

Chapter One

Introduction

In this chapter, the researcher discusses several points in finding the main problems of the research. The chapter is arranged into background of the study, statement of the problem, delimitation of the problem, research questions, purpose of the research, significance of the research and the organization of the chapter. These parts are going to be explained as follows.

Background of the Study

Language acquisition is referring to the way students learn their native language. Second language acquisition refers to the learning of another language or languages besides the native language. The native language can get by the students from their mother tongue; besides, the students can get their second language from environment or from babbling from one to two words. Movahead (2015) stated that learning of second language strongly influenced the students' first language, and they may confuse because they should learn two languages, their mother tongue and second language at the same time. Language acquisition refers to the process where an individual learns to understand, speak and interpret signs, read, and write. language acquisition crucially involves change over time towards a state of language knowledge and use that is more extend.

There are many media that can be used for students' English acquisition, such as podcast, games, music, and video. Video is one of the media that can be used to get English acquisition; video has become commonly used in the classroom. Hsu et al. (2013) explained that using videos as a learning material has received a great deal of attention and has been successfully applied to various educational applications. Based on the researcher's experience, video is considered to be interesting and helpful as teaching and learning media. According to Yousefi, S. (2014)., video is an alternative way for learning especially in this technology era where people can have communication with people all around the world.

Bétrancourt and Benetos (2018) also stated that video is not only used in formal learning purpose, but also in informal learning purpose. Therefore, students can learn English by using video flexibly. With videos, students can also learn not only once, which means that if there is an explanation that is not understood by the students, then they can repeat the previous parts which they have not understood yet.

There are so many students' who has not master English yet. The problem is they only deal with English lesson in the classroom only. They may find obstacles in mastering the language. Since they have difficulty in learning the language, their abilities in communicating with other people will be disturbed as well.

In this technological era students can acquire English language easier and more flexible. Students do not have to go to the course and spent a lot of time to do that. Besides, most students sometimes do not even like the materials that are delivered by the teacher, or even the materials that the teachers give make the students get bored. According to Chrisochoides, Chorianopoulo and Giannakos (2015), learning through platform such as YouTube is enjoyed by the students' because it is more flexible. Moreover, with the existence of online platform like YouTube, it can make the students easier to study at home and determine their own material with the style of delivery of learning they like.

Watching English video on YouTube is one of the methods that can help students to acquire their English language. Chrisochoides et al. (2015) stated that video learning can make students and lecturers engaged and can improve the effectiveness of the students. YouTube is a platform that show a bunch of videos that exist of people teach about English or people talk English in general. YouTube might be one of a good flatform to learn English. It is because learning English by watching English video on YouTube is very flexible and practical; students can repeat the video that they have not understand yet; also, students can

access YouTube everywhere and every time since they have internet connection. Lee and Lehto (2013) stated that YouTube now appears to be a promising learning, YouTube has become the most popular free video-sharing website, and YouTube is filled with large amounts of easily accessible sequence learning content.

YouTube is one of the most well-known video sharing platform which can be used as a resource for watching English video to acquire English language that students can access anywhere instead of reading books. There are many videos on YouTube that people can access that consist of English educational content. According to Bonk, C. (2009), YouTube can contribute to the global education, and is an interesting media for learning. Students can improve their skills including their English skill with fun and relax by watching English video on YouTube. Alhamami, M. (2013) stated that YouTube is the most usable online tools for acquiring language in this modern era.

Based on the researcher's observation, there are some students of English Language Education Department (ELED) at a Private University in Yogyakarta who is watching English content videos on YouTube; they watch YouTube with English content twice a day or more. From the phenomena above the researcher found that the students who is often watching YouTube are good at speaking, listening and also, they have ability to communicate with other people well. Therefore, the researcher is interesting in finding out what is the advantages and challenges for their English learning based on the students' perception.

So the researcher is interested to conduct a research for the students' perception on watching English video on YouTube for their English acquiring in ELED of a Private University in Yogyakarta, the researcher is especially interested in finding out the advantages that the students perceived towards the use of videos on YouTube for their English

acquisition, and the challenges that these students faced in acquiring English through YouTube videos.

Statement of the Problem

Watching English Video on YouTube is a method to facilitate the students to acquire their English language, but there are also some problems which can appear during watching English video on YouTube. Based on the researcher's experience,

the first problem is related to the technical problems on the internet connection, because it will take time if the internet connection is poor and the video will not be played. Also, it is a trouble for the students who is not familiar with technology.

The second problem is the difficulty of finding an appropriate video as students needed. Another problem that appear during the use of video for English learning is no chance exist to interact between the students and the teacher; it means students cannot ask a question to the lecturer directly about the material that have not understood yet.

Regarding the statements mentioned, those lead to be the reasons to conduct this topic. Besides, the researcher has the curiosity in identify this topic deeply. Therefore, the researcher feels curious to investigate the students' perception on their experience of watching English video on YouTube for their English learning.

Delimitation of the Problem

The researcher focuses the research on the students' perception on watching English video on YouTube for their English acquisition at ELED of a Private University in Yogyakarta batch 2017. It covers the students' perception on the advantages and challenges of watching English video on YouTube.

Research Questions

The purpose of this study is to conduct the student's perception on watching English video on YouTube for their English acquisition. The main questions addressed in this study are:

1. What are the advantages of watching English video on YouTube for English acquisition as perceived by ELED students'?
2. What are the challenges of watching English video on YouTube for English acquisition as perceived by ELED students'?

Purpose of the Research

Based on the background and the research question above, the purpose of the study could be formulated as follows:

1. To identify the advantages of watching English video on YouTube for English acquisition as perceived by ELED students.
2. To identify the challenges of watching English video on YouTube for English acquisition as perceived by ELED students.

Significance of the Research

This study is expected to give the benefits to the teachers, the students', and other researchers.

The Teachers. After they know the advantages and challenges of watching YouTube, the result of this study can be the consideration for the teachers to use video as learning materials.

The Students. The result of the study can be used as a consideration for the students to use YouTube video for acquiring English, and they can anticipate the challenges.

The Other Researchers. This study may also inspire other researchers who are interested in exploring the students' perception on watching English video on YouTube in acquiring English. They could use the findings as a reference to conduct such a research under the similar topic.

The Organization of the Chapter

This research is divided into five chapters. The first chapter is the introduction, which consist of background, statement of the problem, delimitation of the problem, research questions, purpose of the study, significance of the study, and the organization of the chapter. The second chapter is literature review. In this chapter there are some theories which support the overview of Watching English video for student's language acquisition. Chapter three is about the methodology. This explains how the researcher conducted this research. In this chapter, the researcher explains the method, participant, instrument used, technique of gathering data, and data analysis. The fourth is about findings and discussion. There are two findings. Those findings are Students' Perception on the advantages of watching English video on YouTube for their English acquisition, and Students' Perception on the challenges of watching English video on YouTube for their English acquisition. The fifth chapter is conclusion and recommendations. In this chapter the researcher provides the conclusion and recommendation based on the result of this research.