

## **Chapter One**

### **Introduction**

The study's introduction is presented in this chapter. This chapter discusses some key points. First, the study's background informs why the researcher is interested in knowing the use of YouTube for English speaking skills among senior high school students. This chapter will also cover the research questions that will be used to guide the study. The study's objective identifies the research's specific goals. Besides, the importance of the study is shown as the advantages of the research to certain people. Finally, the chapter organization illustrates how each chapter is explained.

### **Background of the Research**

Speaking ability can be very different in mastery when compared to other language skills, such as reading, writing, and listening, where students can have time to plan and improve before actually producing language (Luoma, 2004). This is why speaking skills require a lot of practice to master, which is also why speaking skills are challenging to master in such a short time. Mastery of speaking skills is also very different in terms of teaching and learning. The processes, structure, and development are other, which can be very complex and arduous. That is why many people, or language learners, especially have a weakness in speaking skills. It takes a language teacher who is genuinely astute and able to assist in displaying and smoothing a series of language interactions and communications because speaking skills are expressing abilities directly without waiting or processing (Hinkel, 2018).

Unfortunately, in Indonesia, in particular, students still show significant weaknesses, especially in speaking skills (Syamsurizal, 2015). It is known that this happens because students'

motivation is not raised in the learning process, making it difficult for them to show class participation, giving a passive role in the classroom. Apart from the fact that Indonesia has implemented regular English learning from elementary school, students who reached the highest level of formal education are senior high school students. There is little desire for students to take action in class to practice speaking skills (Sayuri, 2016). Senior high school students have studied English for at least nine years, which means that they should regularly have trained speaking skills in the classroom from elementary until senior high school. However, the fact is that students still refuse to engage with communicative language and class interactions, plus weak speaking skills in practice and assessments, making learning speaking skills, in particular, raises questions. Media is known as a learning method that can be used as a tool to improve student abilities. Various studies have shown the effectiveness of teaching media, one of which is the use of YouTube (DeWitt *et al.*, 2013).

YouTube is a suitable medium for students to be motivated because of students' familiarity with YouTube. Senior high school students, in particular, also know YouTube well, so that its use in the classroom does not need to be introduced to use time effectively, which focuses overall on learning speaking skills. It is known as a modern and fun medium, so that YouTube is widely used in language teaching to increase student motivation and ability, especially speaking skills. Riswandi (2016), in his research, shows that YouTube-based videos can demonstrate success in improving students' motivation and speaking skills. He said learning could use videos from YouTube to attract students' attention compared to teachers as instructors after a long period of monotonous learning. Students can be motivated by learning using YouTube, in line with modern technology-based learning and the internet. The speaking skills learning system can continue to

bring variety so that student motivation to learn and participate can continue to increase (Guan *et al.*, 2018).

A study done by Jati *et al.*, (2019) demonstrated that YouTube can successfully improve students' speaking abilities. The use of YouTube is one of several activities that help students improve their critical thinking skills. Students improved their speaking skills, accuracy, and fluency in English, according to a test conducted before and after the use of YouTube in the classroom. Moreover, native speakers' video and non-native are helpful for students in learning English. Because non-native videos train students with a slow and clear speech that is easy to understand when learning to speak. Thus, native speakers have different accents that attract students to imitate when learning to speak English. Another study was conducted by Binmahboob (2020) showed that YouTube allows students to talk freely and allows them to be interactive in class. Students tend to improve their English pronunciation.

Although other researchers have discovered and discussed these cases, the process of collecting research data using qualitative methods is still limited. Most research on the use of YouTube for English speaking skills among students can be found and is already familiar. Still, some of the researchers used a quantitative rather than a qualitative method. In the current research, the researcher uses an interview to complete the in-depth research results when collecting research data. The researcher wants to explore how YouTube can help and benefit the student in English speaking skills. It is necessary to investigate it to find out the benefits of using YouTube for English skills among students.

However, it was found that many students fear of making mistakes, shame, and lack of self-confidence when it comes to speaking English, particularly in class. The problem found was a lack of vocabulary knowledge and understanding of how to convey English sentences correctly.

Students used YouTube in their daily lives, but not all used it as a companion media to learn to speak English. They used it to watch cartoons, movies and listen to music, and perhaps only a few of them use it to practice and learn to speak English. Therefore, the researcher aims to investigate the use of YouTube in English Speaking Skills among Students in Senior High School.

### **Identification of Problem**

Since, speaking is the most important skill in learning English. In teaching these skills, teachers have different teaching methods and methods for students in their classes. Researchers found that the teachers teaching methods were too monotonous so that they do not prioritize students' interest and development in their speaking skills, instead only explain the basics.

In teaching speaking skills, innovation is needed so that students have the motivation to develop. The problem that is often encountered is first, class is the difficulty in speaking English in the classroom, second is the boring way of teachers in teaching. This study aims to determine how YouTube can help and the benefits in teaching English speaking among students.

### **Delimitation of the Research**

In this study, the researcher focuses on the benefits of using YouTube and how students improve their English skills by using YouTube to learn to speak English. To some extent, the researcher conducted exploration to make this research more effective. The Researcher must limit their research exploration for it to be effective. First, the researcher investigates the benefits and strategies for using YouTube to improve students' English-speaking skills. Second, this study's participants are three students. Third, the researcher conducts the study at one of Jakarta's public senior high schools, and last, the researcher uses an interview to do the research.

## **Research Questions**

The research questions that have been proposed by the researcher for this study are:

1. What are the benefits of YouTube as a learning medium for students?
2. What are the strategies can students improve their English speaking using YouTube?

## **The Objective of the Research**

Based on the research questions, the objectives of this study are:

1. To investigate the benefits of YouTube as learning media for improving students' English-speaking skills
2. To explore the ways students can improve their English speaking using YouTube

## **The Significance of the Research**

The research is expected to bring some advantages and good impacts for others. This research is beneficial, especially for students, teachers, and other researchers. The significance of the study is present below:

**Students.** This study shows the advantages of using YouTube videos and among them is to help learn and practice English speaking skills. Some students who have some problems with speaking can have more practice for themselves anywhere and anytime by using the YouTube videos.

**Teachers.** This study is beneficial for teachers in using YouTube videos to support teaching media according to student perceptions. As a teacher giving up to date with today's development is needed to bring innovation. So, a teacher can develop Students' motivation in learning. In this

case, the teacher can elaborate on teaching English speaking skills to increase students' motivation and curiosity.

**Future Researchers.** This study can be helpful for future researchers to provide them as a reference for their studies in the use of YouTube videos for English Speaking Skills. As the researcher still found the limitation to conduct the research, researchers can evaluate and develop the research in the future.

### **Organization of the Chapters**

This research consists of five chapters. The first chapter consists of the research background, research identification, problem boundaries, research questions, research objectives, and research significance. Chapter two is a literature review. This chapter provides definitions related to research. This chapter also contains and explains theories related to describing the effect of using video in improving vocabulary mastery. Chapter three is the methodology. This chapter explains how the research will be carried out by the researcher. This chapter discusses the methods to be used, instruments, participants, settings, and data collection techniques. In addition, this chapter contains ways of analyzing data. Chapter four contains findings and discussion. This chapter presents the results of the data collected and analyzed. Chapter five contains conclusions and recommendations. This chapter describes general answers to research questions and recommendations from researchers for future teachers, students, and researchers.