

CHAPTER I

INTRODUCTION

This chapter contains the background of study, research problems, research objectives, the scope and limitation, the significance of the study, and the definition of key terms.

1.1 Research Background

Nowadays, the sophistication of information and technology has a significant impact on many aspects of human life. Existing technological advancements inspire creativity and innovation in people. Additionally, humans may integrate technology to its fullest potential, especially social networking sites. The most recent improvement is the establishment of media-based learning on YouTube, which is a kind of internet-based instruction. People of all ages use YouTube for unlimited purposes, including language learning. The teachers and students provide learning resources to develop a wide range of language skills and provide ready access to authentic language in a variety of situations (Wang & Chen, 2020). A learning approach increasing technology and communication media, particularly YouTube material, is another concept that is growing in use (Ulfa, 2016).

Technology has developed so much in this modern era that it has encouraged the teaching and learning process. Many teachers and students use YouTube to help them in the teaching and learning process (Irawan, 2022). To carry out their learning, the study's participants haven't yet fully tapped into all of YouTube's capabilities. Speaking is now a major focus of many language programs as the demand for English fluency rises. Therefore, it is impossible to deny that instructional method is a factor in determining educational outcomes. To attain desired results, teaching strategies for English should be devised depending on each skill (Wahyuni et al., 2020).

English teachers can deal with it by using YouTube video projects as an alternative means of giving the pupils a chance to practice speaking. With the use of real-world conversation and basic learning theory, the aim is to make the learning experience more engaging and relevant. Students' speaking abilities are increased through the use of learning activities videos as teaching aids while they evaluate their own performances. Additionally, such action increases the kids' awareness of their abilities, particularly speaking (Akdeniz, 2017).

Sari et al., (2020) conducted a survey on YouTube's contribution to EFL learning, making YouTube an engaging learning medium for this millennial student. This study was carried out for her two purposes. The initial aim was to show how higher education factors influenced the YouTube video project. A second objective was to provide evidence of students' self-improvement in EFL learning through a YouTube video project.

Research shows that some people use YouTube as a learning tool to improve their reading habits and interests, as well as to improve other skills such as listening and speaking. For example, if you watch foreign YouTube content, everyone can learn 4 language skills, grammar and vocabulary reinforcement, as well as many cultures from different countries in that content. Based on Purnamasari (2018), EFL learners claimed that YouTube increased their English pronunciation and provided more engagement, motivation, and fun. They added that YouTube is beneficial because it presents the instructional materials in letters, sounds, and pictures at the same time.

Puspa (2016) found that the student process creating video projects is effective in making a big impact on development and acquiring modern skills such as knowledge building, digital competence and collaboration. In addition, a YouTube-based project with discussion elements to get learner feedback and comments to motivate learners gives a stimulus to reflect on learning. Discussion on YouTube video projects help develop critical awareness to students and encourage them to do so to learn more.

Based on the research result before, native digital users rely so much on technology and the internet, the number of YouTube viewers is growing. EFL instruction makes use of YouTube as a learning medium because of its immense potential. Since YouTube is appealing, practical, and directly related to their lives, previous study has shown that students in higher education have chosen it as their preferred English learning tool (Kelsen, 2009). For students studying English as a foreign language, video projects help to create a more meaningful and interesting learning environment, it was supported by Marwan (2015).

In addition, technology should be used to offer engaging and effective learning opportunities throughout the epidemic (Ying et al., 2021), one of which is using YouTube to teach English. With 93.8% of Indonesia's total population using it. Then, YouTube is the most popular platform that used many people.

The use of YouTube as a resource for content has been the subject of several research aimed at improving teaching and learning methods. Nirwaty (2020), claims that using YouTube makes students more motivated and eager to participate fully and engage in class discussions without being self-conscious of their abilities. YouTube helps students learn English and do better academically by helping them understand English-language content (Almurashi, 2016).

The benefits of using YouTube videos for education include the fact that students enjoy themselves while watching and feel inspired to speak by the original speaker. When students watch YouTube for an extended period of time, they quickly become bored and feel as though they have wasted their internet time. YouTube still has its limitations when it comes to language learning.

However, researchers found a gap in research on using YouTube as a learning medium to improve speaking skills. To the existing facts, YouTube is often used to get new vocabulary and as a reference for beginners learning to speak. The current research focuses on the use of YouTube in learning speaking skills. The recent research aims to discover the strengths and weaknesses of using YouTube

for EFL learners as a speaking learning media. To answer these problems, the research questions are:

1.2 Research Problem

In this study, the researcher is investigating the problem and formulating a specific question that needs to be answered:

1. What are the strengths of YouTube as the learning medium in MTsN 1 Baubau in learning speaking?
2. What are the weaknesses of YouTube as the learning medium in MTsN 1 Baubau in learning speaking?

1.3 Research Objective

According to the research question above, this research aims to identify the strengths and weaknesses of using YouTube as the instructional media for Speaking EFL learners at MtsN 1 Baubau.

1.4 Scope and Limitation

This research focuses on highlighting the strengths and weaknesses of YouTube as a learning medium in speaking skills. This study focuses on researching students at MtsN 1 Baubau in the 2023-2024 school year.

1.5 Research significance

The researcher believe that this study will provide useful insight into:

1. Readers

The purpose of this study is to maintain the advantages of YouTube as a medium for speaking skills to continue motivating and building more confidence in students when learning Speaking skills so the benefits gained can continue to be improved.

2. Next Researcher

The researcher hopes that the findings of this study can be a reference guide and an insight to produce better and more exciting research. The

results of this study are expected to have theoretical and practical applications.

1.6 Definition of Key Term

1. YouTube: YouTube is a video-sharing website where users can upload, share, and view videos. It is also the most beneficial online website, which gets more information and provides different learning accesses (Sari, 2020).
2. Strengths: Strength is the capacity to use force to achieve positives in quality and quantity. It is also defined as the benefit or usefulness of something, supported by (Lavy, 2020).
3. Weaknesses: Defined as character traits or abilities that are considered negative or underdeveloped. The limitations, challenges, or drawbacks associated with using these resources and tools in the teaching and learning process are referred to as the "weaknesses" of instructional media.