

CHAPTER I INTRODUCTION

A. Research Background

Speaking ability is considered the most difficult and most complex of the four English language skills because it requires experience and exposure to the target language. In English language teaching, it is a very crucial part of the learning process and an important component of every language education class.¹ Speaking ability is a fundamental aspect of the learning process and is one component of every language education class. To improve students' speaking skills, they need to acquire and apply language in a fast and practical way. It is important to provide students with effective language learning strategies that facilitate a smoother and more efficient learning process.

Teachers must implement strategies and teaching that meet the needs of learners. Implementing effective learning strategies can contribute to a more efficient learning process.² One of the key factors in improving speaking skills is giving students plenty of opportunities to practice using English regularly. Classroom activities should also encourage students to engage in meaningful conversations, discussions, and interactions. These activities may include group discussions, debates, presentations, and role-playing exercises. Additionally, incorporating authentic materials with media such as news articles, podcasts, and videos can expose students to the use of natural language and help them bridge the gap between classroom learning and everyday situations.

Teachers found that the use of such learning media fostered a comfortable and stimulating atmosphere for their students. Using educational media helps teachers teach more clearly. It makes learning better and more fun for students in the classroom. Incorporating instructional media can have a positive impact on students' speaking proficiency by keeping them stimulated and

¹Mohammad A. Almutairi, "Underachievement in English Speaking Skills among Kuwaiti EFL Students at the College of Basic Education: Possible Causes and Possible Solutions," *Journal of Language Teaching and Research* 12, no. 1 (January 1, 2021): 206, <https://doi.org/10.17507/jltr.1201.23>.

²Khairul Khairul and Rahma Aulia Putri, "The Correlation Between The Students' Habit To Watch English Youtube Channel And Their Speaking Skill," *English Language Education and Current Trends (ELECT)*, October 19, 2022, 121–32, <https://doi.org/10.37301/elect.v1i2.56>.

motivated throughout speaking activities.³One example is the use of videos in student speaking. This activity is useful for stimulating and motivating them to speak.

Students have access to many video-based online resources that can help develop their speaking skills. YouTube in particular, has become a popular platform for language learners to improve their English speaking skills. This digital medium offers a variety of content, including language tutorials, interviews, travel vlogs, and everyday conversations, all of which expose students to language use in a variety of contexts. By carefully selecting and organizing video content, teachers can design engaging speaking exercises for students to understand and respond to native speakers in a variety of situations. In brief, teachers have the opportunity to make the most of certain videos by using various engaging activities to encourage the active participation of students in class.⁴

Regularly incorporating English YouTube into students' activities in classroom routines can encourage them to engage more frequently in language learning and speaking practice. Cultivating the habit of watching English YouTube content allows students to improve their speaking skills. Using YouTube as an educational medium has proven to be very effective in improving their speaking skills. Additionally, it is recommended that students create a structured schedule for this purpose.⁵ By allocating specific time to watch and actively participate in language-related discussions or activities on the platform, students can experience a more focused and intentional language learning process.

The background of this research is based on students at State Senior High School in Jepara Grade 11 related to the use of the YouTube platform to improve their English speaking skills. So, teachers use media by facilitating advanced technology such as the YouTube application to help students improve their English speaking skills. Then, teachers use learning media to create a

³ Fitri Marhamah, Asnawi Muslem, and Saiful Marhaban, "An Investigation on Using Teaching Media in Teaching Speaking Skill," *English Education Journal* 13, no. 1 (February 28, 2022): 32–45, <https://doi.org/10.24815/eej.v13i1.23147>.

⁴ Novie Ariyanto, Dewi Rochsantiningsih, and Handoko Pudjobroto, "Enhancing Students' Speaking Skill by Using Youtube Video," *English Education* 6, no. 3 (May 29, 2018): 278, <https://doi.org/10.20961/eed.v6i3.35883>.

⁵ Khairul And Aulia Putri, "The Correlation Between The Students' Habit To Watch English Youtube Channel And Their Speaking Skill."

comfortable atmosphere for their students. Teachers can ask students to watch English learning channels on the YouTube platform. This is useful in the learning process for teachers and students as well. For teachers, this can make the learning process more practical and effective.

Integration of YouTube into English language teaching for teachers and students. Erna Stated that teachers also can utilize YouTube videos as a means to assess students' listening and speaking abilities as these skills are best evaluated through the combination of both auditory and visual senses.⁶ Students, on the other hand, can take advantage of the flexibility and convenience that online platforms offer, allowing them to practice their English skills at their own pace, anytime and anywhere.

Qomaria and Zaim also stated that incorporating YouTube into English language teaching can reduce the boredom that is often associated with learning speaking skills. This is because YouTube increases the flexibility of the learning process so that it can be done at any time and in various locations.⁷ Therefore, this approach introduces an element of fun into the learning experience, fostering greater student engagement and enthusiasm for developing their English speaking skills. By giving students the option to access English content on YouTube at any time and from anywhere, the monotony associated with the classroom environment will be reduced. Students can choose content that suits their interests and level of proficiency, thus making the learning process more interesting and enjoyable.

Since the YouTube platform is available at no cost, it simplifies the process of watching and uploading videos for both students and educators. Teachers from all over the world have created their own YouTube channels, and consistently share a variety of educational content that has proven to be beneficial for many students.⁸ Therefore, this resource has demonstrated its worth

⁶Erna Nurkholida, "Enhancing Listening Skill Based On Authentic Materials In Higher Education" 08 (2016).

⁷Dewi Qomaria and M. Zaim, "The Use of YouTube Video to Enhance Students' Speaking Skill in Senior High School:" (Eighth International Conference on English Language and Teaching (ICOELT-8 2020), Padang, Indonesia, 2021), <https://doi.org/10.2991/assehr.k.210914.022>.

⁸Ahmed Sanoussi Himeda Al Jawad and Asma Abdalrahman Mansour, "The Significance of Using YouTube as an Academic Tool to Improve Students' Listening Skill in Libyan Universities," *International Journal of Linguistics*

by significantly aiding the learning of many students. As a result, the global education landscape has been enriched with a wealth of freely available knowledge, fostering more inclusive and connected learning communities.

Jenny and Mahendra already conducted a study titled "Enhancing Students' Speaking Skills Through the Use of YouTube Videos." The findings of their research indicate that the integration of YouTube videos for improving students' speaking skills yielded positive outcomes. This conclusion is substantiated by the data gathered during their study, with qualitative data revealing a noticeable enhancement in students' motivation, interest, and confidence in speaking English following the incorporation of YouTube videos as a teaching tool.⁹ Nuha and Saputri in their research also have proven that YouTube is another technique for improving students' speaking skills. When watching YouTube-based videos, students are required to get speaking ideas from the speaker's atmosphere so that students can try to perform imaginative, intensive, reactive, active, interactive and comprehensive speech performances.¹⁰

Despite the potential benefits of using YouTube as a medium for teaching English speaking. There is a gap in research that systematically examines the perceptions and experiences of EFL teachers and students regarding its effectiveness. The formulation of the problem revolves around understanding whether YouTube can effectively overcome the speaking problems faced by EFL learners and whether YouTube is in line with the goals and methods of teaching English speaking in formal education environments. It is important to research to what extent YouTube serves as an appropriate and engaging learning medium and whether YouTube helps improve English speaking skills.

Studies 1, no. 1 (August 1, 2021): 58–70, <https://doi.org/10.32996/ijls.2021.1.1.5>.

⁹Jenny Ika Misela and Mahendra Puji Permana Aji, "Using YouTube Video to Improve Students' Speaking Skill at Eleventh of SMA Wahidiyah Gumukmas Jember," *Journal of Scientific Research, Education, and Technology (JSRET)* 2, no. 3 (August 16, 2023): 1337–52, <https://doi.org/10.58526/jsret.v2i3.232>.

¹⁰Mohammad Ulin Nuha and Tiyas Saputri, "Improving Students' Speaking Skill Through Youtube Video: Systematic Review," *Konstruktivisme : Jurnal Pendidikan Dan Pembelajaran* 13, no. 1 (January 29, 2021): 25–36, <https://doi.org/10.35457/konstruk.v13i1.1098>.

Understand the factors that influence the effectiveness of YouTube as a teaching tool. This medium can lead to the refinement of teaching strategies, and the creation of learning resources, and ultimately contribute to a more comprehensive approach to improving especially English speaking proficiency among EFL learners. The perceptions, preferences, and potential challenges faced by EFL teachers and students when using YouTube for English-speaking learning should be explored to provide input for more effective language teaching practices and guide the development of learning materials.

The use of the YouTube platform was implemented to observe the improvement in students' speaking skills after watching English content on the application. Researchers observe students related to the research topic. Researchers also took advantage of the YouTube platform application which has many features and took advantage of them. Therefore, this research aims to overcome this gap and provide insight into the application of YouTube as a medium for learning to speak English. This research also uses a qualitative type of preliminary research where data is collected through interviews with participants and classroom observations.

B. Research Focus and Scope

This research focuses on the 11th High School in Jepara teaching English to young learners and uses the YouTube application platform to improve students' speaking skills through English channels. This platform was chosen because it is one of the popular platforms for watching English-language videos from all over the world. So, students can learn English through videos they like and improve their speaking skills. This can help students to improve their English speaking skills through watching English YouTube channels and they can also enjoy watching videos they like.

The scope of this research is limited to English language videos on YouTube as a medium to improve students' speaking skills. In terms of improving mastery of speaking skills from English-language videos or shows via the YouTube channel. Also makes learning active and effective.

C. Research Problem

1. How is the implementation of English-based videos on Youtube to improve students' speaking skills perceived by EFL teacher and students?

2. How are the EFL teacher deal with obstacles and provide solutions in improving students' speaking skills through English-based videos on Youtube?

D. Research Objective

1. To find out the implementation of English-based videos on Youtube to improve students' speaking skills perceived by EFL teacher and students.
2. To identify obstacles and provide solutions in improving students' speaking skills through English-based videos on Youtube.

E. Research Significance

Theoretically

1. Students are able to use the YouTube application to study English.
2. Students are able to improve their speaking skills through English videos on the YouTube application.
3. English videos bring a comfortable atmosphere for students.

Practically

1. The YouTube application makes it easier for teacher to teach English, especially to improve students' speaking skills.
2. The learning process is more active and effective by watching English videos.

F. Definition of Key Term

1. Perception: Perception is a cognitive process in which humans process information received from their environment through their senses. ¹¹Perception consists of a certain process. It starts by accepting the stimulation from an object through the sense of the organ, and then continues with the registers of stimuli to the nervous system which is called sensation. Then involves forming thoughts and judgments about a particular phenomenon based on the input received. Perception requires providing an interpretation or assessment of events and happenings.
2. Learning Media: Learning media are tools and materials used during the educational process to achieve certain learning goals. Learning is a form of communication, and learning media can

¹¹Kartika Hardiyanti, "English Teachers' Perceptions Of The Use Of Media In Classroom Teaching At Senior High Schools With Two Different Accreditation Ranks," 2016.

be said to be a means to facilitate this communication. Therefore, the use of various media in the teaching and learning process functions to assist educators in conveying lesson material effectively. In addition, integrating media into the teaching process has the added benefit of attracting students' interest and maintaining their attention, making it easier for them to understand the subject matter.¹²

3. YouTube: YouTube offers a variety of user-generated media content in the form of videos. Thanks to its extensive and user-friendly platform, it has gained immense popularity over the years. Serving as a free video-sharing platform, YouTube allows almost anyone with internet access to watch and upload videos.¹³ As a result, video consumption and creation is increasing on a global scale, strengthening YouTube's position as a leading and secure player in the video-sharing industry. The platform's enduring appeal and accessibility have contributed to its continued success.
4. Speaking Skills: Speaking plays an important role in the process of learning and mastering English. It involves the active expression of words, phrases, and sounds. Speaking is very important in improving students' fluency and understanding of the language. Fluency, in this context, refers to the ability to communicate and articulate thoughts and ideas coherently and easily in face-to-face conversation.¹⁴ This reflects the ability to speak continuously during interactions, which is an important aspect of effective communication and language proficiency. Therefore, honing speaking skills is a fundamental aspect in acquiring language proficiency.

¹²Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era," *International Journal of English Education and Linguistics (IJoEEL)* 1, no. 2 (December 30, 2019): 36–41, <https://doi.org/10.33650/ijoeel.v1i2.963>.

¹³Chia-chi Chien, Yenling Huang, and Peiwen Huang, "YouTube Videos on EFL College Students' Listening Comprehension," *English Language Teaching* 13, no. 6 (May 20, 2020): 96, <https://doi.org/10.5539/elt.v13n6p96>.

¹⁴Jenny Ika Misela and Mahendra Puji Permana Aji, "Using YouTube Video to Improve Students' Speaking Skill at Eleventh of SMA Wahidiyah Gumukmas Jember."

G. Organization of Thesis

Organization of a thesis means a form of writing a thesis. In addition, the systematic of each section is part of the thesis. There are three parts of the thesis as follows.

First, the complementary page includes the cover/title page, approval page, statements of the work's originality, abstract, abstrak, motto, dedication page, acknowledgment, preface, table of contents, list of abbreviations/tables/figures/ illustration/ and appendices.

Second, the body includes CHAPTER I Introduction consisting of the background of the research, research focus, and scope, research problems, research objectives, research significance, the definition of key terms and the organization of the Thesis. Then, CHAPTER II Review of Related Literature includes a theoretical description, theoretical framework, and review of the previous study. CHAPTER III Methodology Research includes research method, research setting, research participant, instrument and data collection technique, research data validity, and data analysis technique. CHAPTER IV Findings and Discussion and CHAPTER V Conclusion and Recommendation.

Last, the closing pages include references theories, appendices that contain data analysis, interview transcript, documentation, notes, photograph, and curriculum vitae.