

CHAPTER I INTRODUCTION

A. Research Background

In this era of globalization, where the industrial world has entered the 5.0 era, we face a condition where English is a necessity. Almost every aspect of life uses the term in English because English is the international language, so therefore people are starting to learn English incessantly. If it is related to the supply and demand analogy, the number of people who want to learn English is directly proportional to the number of service providers which facilitate people to learn English. There are English course institutions that provide offline learning. While for online learning, there are also many platforms where institutions or even individuals provide facilities for learning English, one of which is the proliferation of YouTube Channels specifically made to share anything about English.

YouTube is one of the largest video streaming platforms on the Internet, released in 2005 by Chad Hurley, Steve Chen, and Jawed Karim. Since YouTube was released, there have been many creators who have created and uploaded various kinds of videos which in the end were able to attract many audiences to access and watch videos on YouTube.¹ Apart from Youtube, there are other web video streaming platforms that are also quite large on the internet, such as Dailymotion, Vimeo, Metacafe, Vidio.com, and the like. However, Youtube as one of the products from Google is still the most popular among the video streaming mentioned before, because YouTube's sub IP server can be accessed from almost every country making YouTube lighter and faster in loading pages when accessed. It makes the audience more comfortable using YouTube than other video streaming platforms. On YouTube, there are many types of content, such as video tutorials, gaming videos, daily activity videos, vlogs, podcasts, cooking, sports, music, and many other types or niches of videos uploaded to YouTube in various formats and languages around the world. With

¹ Wikipedia, "YouTube," accessed December 10, 2021, <https://en.wikipedia.org/wiki/YouTube>.

YouTube's categorization, it is easy for people to find any video they need.²

YouTube is flexible because it is not limited by space and time. As the largest video-sharing site in the world, YouTube provides and gives so many educational values in the form of information related to the development of education, technology, and culture and can be accessed for free. By the share and embed features, YouTube videos are easy to share on almost all social media used by many users in the world. It makes YouTube able to act as a learning media that support teaching and learning activities because on YouTube there are so many educational videos that contain both academic and non-academic. One of the categories that are quite popular on YouTube is educational videos about language learning, especially English learning videos.³

During the Covid-19 Pandemic, almost all teaching and learning activities in schools are carried out online, except for a few practicum activities that required laboratory then teaching and learning activities are carried out face-to-face offline by paying attention to health protocols. Online teaching and learning activities are usually carried out through the Zoom and Google Meet applications for face-to-face activities. While Google Classroom application, Whatsapp group, Ruangguru, Zenius, and the like are used for activities that are the delivery of material files, assignments, tests or quizzes and activities in the form of class coordination. In teaching and learning activities online, teachers and students face many obstacles that have never been experienced before as when teaching and learning activities run normally by offline. Starting from the network connection problems, teachers who have difficulty in delivering material, the ability of students to catch and understand the material presented by the teacher, or even the lack of facilities needed by students for online learning. With several obstacles faced by students and teachers, teachers are

² Wikipedia, "History of YouTube," 2021, https://en.wikipedia.org/wiki/History_of_YouTube.

³ Diah Retno Anggraini, "Pemanfaatan Youtube Sebagai Media Pembelajaran Dalam Meningkatkan Kreativitas Guru Bahasa Inggris Mts Al-Insan," Universitas Muhammadiyah Tangerang, 2018, 446–52.

required to be creative in providing teaching materials that are able to support and are easily accessible to students so that online teaching and learning activities run effectively. In addition to the material that the teacher prepared during the presentation, the learning video from YouTube is one of the supporting media in teaching and learning activities. We can easily find discussion videos from the basic level to the more in-depth on YouTube, but this requires identifying and classifying the material because YouTube only provides content from creator videos randomly, the system on YouTube is only able to identify video titles, not categorization based on the content of the video. Therefore, it is necessary to conduct a content analysis to determine the extent to which the content of the English discussion videos on YouTube is able to become a good learning media in accordance with the educational curriculum and cultural values in Indonesia to support teaching and learning activities in class or even to support teaching and learning activities in class for independent learning. In addition, content analysis will make it easier for teachers to categorize videos that will be used as learning media according to the level of education in Indonesia.

In conducting content analysis, we have to determine the purpose of using object variables, because content variables have a wide scope and can be addressed from many points of view. Therefore, if we are going to use it as a learning media, then we need to look at the criteria for a good learning media and look for the relevance of the object variables to be studied. Content analysis is carried out in-depth to sort out, make conclusions, and provide limits if necessary so that the results of content analysis can help the learner in addressing the object variables to be studied.⁴

‘Learn English with TV Series’ is a Youtube channel that was created on May 24, 2016, and now it has uploaded more than 450 videos that discuss learning English based on the

⁴ A Thesis and A Thesis, “Content Analysis Speaking Materials in English Textbook Based on 2013 Curriculum for the First Grade Students At Vocational High School 4 English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of Makassar,” 2016.

Movie and TV Series. Some discussion videos on the YouTube channel are also sometimes based on Music. The discussion taken from the Movie and TV Series is usually around the use of specific words, vocabulary, accents, prepositions, and other material that the researcher will try to break down. The reason why the researcher chose the channel is that nowadays in the covid-19 pandemic situation, many students are looking for entertainment through movie's web streaming such as Netflix, but they only enjoy the series and the movie as entertainment. Even though what students watch has the potential to add insight and English language skills. Through 'Learn English with TV Series' YouTube Channel, students are expected to find an English learning method that is more fun than just learning by means of a textbook, especially in learning vocabulary. In learning English, vocabulary is a basic aspect that needs to be mastered as a provision for speaking, writing, reading comprehension, and listening comprehension. We will be able to communicate well when we can master sufficient vocabulary according to specific purposes or maybe just for daily conversation.⁵

'Learn English With TV Series' YouTube Channel which is located in the United States is quite trivial but we will have a striking impact due to the cultural differences between Indonesia and United States. Some of the movies and TV series discussed are quite friendly and acceptable relating the culture in Indonesia, but some discussion videos have something that might be unacceptable if it is used for learning media due to cultural differences and norm limitations between Indonesia and abroad, especially in the United States.

What makes this channel different and interesting from other channels that also discuss about English is the object elaborated by the host. This channel curates English learning materials through movies / films, TV series, cartoon and shows that are quite popular in a global scope which are then used as material for discussing English lessons such as how to

⁵ Sa'adatuddaroen, "Developing Students' Vocabulary Knowledge through Daily Journal Vocabulary" (2019), [http://repository.uinjkt.ac.id/dspace/bitstream/123456789/48250/1/SA%27ADATUDDAROEN-FITK %28watermark%29.pdf](http://repository.uinjkt.ac.id/dspace/bitstream/123456789/48250/1/SA%27ADATUDDAROEN-FITK%28watermark%29.pdf).

pronounce, vocabulary discussions, slang, expressions, and some specific English material which may be able to support teaching and learning activities. It can be an advantage of the 'Learn English with TV Series' YouTube Channel because the material used is close with the audience lifestyle that should only be entertainment. But here, the movies and TV series are packaged into English educational videos. Meanwhile some channels that discuss English are also good but too mainstream because directly discuss about specific material such as tenses, grammar, pronunciation, and the like. It is good but the 'Learn English with TV Series' YouTube Channel has a novelty in presenting an English educational videos.

Even though there are many advantages on the channel, content analysis is needed because we do not know what content is loaded on the channel. By conducting a content analysis on the 'Learn English With TV Series' YouTube Channel, it is hoped that the researcher will get good results regarding the videos parameters of the channel before being used as a good learning media according to the curriculum and culture in Indonesia, so it can help teachers during teaching and learning activities especially in a covid-19 pandemic. And here are some parameters of good learning media: can help teachers in delivering material that is not clear, complex material can be simplified, clarifies abstract material, and able to represent the deficiencies of material.⁶

B. Research Focus and Scope

This research only focuses on content analysis of Learn English with Disney Movies playlist videos on the 'Learn English With TV Series' YouTube channel because there are more than 450 videos uploaded on the channel with a wide and varied English materials. It is impossible to explain all of the videos on the channel and also there are so many materials discussed. English learning videos on YouTube apart from the channel are not included in the content analysis that the

⁶ Muhammad Ali Ramdhani and Hilmi Muhammadiyah, "The Criteria of Learning Media Selection for Character Education in Higher Education," *International Conference of Islamic Education in Southeast Asia*, no. December 2015 (2015): 174–82.

researcher conducted. Besides, the researcher also limit the scope of research where the objectives and outputs of this research are the classification of vocabulary material in the Learn English With Disney Movies Playlist on the 'Learn English With TV Series' YouTube channel which will later be used as an English learning media adapted to the prevailing curriculum and culture in Indonesia. Some categories or playlists on the channel are hardly acceptable for the reason that movies or TV series were chosen by creator were adult contents. The researcher also discusses the benefits of using YouTube video learning media, more specifically Learn English with Disney Movies playlist videos on the 'Learn English with TV Series' YouTube Channel during the Covid-19 pandemic.

C. Research Questions

Based on the background and limitations described above, the problem formulations that can be associated with this research are as follows:

1. How can the content from the Disney Playlist on the 'Learn English with TV Series' YouTube Channel plays a role as an English support media in classroom, especially in the discussion of vocabulary?
2. How is the vocabulary material classification of the Disney Playlist contents on the 'Learn English With TV Series' YouTube Channel adjusting the prevailing curriculum for teaching English in high school levels of the students?

D. Research Objectives

This research aims to:

1. Explain the content of the Disney Playlist on 'Learn English With TV Series' YouTube Channel can act as a good English support media especially in the discussion of vocabulary in classroom.
2. Find the vocabulary classifications of contents on the Disney Playlist on 'Learn English With TV Series' YouTube Channel based on the high school levels of the students.

E. Research Significances

1. For Students

With this research, students are expected to be able to take advantage of technological and information developments to improve their abilities, especially in English. Learning media in the form of a well-conceptual video will add to the attractiveness of students so that students are more focused on participating in teaching and learning activities and easier in understanding the material presented by the teacher.

2. For Teacher

In the end, the teacher can understand that the learning media is not only physical. The development of technology is able to bring something new, one of them is digital learning media that makes it easier for teachers to deliver material, in this case YouTube videos. In addition, learning media in the form of videos that are packed with good concepts can add to the attractiveness of students so that teachers are more assisted in building a classroom atmosphere during teaching and learning activities, especially in the Covid-19 pandemic conditions.

3. For Researcher

This research provides benefits to the researcher in terms of experience, knowledge about youtube as learning media, and English video learning. Also this research is expected to be material for further researcher. And as a means to develop knowledge and add insight in the use of technology to improve academic abilities.

4. For Policymakers

The research is expected to be useful and can be add in theoritical studies in IAIN Kudus. In addition, it is expected to be able to make a positive contribution to the development of science, specifically in English learning media which is expected to be able to achieve maximum learning outcomes in the world of education.

F. Definition of Key Terms

In order to clarify the key terms used in this research, some definitions will explain:

1. Digital Learning Media

Digital learning media is a learning communication tool in the form of digital that serves to convey a lesson material.

2. 'Learn English With TV Series' YouTube Channel
'Learn English With TV Series' itself is a YouTube channel name, where the channel shares about English.
3. Playlist
A sub-place on the YouTube channel contains some videos in the same category.
4. Covid-19 Pandemic
A phenomenon of the spread of the virus called coronavirus that began in late 2019 originated in Wuhan, China, and is still spreading throughout the world.

G. Organisation of Thesis

The writing systematics about the research is intended to get an overview and an outline from each part, so the research is going to be obtained systematically and scientifically. The following is an overview of the systematics of the research that the researcher will compile:

1. The Front Pages
The very first part of the research, it consists of cover, approval pages, declaration, abstract, *abstrak* in Bahasa Indonesia, motto, dedication page, acknowledgments, preface, and table of contents.
2. The Body (Content Section)
Contents are including an outline consisting of five chapters, where each chapter is interrelated.
 - a. Chapter I (Introduction)
The first chapter explains the introduction of theory or research background, research focus and scope, research problems, research, research objectives, research significances, definition of key terms, and writing systematic.
 - b. Chapter II (Review of Related Literature)
On this chapter researcher presents the theoretical framework which is more completely than introduction on the chapter one, previous research, conceptual framework, and hypothesis.
 - c. Chapter III (Research Methodology)

This chapter consist of how researcher collect the data for this research from the methods, collect some samples, research instruments, techniques, and how to analyze.

d. Chapter IV (Research Findings and Discussion)

This chapter discusses about the result of research that has been analyzed in accordance with legitimate methods related to research problems on the first chapter.

e. Chapter V (Conclusions and Recomendations)

For the last chapter consists of research summary and argument from researcher by pay attention to the limitation, also give some recomendations for future researchers who will discuss and make new research related to this topic.

3. The Closing Pages

The last part are consist about bibliography, appendices, and curriculum vitae.

