

CHAPTER I

INTRODUCTION

This chapter presents research background, research problem, research objective, scope and limitation, research significance, and definition of key terms.

Background of Study

In this globalization era, technology has been integrated into every aspect such as education, business, and health. Lots of technology used in order to make things and work easier and more effective. YouTube has emerged as one of the most popular tools for both formal and informal learning. With millions of educational videos, tutorials, and language lessons available at the click of a button, students have increasing access to content that supports their academic and language development outside the traditional classroom. Research has shown that YouTube has become a valuable supplementary tool for students seeking to enhance their academic performance and language proficiency (Fachrurrazy et al., 2023; Sakkir et al., 2020).

English remains the most important global language, serving as a medium for international communication, education, and business. Many students aim to improve their English skills for both academic and professional reasons. Traditional classroom instruction, while useful, is often limited in time, resources, and engagement. YouTube, by contrast, provides authentic materials, native speaker content, pronunciation practice, and interactive learning experiences (Alifiah, 2022).

For university students, who are generally comfortable with technology, YouTube presents a flexible and engaging learning environment. Students can improve listening and speaking skills by watching interviews, vlogs, or TED Talks, and can enhance their vocabulary and grammar through educational channels specifically designed for English learners (Safitri, 2019). The platform allows for self-paced learning, repeated exposure, and the freedom to choose content based on personal interests and proficiency levels.

However, despite these benefits, students' perceptions of YouTube as a language-learning media may vary. Some may find it highly effective, while others may not use it for learning at all. Exploring these perceptions is crucial to understand how digital platforms can be effectively integrated into English language education. According to Sakkir et al. (2020), students who positively perceive YouTube are more likely to use it regularly for language learning, especially to improve listening and speaking skills.

Therefore, this study aims to explore university students' perceptions toward YouTube as a media to learn English skills, identifying which skills students believe are most enhanced and how they use the platform to support their language learning journey.

Research Problem

Based on the background of the study, questions of the problem can be identified as the following:

1. What is the perception of university students' about using YouTube as a learning media to improve their English Skills?
2. What is the advantage and limitation of using YouTube according to university students?

Research Objective

According to research problems above, the purpose of this research can be classified as the following:

1. Various perception developed while using YouTube to learn English skills.
2. Advantage and disadvantage while using YouTube as learning media.

Scope and Limitation

Based on the description of the problems above; to not deviate from the purpose and remains on the track according to the research questions and objectives, the scope and limitation is university students who used YouTube to learn about English.

Research Significance

This research is directed according to the theoretical and practical benefits.

1. Theoretical Benefits

The result of this research is to find the information of university students' perception as to know whether YouTube benefits them as a Learning media for their English skills. The researcher hopes that through this research, the readers will get new knowledge and can be a help in the further research.

2. Practical Benefits

a) For the students

This research is hoped to give benefits for university students especially English learning students which using online platforms as their system education.

b) For the teachers

This research encourages teachers to use attractive media more such as YouTube to gain students' motivation and interest.

Definitions of Key Terms

The researcher defines some of key terms use in the study, in order to avoid misunderstanding, here is the list of definition that researcher has been conducted.

1. Perception

Perception refers to the process by which individuals interpret and make meaning of information or experiences. In this study, it pertains to the beliefs, attitudes, and judgments held by college students regarding YouTube as a media for learning English (Robbins & Judge, 2019).

2. YouTube

YouTube is a free video-sharing platform where users can upload, view, comment on, and interact with media content. It serves both entertainment and educational purposes. In the context of this study,

YouTube is considered an informal learning platform that offers English language content such as lessons, tutorials, and real-life conversations (Sakkir et al., 2020).

3. English Skills

English skills refer to the four foundational language competencies: *listening*, *speaking*, *reading*, and *writing* (Richards & Schmidt, 2010). In this study, the focus is on how YouTube contributes to the development of these skills, particularly listening and speaking, which are most commonly supported by video content.

4. University Students

University students are individuals enrolled in undergraduate programs at higher education institutions. In this study, they represent the target group whose perceptions toward YouTube as a learning tool for English skills are being explored (Creswell & Creswell, 2018).