# **CHAPTER IINTRODUCTION**

## **General Remarks**

This chapter presents the background of the study, the reason for choosing the topic, research purposes, research questions, limitation of the study, significant of the study and definition of key terms.

## **Background of The Study**

Mastery of international languages is something that needs to be developed at this time. English is an important international language that could connect people with the world in various aspects including aspects of education. One of the English skills that must be learned is speaking. Speaking skill is one of the important things to learn. But, learning English speaking skill for EFL learners is not easy. Chiu & Shen (2019) argue that it does not matter how many EFL learners know about English, but they still have difficulty to speaking English. But to be able to overcome difficulties in speaking English we must learn the four aspects of speaking. To be a good speaker, we must mastery pronunciation, vocabulary and grammar. And without mastering them someone could not convey the ideas they have (Arifin,2012).

But the researcher found one of the outstanding EFL Learners at a university in Garut, West Java. This EFL Learner has very impressive achievements in the field of speaking English. She has won three speaking competitions in the form of speeches and debates. She has attended two EFL Learner exchange scholarships, the first in 2016 - 2017 in San Antonio Texas and the second received a Global UGRAD 2021 - 2022 scholarship. She has also taught private lessons in several places. Even though speaking is a difficult skill to learn, this EFL Learner is proficient in English and also outstanding in this field. Whereas the dominant media used to learn to speak English is YouTube videos.

Media in the form of applications on smartphones in learning has become commonplace today. One of the most used apps is YouTube. Everyone could use YouTube to learn something, especially learning English. And many people who have used YouTube to improve their speaking skills. YouTube is the major video sharing service provider. The existence of YouTube has brought advantages to the current generation. For example, we could find and we could share anything videos on YouTube. YouTube users could share and view a variety content of videos. Videos about music, politics, cooking, some useful tutorials for daily life and we could find content to learn online. This is in line with Alawani (2016) noted that online learning is in the form of videos especially on YouTube provides EFL Learners with additional tools to make it easier to control their individual learning process, as they could pause, replay, and download content for later review either in class or at the comfort of their own home. Moreover, YouTube is considered as one source of online material that could play a key role in assisting the teaching and learning process (Almurashi, 2016).

Many researchers have conducted about using YouTube channel on EFL Learners Speaking Skill. There is focusing on EFL Learner perspective (Nofrika, 2019); There are those who focusing YouTube as a design and method (Ilyas & Putri, 2020) (Meinawati et al., 2020) and there are focusing YouTube as media teaching or learning tool (Fralinger & Owens, 2009), (Gunada, 2017); focusing in benefit of learning using YouTube (Yunita, 2015).

Based on the findings above, these previous studies mostly focused on analyzing the impact of YouTube channels on learning speaking English. It means, that is still less of the study which focused on the process of how EFL Learners learn to speak through the YouTube videos. This study aims to find out in depth how EFL Learners learn to speak English using social media, especially YouTube. In other words, further research is needed to look at this topic from a different point of view from the unique research of EFL learners based on personal experience using narrative inquiry.

* 1. **The Research Questions**

The research questions in this study are:

1. How does the EFL Learner learn English speaking from YouTube?
2. What are the advantages and disadvantages of using YouTube in learning speaking skills?
	1. **The Objectives of Study**

The objectives of the study are:

1. To analyze how the EFL Learner learn English speaking from YouTube.
2. To find out the advantages and disadvantages of using YouTube in learning speaking skills.
	1. **Limitation of the Study**

There are many problems found related to speaking skill in learning process. So that it is necessary for the researcher to limit the study, it is intended to avoid a big problem area and helped them to focus on the research. In the reference to the background of the problem and identification of the problem, this study would focus on how EFL Learner learns English speaking from YouTube. The reason why the researcher chose this topic because the researcher curious about how do EFL Learner who is unique in the field of speaking using the YouTube channel as the dominant medium used for learning.

* 1. **The Significant of The Study**

A writing process in this research is expected to contribute to both theoretical and practical use as follows:

1. The theoretical benefit

As input for educational experts to develop learning using technology in the form of social media, especially YouTube channels. They could adapt the media used in this research as an alternative to learn English speaking skill or as a source to make a consideration for the next teaching – learning.

1. Practical benefits
2. As input for the teacher concerned to determine learning strategies and select appropriate teaching media specifically for teaching English speaking skills.
3. As an additional idea for EFL learners to make it easier to learn English speaking skills.
	1. **Definition of Terminologies**
4. YouTube

YouTube is the largest user-based video content provider in the world right now, and it has become the main place for spreading information in the form of multimedia (Mirjam et al., 2012).

1. Speaking

Speaking is operationally defined as the second stage EFL Learners’ ability to express themselves verbally, coherently, fluently and appropriately serving transaction and interaction purposes in a given meaningful context use correct pronunciation, grammar and vocabulary, and adopt pragmatics and spoken discourse rules (Torky, 2006).

1. EFL

EFL could be defined as a situation in which EFL Learners is learning English to use it with other English speakers in the world, for example when EFL Learners become tourists or businessmen (Harmer, 2007).