

## CHAPTER I INTRODUCTION

### A. Research Background

The educational studies that must be developed are, of course, both theoretical, practical and philosophical. Both theory and practice in the world of education evolve with human development<sup>1</sup>. And then the development of the media has an effect on education as well, as the learning process benefits greatly from the usage of the media in teaching and learning activities. Many professionals claim that studying media has advantages<sup>2</sup>

Technology plays a very important role in today's society and can be used in different aspects of life. For instance, today's society tends to use technology in its activities such as searching for job information, performing work, and even searching for information via the Internet. The internet develops rapidly and thanks to internet facilities, everyone can access a lot of information that is useful for each individual's development. More information on the internet can be used as teaching materials, and teaching materials over the Internet are often more up-to-date, so more students want to read and access it. One of the learning media mentioned is Youtube<sup>3</sup>. In order to meet the demands of the digital generation, Youtube may be a source of educational content. The digital generation's learning approach can be supported and piqued by Youtube. Technological learning opportunities will be useful once they graduate. One site that can be empowered to support the learning of the digital generation is Youtube.

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<sup>1</sup> Nur Aedi, *Dasar-Dasar Manajemen Pendidikan*, ed. Kurnia Steftyani Rizki, 2nd ed. (yogyakarta: Yogyakarta : Gosyen Publishing, 2015 © Gosyen Publishing 2015), 2015), <https://opac.perpusnas.go.id/DetailOpac.aspx?id=1194785>.

<sup>2</sup> Devy Handayani, "Pemanfaatan Youtube Pada Saat Pandemi COVID-19 Untuk Media Pembelajaran Bahasa Inggris Dalam Meningkatkan Vocabulary Dan Pemahaman Siswa," *JUPENDIK: Jurnal Pendidikan* 4, no. 2 (2020): 12–18, <https://jupendik.or.id/index.php/jupendik/article/view/33.p.14>

<sup>3</sup> Renda Lestari, "Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris," *Seminar Nasional Kedua Pendidikan Berkemajuan Dan Menggembirakan (The Second Progressive and Fun Education Seminar)*, 2013, 607–12, <https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/9566/68.pdf?sequence=1&isAllowed=y.p.607>

Currently, Youtube is a very popular video-sharing site. Of course, video themselves is not ready-made learning material. Careful planning according to learning goals and integrating videos available on Youtube to support will optimize learning outcomes as they match the learning styles and preferences of the digital generation<sup>4</sup>. In the world of education, YouTube has become the new media of choice apart from other media used in the existing education system and accepted by policy makers in education. Youtube, which was originally only used as a social media for sharing videos which was used as a mere source of entertainment or boredom buster, has now turned into a new tool for the world of education where Youtube, which has various videos uploaded by users, can be a source, material and educational media/media. learning that can be used by anyone, be it educators, students, every school and even parents can use Youtube as an alternative media in finding and helping to find the resources needed. Therefore, this thesis aims to learn how to implement the use of Youtube videos for learning English, the obstacles encountered, and solutions to solve a problem when using Youtube as a learning medium.

Narrative text is material X class eletronical engginering, narrative text is a the type of text that tells a chronological story in the past tense<sup>5</sup>. To determine the scope of the researcher's investigation, the researcher conducts preliminary research as follows: skimming the latest articles to learn relevant studies and research methods, and discussing with experts and teachers related to the topic. Researcher are interested in examining Regarding the implementation of using Youtube videos as a medium for learning English for class X at SMKN 2 Kudus, this research was carried out after the COVID-19 pandemic subsided and learning was active again face-to-face, based on the implementation of *Merdeka curriculum*. the independent curriculum, which gives educators the flexibility to create quality learning that matches the needs and learning environment of their student<sup>6</sup>. Researcher want to know

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<sup>4</sup> Sloane Burke, Robin Rager, and Shonna Snyder, "An Assessment of Faculty Usage of YouTube as a Teaching Resource," *Internet Journal of Allied Health Sciences and Practice* 7, no. 1 (2009): 1–8, <https://doi.org/10.46743/1540-580x/2009.1227>.

<sup>5</sup> Hani Ammariyah, "Pahami Pengertian Narrative Text, Struktur & Jenisnya," 2023, <https://www.ruangguru.com/blog/struktur-dari-narrative-text>.

<sup>6</sup> "Kurikulum Merdeka," 2023, <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>.

how to implement the use of Youtube videos for learning English, the challenges encountered when learning to use Youtube, and the solutions to these challenges; thus, research with the title Implementation Of Youtube As A Medium For Learning English In Narrative Text material A Case Study at SMKN 2 Kudus.

## **B. Research Focus**

The focus of the research in this thesis is that the researcher chose Class X majoring in Electronic Engineering as the research subject because that class carried out English learning in Narrative Text Material with video youtube medium, and the teacher's of English learning in using video youtube as a learning medium. The focus of learning English for class X majoring in electronics engineering using Youtube as a medium for the youtube video material used adjusts the learning material *merdeka curriculum*.

## **C. Research Questions**

Referring to the research background, the formulation of the research problem is:

1. How is the implementation of using Youtube videos as a medium for learning English in Narrative Text Material at SMKN 2 Kudus?
2. What are the obstacles by teachers and students when using Youtube videos as a medium for learning English in Narrative Text Material at SMKN 2 Kudus?
3. What are the solutions made to overcome obstacles in using Youtube videos as a medium for learning English in Narrative Text Material at SMKN 2 Kudus?

## **D. Research Objectives**

As with the problems above, the objectives of this study are:

1. To describe how to implement the use of Youtube as a medium for learning English in Narrative Text Material at SMKN 2 Kudus
2. To describe the obstacles faced by students and teachers when learning to use Youtube videos for learning English in Narrative Text Material at SMKN 2 Kudus
3. to find out how solutions can be applied to overcome the obstacles encountered when using Youtube in SMKN 2 Kudus

## E. Research Significances

This research is expected to provide various benefits, both in practical and theoretical realms. The benefits that can be achieved are:

1. Theoretical significance
  - a. This research is expected to be able to provide thought assistance to the world of education, especially about the importance of creativity of English teachers in using social media, especially Youtube, in the learning system. As a reference for further research, especially for English teachers.
  - b. As a reference and for further investigation, especially for English teachers in maximizing Youtube.
2. Practical significance
  - a. For schools, provide material for policy considerations. schools in determining and utilizing educational technology especially videos from YouTube in order to improve the quality of learning. teaching to achieve competence and learning objectives that have been defined and expected.
  - b. The benefits for researcher, reasearcher increasing knowledge about the use of Youtube as a learning medium so that they can add to their provisions when later becoming a teacher if they want to choose learning media.
  - c. For teachers, provide correct information about the implementation of using video from Youtube in learning so that it becomes a positive consideration in maximizing the teaching and learning process and being able to redesign Youtube's utilization towards a more positive, creative, and dynamic approach rather than one that is static.

## F. Definition Key of Terms

To avoid misunderstandings and misinterpretations of the research results, the researcher wants to give details the key terms used.

### 1. Youtube as a Medium

Youtube is a media platform that allows users to search, watch and share videos. It can be a great teaching and learning tool, giving users access to educational videos uploaded by individuals or media companies. Youtube can also be used to deepen understanding of the English language as it is seen as an online resource that provides different types of videos in many situations and provides opportunities for students to learn outside of the classroom. In addition, Youtube helps students easily

access channels of native speakers so that students can naturally learn how to pronounce, listen and speak English and use it in the appropriate context and situation. More recently, new research into Youtube's potential also suggests that it can support independent or self-paced learning by choosing the types of learning content and videos that students can freely choose<sup>7</sup>

## 2. English Learning

English language teaching environments vary across the world. A good command of English is an entry requirement for higher education in the global market and English gives users a competitive advantage<sup>8</sup>. Teaches English about authenticity and literacy, for example; reading, speaking, listening, and writing. English is the only valid language understood by anyone, anywhere in the world. Students are learning easier and faster than before due to the use of technology in schools<sup>9</sup>.

Language learning aims to improve students' spoken and written communication skills and to encourage the evaluation of literary works. Learning activities should provide students with the opportunity to practice what they have learned, allowing them to gain practical; experience and turn the learning process into a mode of social interaction. Teaching and learning are fundamental activities in the whole educational process<sup>10</sup>.

## 3. Narrative Text

Narrative text is a the type of text that tells a chronological story in the past tense. The aim of narrative text is to entertain the readers through the amusing story. Kinds of Narrative Text fairytales, mysteries, forror stories, science fiction, romance. Generic Structure of Narrative Text, orientation, complication, resolution and reorientation<sup>11</sup>

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<sup>7</sup> Salih Bardakci, "Exploring High School Students' Educational Use of Youtube," *International Review of Research in Open and Distance Learning* 20, no. 2 (2019): 260–78, <https://doi.org/10.19173/irrodl.v20i2.4074>.

<sup>8</sup> "The\_Practice\_of\_English\_Language\_Teachin.Pdf," n.d.

<sup>9</sup> Nadire Cavus and Gulcin Nagehan Sarica, "New Trends in 21st Century English Learning," *Procedia - Social and Behavioral Sciences* 1, no. 1 (2009): 439–45, <https://doi.org/10.1016/j.sbspro.2009.01.079>.

<sup>10</sup> Andi Aryani Rajab and Mayong Maman, "The Implementation of Cooperative Learning Model 'Number Heads Together (NHT)' in Improving the Students' Ability in Reading Comprehension," *International Journal of Evaluation and Research in Education (IJERE)* 5, no. 2 (2016): 174, <https://doi.org/10.11591/ijere.v5i2.4536>.

<sup>11</sup> Ammariyah, "Pahami Pengertian Narrative Text, Struktur & Jenisnya."



**G. The Organization of Thesis**

This thesis is divided into five chapters:

Chapter I : Introduction. It consists of research background, research focus, research questions, research objectives, research significance and the organization of the thesis.

Chapter II : Review of related literature. It consists of a theoretical description, theoretical framework and review of previous studies.

Chapter III : Research methodology. It consists of research methodology, research setting, research participants, data collection instruments and techniques, research data validity, and data analysis techniques.

Chapter IV : Research findings and discussion. It consists of the research results and discussion.

Chapter V : Conclusions and recommendations. It consists of conclusions and recommendations.

