract learners’ attention better and faster. Furthermore, teachers may be able to attach the students to the ‘real life’ nature through YouTube videos (Genc-Ersoy & Ersoy, 2013).

2. ESL Learners

This study will also be significant to ESL learners which will help in providing a better understanding of the usage of YouTube in independent learning. The result will also help inspire and engage them in independent language learning. A basic characteristic of videos is that they can be watched repeatedly which will provide the students with a better understanding of the video. Besides, the use of videos in language learning will contribute to the development of an individual’s multimedia literacy. The use of videos in language learning will provide a beneficial multimedia effect, especially for low-achieving students.

3. University

This study will also be significant as an input to the University to find out the creativity in teaching English teachers about student achievement, especially in English language lessons.

4. Other Researcher

It is expected that the result of this research will help in finding references for further research.