

CHAPTER I

INTRODUCTION

This chapter includes research background, research problems, research objectives, scope and limitations, research significance, and definition of key terms.

1.1 Research Background

Technological developments in the modern era have brought many changes in various sectors around us. Education is one sector that is experiencing these changes and is always closely related to us. The emergence of various kinds of learning applications caused by this condition makes teaching and learning styles in schools or university different from before. In today's modern era, students not only get learning materials or learning resources through lectures, but they are free to look for learning resources from anywhere, for example interactive speaking learning videos.

Having interesting learning activities for students is very necessary in speaking classes. There are several ways that lecturers can make learning activities interesting, one of which is applying technology in learning speaking skills. It aims to encourage students with introverted and extroverted personalities to have higher motivation in terms of speaking skills (Kurniawan, 2019). Thus, the application of technology in learning speaking skills plays a very important role in improving learning activities in the classroom, so that students do not get bored easily and are motivated to learn, especially speaking skills.

Limited time during learning activities makes it difficult for teachers and students to provide material and practice speaking skills in class (Qomaria & Zaim, 2021). Sometimes, students feel embarrassed to speak in front of their teachers and classmates. Thus, it is

necessary to practice speaking skills for students outside of classroom learning activities using the help of applications on the internet that train students to speak confidently.

According to (Buchholz, 2021), YouTube is a widely used platform, with over 2 billion monthly active users worldwide and making it an ideal platform for language lectures to use in their teaching. Nacak et al. (2020) state, students can use YouTube as a virtual library and their study groups to support learning material sources. Thus, students don't have to study via YouTube only in class but they can also have the opportunity to study from the outside, such as at home, cafe, or anywhere.

In addition, YouTube provides access to watch and listen to videos of native speakers easily and for free which makes it easier for students to learn how to pronounce, listen and speak English and then apply it in the appropriate context (Dabamona & Yunus, 2022). As a result, YouTube can train students' confidence in speaking English for daily activities.

The research by Gracella & Rahman (2020) claimed that YouTube can motivated to improve their speaking skills. It is evidenced by students regularly looking for videos about speaking and watching videos with lots of dialogues and then they practice the words or sentences in the dialogues, then making their speaking comprehension and pronunciation better (Gracella & Rahman, 2020).

Another advantage of YouTube is, has a big influence in improving the components of speaking skills vocabulary. It is proven from the interview process conducted by Kurniawan (2019), obtaining answers from sources regarding the influence of YouTube on speaking ability from a student who stated that YouTube can increase progress in vocabulary and can easily find the right words for certain topics related to what he wants to talk about.

Based on several studies, it can be used as a suggestion that lecturers can consider this learning medium in speaking class to motivate students to learn and increase their language

skills, especially speaking, by providing speaking videos learning materials on YouTube that can train students in speaking English.

This research was conducted with a different subject, location and time from previous research such as from (Damayanti & Ma'rufah, 2022) which showed the conclusion that students still find it difficult to learn speaking skills independently via YouTube because they don't know their mistakes and are happier if learn the ability to speak through other people.

Therefore, in this study researchers need to examine more deeply how students' perceptions on using YouTube in learning speaking, what are the problems faced and the most activities are often carried out by students when learning speaking skills via YouTube, especially in Speaking for Informal Interaction Class at the University of Muhammadiyah Malang.

1.2 Research Problems

Based on the background above, the researcher arranged the research questions as follows:

1. What are the perceptions of students in Speaking for Informal Interaction Class at UMM regarding the use of YouTube as a tool to learn speaking skills?
2. What are the problems faced by students of Speaking for Informal Interaction Class at UMM when learning speaking skills via YouTube?
3. What activities are most often carried out by students when learning speaking skills via YouTube in speaking classes?

1.3 Research Objectives

The objective of research refers to the specific goal or purpose that a researcher aims to achieve through a systematic investigation or study. Therefore, the researcher makes a research objective in this study, as follow:

1. To find out the students` perceptions of Speaking for Informal Interaction Class at UMM on using YouTube in learning speaking skill.
2. To find out the problems faced by students of Speaking for Informal Interaction class English Language Education Department at UMM when learning speaking skills via YouTube
3. To find out the most activities are often carried out by students when learning speaking skills via YouTube in speaking class

1.4 Research Significance

The significance of this study to give some advantages and more information for teacher or lectures, students, and readers in the teaching and learning process. The significances of this study as follows:

1. For lecturers, it can provide references about student perceptions in using YouTube as a tool to learn language skills, especially speaking, as well as find out the problems faced by students of Speaking for Informal Interaction Class when learning speaking skills via YouTube
2. For students, it can provide information about how to overcome the problems faced by them when learning English speaking skills via YouTube, and motivating students to use YouTube wisely in the learning process.
3. For readers, it can use this study as a source or reference for further research.

1.5 Scope and Limitation

This research only focuses on students` perceptions in the Speaking for Informal Interaction class at the University of Muhammadiyah Malang about using YouTube in learning speaking, the problems students faced when implementing YouTube application in learning speaking skills, and the most activities are often carried out by students, especially from the seventh semester who had used YouTube as learning medium for speaking and had taken a speaking for informal interaction course.

Thus, this research is only limited to the perceptions or experiences of seventh semester students, especially in Speaking for Informal Interaction Class at English Language Education Department, University of Muhammadiyah Malang, who had used YouTube as learning medium for speaking, and do not require perceptions from lecturers.

1.6 Definition of Key Terms

Key terms are often used in academic research to conduct literature searches, organize and categorize material, and ensure that research findings are appropriate and aligned with the primary subject of the study. It can also be used to index, classify, and reference scholarly material.

1.6.1 Perception

Gracella & Rahman (2020) stated that “perception in a general sense is a person's view of something that will cause a response to how a person will act”.

Furthermore, according to Cherry (2023) perception is closely related to cognitive functions that we can use as a tool to process information, such as using memory to recognize

a friend's face or detect a familiar scent, as a result of this process we can identify and respond to environmental stimuli.

However, in this study perception is defined as a response expressed in verbal form from students` experience of using the YouTube application in learning speaking skills.

1.6.2 YouTube

Mutiarani et al. (2022) stated, YouTube is the largest application on the internet for sharing and searching for videos anytime and anywhere because people can easily access this application, which contains several types of content such as entertainment, politics, medical and education.

In this research, YouTube is defined as a learning application that really helps teachers and students in learning language skills, especially speaking such as practice English speaking skills, making videos speaking in English, and collecting assignments or English learning material in the form of speaking videos such as dialogue or conversation.

1.6.3 Learning

Learning is a process of human behaviour in gathering information, knowledge, and acquiring skills based on their experiences from what is seen or heard. After this process occurs, all the information they have got is stored in a brain and becomes a collection of memories that can help them to remember or repeat all the information, knowledge and abilities they have obtained from the learning process.

In this research, learning is defined as the process of practicing language skills, especially speaking English by imitating the pronunciation from a word or sentence via YouTube, in order to increase speaking skills.

1.6.4 Speaking Skills

Speaking skills is defined as a person's ability to express themselves, expressing a series of ideas to other people in a society and understanding on the use verbal and non-verbal symbols in certain languages, situations and contexts (Colle, 2022).

In this research, speaking ability is defined as students' understanding of expressing themselves and expressing ideas from speaking learning material videos via YouTube.

