# CHAPTER I INTRODUCTION

This chapter presents about background of the study, research question, research objective, scope and limitation of the study, significance of the study, reasons for choosing the topic, and the definition of terminologies.

## **Background of the Study**

English speaking skill allow us to actually broaden our world, from job opportunities to the ability to relate to people from every country. Kadamovna (2021) said that English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. and he said that without speech, a language is reduced to a mere script. It means that as English is widely used all over the world, there is a need for students to acquire the communication skill of it to get success in their respective fields.

Many teachers use YouTube videos as a medium for learning speaking skill in their schools, whether they are teachers in public or private schools because many research that researching abaout the use of YouTube video as a medium for teaching English speaking skill. As from the research by Hussin, Gani, & Muslem (2020), Meilinda (2018), Kadamovna (2021), etc. Usually, they direct their students to watch YouTube videos while learning in class or at home, containing tutorials or explanations related to the material, especially about English speaking skill. The use of YouTube in the English speaking class is very helpful for the student learning process, apart from the fact that the videos presented are quite interesting and very diverse, students can also access it anytime and anywhere, so that when they forget about the material presented, students can repeat it until they really understand.

However, not all students agree that YouTube videos can help students' learning process, because some students also believe that YouTube can actually have a negative impact on students. This was supported by Nacak, Baglama, & Demir (2020) , which stated showed that addiction to technology, lack of eye contact, loss of concentration, not being able to ask question while watching, risk of unreferenced knowledge on subjects, remove students from social environments are disadvantages of using YouTube in the study.

Number of relevant studies have been conducted. Firstly, the relevant research conducted by Prasetianing (2019) results that the students' speaking ability increased in 3 aspects, namely 1) accuracy, 2) fluency, and 3) appearance. It was also found that videos with speakers Native English is less useful for students, especially students with low abilities. As in line, a research by Tristiana (2020) that focused to find out whether there was a significant effect of using YouTube content making on students' speaking skill with quantitative approach. This study showed thatthe YouTube content making significantly influences students' speaking skill. The research by Balbay & Kilis (2017), the study aimed to demonstrates the need for elaboration of the use of YouTube in university level language skill education settings. The results of the study clarify that students actively utilize this particular technology for learning outside the classroom too, which may change the teachers’ role in language and skill classrooms. In the context discussed, teachers still have a critical role to play. They made use of the YouTube playlists, hence promote autonomous learning with technology outside the classroom. Moreover, Abidin (2021) that aimed to find out whether senior high school students in Indonesia who frequently watched YouTube in English speak better than those who seldom. The presented study revealed that the speaking ability of the subjects who often watched YouTube significantly exceeded the speaking ability of those who seldom watched YouTube. Based on the T-test analysis, YouTube gave a better effect on students’ speaking ability. More specifically, based on the ANOVA analysis, YouTube gave the highest effect on the vocabulary aspect of their speaking ability. In research by Hussin, Gani, & Muslem (2020), the study aimed at finding out whether the use of YouTube videos through group discussion assisted students to improve their speaking skill (pronunciation, grammar, vocabulary, fluency and comprehension). The results of this study showed that using YouTube videos through discussion group assisted the students to improved their speaking skill, with the most significant improved skill was comprehension. Therefore, suggested that teachers consider using YouTube videos in their teaching techniques in an attempt to attract students’ motivation to improved their speaking ability.

Moreover, in research by Qomaria & Zaim (2020), the research aimed to find out the use of YouTube video in enhancing students’ speaking skill in Senior High School. Based on the analysis it is found that YouTube help students to improved their speaking skill and increased their interested in studying English because students can use YouTube video everywhere not only in the classroom. The research by Jalaludin (2016), the result showed that Using YouTube inside and outside of the classroom can be very useful to develop speaking, listening and pronunciation skill. The research by Meilinda (2018) was done to revealed if (1) there was a significant difference in the eleventh graders’ speaking skill between those who were given intervention by using YouTube video with a snowball throwing technique and those who were not, and (2) there was significant difference among good, average, and poor speaking categories among the sample. The result revealed that there was a significant difference in speaking skill between students teach by using YouTube video with snowball throwing technique and those who are not. Last, there was a significant difference among good, average, and poor speaking categories among the sample.

Previous research has tended to focus on how to teach using the YouTube application, such as how to teach using YouTube videos and how to teach speaking skill using the YouTube application through group discussions. Instead, this research focuses on examining it from a different side, namely from the students' point of view regarding learning to use YouTube videos as a medium for learning English speaking skill, which will be applied to high school students.

## **The Reasons for Choosing The Topic**

The reasons why the researcher choose this topic because several reasons.

Such as :

1. Speaking is an important aspect of language development. By having a good speaking, we will be able to talk and listen to the language well.

To understand what students perception when they used it as a media for learning speaking skills, and then used as a lesson for future learning.

## **Research Question**

Based on the background of the study above, the researcher will be conducted based on research question what is the students’ perception toward the use of YouTube video as a medium in learning speaking skill at senior high school level?

## **Research Objective**

Based on the research question, this study will focus on to find out what is the students’ perception toward the use of YouTube video as a medium in learning speaking skill at senior high school level.

## **Scope and Limitation of The Study**

This study focuses to find out the students perspective on YouTube Video as a medium for learning speaking skill at Senior High School level. This study consisted of second-grade students as participants for interviewed.

## **Significance of The Study**

This study has significance both in theory and practice which is expected to be carried out properly and efficiently and many benefits can be felt by all parties involved.

1. Theoretically, this research is expected to provide knowledge as well as guidelines regarding the development of English learning medium.
2. Practically :
3. For teachers

The results of this study are expected to help teachers to more easily steal the attention of students when learning English, can be used as a reference in making learning medium and also encourage teachers to think creatively in the learning process.

1. For student

This research is expected to foster students learning speaking motivation. In other words, this research can be used as a reference to improve students' ability to understand more about learning English Speaking Skill.

## **The Definition of Terminilogies**

To avoid misunderstanding in this research, there are special words that often appear and are used in the research that researcher do. Such as :

1. Learning medium

Learning medium is a teaching and learning tool. According to Hamalik (2014), learning medium is used to make communication more effective between teachers and students while learning in schools.

1. Perception

Perception is individual judgments or beliefs about something. According to Qiong (2017), perception is the experience of the world and typically involve further processing of sensory input.

1. Speaking skill

Speaking is the use of language to communicate with others. According to Hanum (2018) define that speaking ability consists of two words are speaking and ability.

1. YouTube Video

YouTube video is an online video-sharing website. This is supported by Snickars & Vonderau (2009) that YouTube video is a video-sharing websitite, where Internet users can upload, view and share clips, is an everexpanding archive-cum-bulletin board that both embodies and promotes anything.