CHAPTER 1
INTRODUCTION

1.1 Background

Speaking is an oral communication in a two-way process between speaker and listener which involves productive speaking skills and receptive comprehension skills (listen with understanding) (Gunada & Wayan, 2017). Someone speaks to produce clear sentences that the audience can understand. Oral skills are used to increase speech clarity for effective communication. Likewise in English, when people learn English, and they have to know how to pronounce it correctly to be understood. English success students are seen from their ability to use English to communicate effectively (Gunada & Wayan, 2017). Some people think that speaking is the most difficult part of the four skills in English. When learning English, they can understand English easily, but it is difficult to speak. Because when they want to say something, they need time to think about the sentence to convey and think of the correct wording. While speaking is something spontaneous. Our personality, our image, our knowledge of the world, and our ability to express our thoughts are reflected in our speaking appearance (Meinawati et al., 2020). Spending a lot of time thinking makes them feel insecure and ultimately do not want to start speaking.
There are still many students who do not feel confident about talking to their teachers and friends. Students do not dare to start to speak, for fear of making errors when speaking, so that their speaking ability does not improve. The students hesitated and were reluctant to speak because they had nothing to say. Most students are not confident when speaking. Some problems prevent students from speaking English. These problems often occur in every school. These problems are lack of self-confidence, afraid of mistakes in grammar, vocabulary, and pronunciation. Even though they have something in mind, they are hampered by lack of confidence because they are afraid of making grammatical mistakes and they are worried if other students laugh at them when they make mistakes (Meinawati et al., 2020).

English as a foreign language (EFL). Students cannot speak in front of their friends and teachers, because they are afraid and feel shy to their friends. Therefore, they have to keep practicing their English independently or under their teachers’ guidance inside or outside the class. Students can learn independently at home, starting from memorizing vocabularies, knowing grammar formulas, and often practicing so that English pronunciation is correct. When learning in the classroom teacher must prepare learning media, so that the class atmosphere is fun, students feel comfortable, enjoy, confident in the class, and make students dare to speak. Not only in the class, but the teacher can also recommend or instruct students to use certain media to make it easier for students to learn independently at home.

Learning media is very influential during the learning process. Students can feel bored if they only listen to the teacher talk and see the teacher write the material being
studied at the time. The teacher must be able to use learning media that makes students not sleepy and easily bored so that learning is carried out smoothly and students can more understand the material presented by the teacher. Every teacher has their way of using learning media. Teachers should use media that can make students interested in learning because media is a tool that has a function to convey messages (Suari Dewi, 2018). The internet is a very useful technology today, most people are interested in videos to find information. YouTube has become one of the most popular websites in the world (Gunada & Wayan, 2017). So the teacher and students can take advantage of existing technology, they can learn English from YouTube.

YouTube is a website that shares various kinds of videos such as video clips, music videos, movie trailers, and other content namely video blogging, short original videos, and educational videos (Wulandari & Purwani, 2021). Learning from YouTube is effective because there is complete everything they want in learning. Offer students online materials such as websites for learning that teachers can integrate and use in the teaching and learning process in the classroom, such as the YouTube website (Gunada & Wayan, 2017). Learning from YouTube can improve student’s speaking skills in pronunciation, grammar, and vocabulary. So, YouTube is very effective in improving student’s speaking skills, because students can see the foreigners directly speaking on the video on YouTube so that students can follow what is on YouTube.

There are some problems when using YouTube for English-speaking development. The network is one of them. Some villages have network problems, difficulty in accessing the internet. It could be that the student’s house is in a remote area, making it difficult to
connect to the internet. The student can go to another place to find a place with a better network than he lives. Then the next problem is the internet quota. Not all students can afford to buy internet quota due to limited material, but they can still access the internet with the education quota from the Ministry of Education and Culture, or students can also hotspot with friends and relatives, students can also go-to the place where there is a free WIFI area, so they can connect to the internet. And the next problem is understanding. There may be some students who have difficulty understanding when the speaker speaks quickly or students may not understand the vocabulary. When students see a video on YouTube and not all words conveyed by the speaker can be understood, then the student can use English subtitles, then pause the video in the parts that are not understood, and look for what the speaker conveyed through Google translate, it can add new vocabulary for students and make it easier for students to learn English.

Several previous studies that discuss YouTube as a medium to improve speaking skills, (Meinawati, Rahman, Harmoko, 2020) researched “Increasing English speaking skills through YouTube”. They found that YouTube is very effective for improving speaking skills. The researcher changed the way of teaching, namely by using YouTube as a medium, then collecting data from each meeting. Students are confident and they are not afraid to speak English anymore, because students can see directly on YouTube how foreigners speak English. (Tristiana & Swondo, 2020) investigated “The effect of YouTube content making on student’s speaking skill”. Students are divided into two classes, experimental and control classes. The experimental group was taught using YouTube content creation, while the group control is taught using conventional techniques.
The results prove that YouTube content creation is significantly affects student’s speaking skills. And another study by (Putrawansyah 2020) was about “Effectiveness of using YouTube video in improving students’ speaking skill through asking and answer questions”. This research was collected using an oral test. Students are given a picture of the procedure text then the students speak directly in front of the class. They found that YouTube video materials have significant effect toward students’ speaking procedure text in term of vocabulary and pronunciation through asking and answer questions.

From the research above, the researcher would examine the effectiveness of using YouTube as a medium for learning English to develop speaking skills by showing a video, then students immediately imitate the speakers or practice what is in the YouTube video. The researcher made a study entitled “The Implementation of YouTube as Media to Teach English Speaking Skills for English Students.” As I know, no previous research has examined speaking using YouTube as a media at SMPN 01, so I will examine this title at SMPN 01 because YouTube is a very useful medium to develop student’s speaking skills.

1.2 Statement of the problem

Based on the background above, the researcher can formulate the problem that is:

1. How do students perceive YouTube as a tool to improve their English speaking skills?

2. How long does it take for students per day to apply YouTube as a tool to learn speaking skill?
1.3 **Purpose of the study**

The purpose of this study focuses on the research problems above:

1. To find out what students think about YouTube as a tool to improve their English speaking skill
2. To find out the time students require per day to apply YouTube as a tool to learn speaking skill?

1.4 **Significant of the study**

The researcher hopes this study is useful for obtaining information about English learning media using YouTube. The teacher can use this research as a reference for applying YouTube as a medium in developing student’s speaking skills. The teacher can take advantage of YouTube media very well because YouTube is important and very effective as a medium in learning English.

For students, the researcher hopes that students can use YouTube as a learning medium well, and the development of student’s speaking ability is getting better with the use of YouTube as a learning medium.

1.5 **Scope and Limitation**

The scope of this research focuses on developing student’s English speaking skills using YouTube as a medium. The researcher would evaluate the students’ grammar, pronunciation, and vocabulary. The researcher will limit this discussion to XI junior high
school students with a total of 24 students only who use YouTube as a medium of learning English.

1.6 Definition of key Term

1. **YouTube** YouTube is a database of video content that is popular on social media and provides a variety of helpful information (Agusniatih, 2022)

2. **Speaking** Speaking is an activity to convey meaning of the speaker to get a response from the listener (Tristiana & Swondo, 2020)

3. **English** English is spoken as a first language by more than 300 million people worldwide, and is used as a second language by many, if not more (Chukwu, n.d.)