

CHAPTER I

INTRODUCTION

This chapter is the foundation of the research, providing a thorough summary of the study's reasoning and importance. This first chapter delves into the background and context, providing a thorough understanding of the issue under investigation and the motivations behind its analysis. By clearly defining the research goals and enquiries, it establishes the foundation for the next chapters, directing the reader through the important matters that this study intends to tackle and the impact it hopes to have in the field.

1.1 Research Background

The language learning field has undergone a notable transition in recent years, mostly driven by the growth of digital technologies. YouTube has become a popular platform that offers a wide range of educational resources, including content for learning languages. This study aims to investigate the dynamics of students' interest in using YouTube for language learning in speaking classes, recognizing its potential to enhance language acquisition. As stated by Muna (2011), speaking refers to the act of oral communication that involves a reciprocal exchange between the speaker and the listener. It encompasses both the ability to express oneself effectively (productive skill of speaking) and the ability to comprehend and interpret spoken language (listening with understanding). We can disseminate comprehensive information to others using verbal communication methods. Speaking is the act of conveying meaning through information creation and processing (Burns & Joyce, 1997). This statement

underscores the fact that speaking involves not just the act of communicating information but also the ability to comprehend and understand. It emphasises the interactive aspect of communication. The citation from Muna (2011) is likely to provide a fundamental understanding of this bilateral procedure. In addition, the citation refers to Burns and Joyce (1997), who provide further explanation on how speaking is used to generate and process information in a communication setting. Researchers have conducted multiple studies on the use of YouTube videos to improve students' speaking proficiency. Riswandi (2016) conducted an action research study on the use of YouTube-based films to improve seventh-grade pupils' speaking proficiency at a junior high school in Surakarta. The outcome indicates an improvement in the pupils' speaking proficiency in terms of fluency, vocabulary, pronunciation, grammar, and content. Meilinda (2018) conducted a quasi-experimental study on the use of YouTube videos and the snowball throwing technique to enhance students' speaking skills at SMA Muhammadiyah 6 Palembang. The findings indicate that the snowball tossing technique was effective in enhancing the speaking proficiency of eleventh-grade students at SMA Muhammadiyah 6 Palembang during the 2017/2018 academic year. In their 2018 study, Kabooha and Elyas undertook an experimental research project to investigate the effects of incorporating YouTube videos into vocabulary learning in a Saudi English as a Foreign Language (EFL) classroom. The findings indicate that including YouTube videos in the syllabus did not have a substantial effect on the recognition and comprehension of the target language.

YouTube can be useful for addressing students' interests and linguistic demands in real-life situations by providing authentic conversations (Balcikanli

2011). Moreover, YouTube offers numerous opportunities for acquiring knowledge of a second language. As a learner, one can access a wide range of audiovisual content, including various forms of speech (formal and informal), different genres (songs, debates, talk shows, film clips), and thereby enhance their vocabulary and other language skills. Technological innovations contribute to the ongoing improvement of learning materials. The increasing advancement of user-friendly and highly beneficial electronic orientations significantly contributes to the progress of digital literacy (Epps, 2005; Medeiros, 2010: 229). The advancement of technology, specifically electronic resources, has had a significant impact on the production of learning materials and the growth of understanding. It emphasises the growing accessibility and user-friendliness of electronic technologies, which greatly contribute to the improvement of digital literacy abilities.

This research delves into the burgeoning interest of sixth-semester students in utilizing YouTube as a supplementary resource within speaking classes. With the advent of digital technology, YouTube has emerged as a multifaceted platform offering diverse educational content, potentially enriching language learning experiences. This study aims to investigate the extent students engage with YouTube resources for enhancing their speaking skills, exploring their preferences, motivations, and perceived benefits. Employing qualitative methodology, data will be collected through surveys and interviews, providing comprehensive insights into students' perspectives. Findings from this research are expected to inform language educators and curriculum designers about the

relevance and effectiveness of integrating YouTube into speaking classes, ultimately optimizing language learning outcome.

1.2 Research Problem

1. What are of the content on that student watch to learn English?
2. How is the student's interest on the use of YouTube as media of learning English?

1.3 Research Purpose

1. The Research aims to investigate the contents of YouTube that student watch to learn English
2. The Research aims to investigate student's interest in ELED Speaking Class when using YouTube as learning media.

1.4 Research Significance

This research theoretically contributes by providing information on how YouTube may be used as a learning medium to encourage students to acquire new material. Additionally, it informs readers about the various methods available for teaching speaking skills. Practically, this research demonstrates that YouTube can enhance students' motivation in developing their speaking skills and make their learning experience more fun.

1.5 Scope & Limitation

The scope of this study was the sixth semester students of ELED in UMM to perceive the student's interest of learning speaking using media of YouTube.

1.6 Definition of Key Terms

To avoid problem mistake and misapprehension of the research finding.

The researcher would like to clarify and define the key terms are used.

1. In this research, YouTube is defined as part of the advancement of information technology (IT) in this globalization era. YouTube is a website that shares numerous classes of video like video clips, TV clips, music videos, movie clips, and other content namely video blogging, short original videos, and learning videos (Jalaluddin, 2016).

2. In this research, Speaking Class is defined as a specific class or specific schedule that is used to practice students speaking ability and improve students speaking skills with using correct pronunciation, grammar, and vocabulary. There are numerous speaking classes according to the level or skill of the students.

In this research, English Department is defined as an academic department that reliable for teaching or learning process in English and helps students to increase the four main skills in English such as writing, speaking, listening, and reading. However, the department provide the classes that cover area of English language.