

## **Chapter One**

### **Introduction**

This chapter is an introductory chapter and focuses on the topic of this research. In this chapter, the researcher explains the background of the study and identification of the problem. This chapter also explains the delimitation of the problem followed by research questions. Then the objectives of this study, the significances of this study, and the research organization are also presented by the researcher at the end of the chapter.

### **Background of Study**

Technological developments in various parts of the world have grown rapidly, especially internet technology. The rapid development of internet technology makes it easier for internet users to communicate or find various information, both for personal and business interests. According to Gani (2018), “Internet users can communicate, search for information, shop, conduct business transactions, etc, because the nature of the internet which similar to our everyday world then the internet is often referred to as Cyberspace or Virtual World” (p.3). Thus, there are various types of websites that can be accessed by students to get important information.

In addition, there are various kinds of social media that students often use to find information, such as YouTube videos. Moreover, YouTube is a social media, which eases for users to view and share videos. YouTube is one of the most visited sites, because YouTube not only provides information through text or

images but also provides animated videos that are fun and attract students' interest to use YouTube. Also, According to Albantani & Madkur (2017), “Recent measurements show that more than 4 billion YouTube videos are watched every day, and this medium is highly enjoyed by the public because it can serve as a widely available source of information, entertainment and self-expression 24 hours a day in 39 countries in 54 languages” (p.293). Additionally, according to Widi (2022), the number of active YouTube users in the world was 2.41 billion in the second quarter of 2022, this figure rose 1.58% compared to the previous quarter (q-to-q) which amounted to 2.38 billion users.

YouTube videos offer practicality as they can be accessed anytime and anywhere. This functionality allows users to save videos for later viewing even when an internet connection is unavailable. Consequently, YouTube emerges as a significant platform utilized to enhance students' motivation in learning English. According to Sakkir *et al.* (2020), "The use of YouTube has a positive impact on student motivation" (p.3). Then, Zaidi et al argued that YouTube helps students learn English and can improve their pronunciation to motivate them to learn English outside the classroom (as cited in Nofrika, 2019, p.2). In addition, on YouTube videos there are various kinds of video content that students can use to support students' motivation to learn English, ranging from talk show content, video blogs, games, music videos and much more. “Founded in 2005, YouTube is the largest online video platform worldwide featuring a wide variety of user- and enterprise-generated media content that includes music videos, TV clips, video blogs, instructional tutorials, and educational content” (St Claire et al, 2018, p.1).

Therefore, students become excited and motivated to learn English using YouTube videos.

YouTube provides various kinds of English video content that is used as an English learning facility for students. Moghavvemi et al. (2018) argued that YouTube is an effective tool that can enhance the learning experience if the video is indeed relevant to the topic being discussed (as cited in Meinawati et al, 2020, p.8). In addition, according to Jalaluddin (2016), “There are thousands of short English videos available on YouTube that can be used to teach and learn English, can be used in various ways for effective teaching and learning, but are not only useful for improving speaking and listening skills. skills but also to teach reading and writing skills” (p.3,4).

Furthermore, there are many studies that discuss the use of YouTube video content to learn English. Some researchers found that the use of YouTube videos improved students' English skills. There are several researchers who raised the title of research on the use of YouTube video content to learn English for students. The use of YouTube videos improves students' listening skills (Ayu, 2016; Medoukali, 2015; Riswandi, 2016). In addition, the use of YouTube videos can be an effective means of learning English. This is because YouTube provides Audio Visual media (sound and images), thus allowing students to understand every word that students hear. Furthermore, Syahira (2022) stated that in English class the method of watching YouTube videos, discussing, and then presenting the results of the discussion in front of the class can help improve speaking skills. In addition, Muhammad (2012) and Vidiati (2021) stated that learning English using

YouTube can help students to understand vocabulary or sentences contained in English novels well. However, in this case the teacher must have several facilities to support the process of learning English using YouTube, including laptops, projectors, sound systems, internet connections and capable computer skills.

Based on the explanation above, not all YouTube videos can be used to learn English, because some YouTube content is not quite right, audio is sometimes unclear, YouTube videos are too fast and use words or sentences that are difficult to understand. Therefore, through this current research, the researcher focused on how teachers implement YouTube videos as a medium for learning English and students' opinions about a comfortable learning process so that they can increase student enthusiasm for learning and focus on skills that students can improve after learning English using YouTube videos.

The conclusion of this study is that the researcher wants to know in depth about what strategies that students use in learning English through watching YouTube videos. Also, the researcher wants to know what types of YouTube content are relevant for students to watch in learning English. In the future, this research is expected to have a positive impact in the future and is expected to increase students' enthusiasm in learning English.

## **Identification of Problem**

English is widely recognized as the global language. However, in places like Indonesia where it is not commonly spoken, learning English presents a challenge. This lack of everyday English use affects students' motivation to learn the language. Additionally, differences in social, economic, and geographic conditions across Indonesia lead to variations in school quality and student backgrounds, particularly in remote areas.

In relation to the previous discussion, it is therefore, one of the media that can be used to increase students' interest in learning English is YouTube. YouTube is a medium that can present learning in the form of Audio Visual (displaying sound and images). So, teachers can choose YouTube as a medium for learning English. The use of YouTube videos to learn English is not only for students majoring in English and English Literature education, but many non-English students who learn English use YouTube video content. In this research, the researcher used the interview method to collect data. Based on the preliminary interviews conducted by the researcher, it was found that students frequently utilize YouTube videos as a resource for learning English. However, details regarding the specific strategies employed and the types of YouTube content preferred for English learning remain unknown. This attracted the attention of the researcher to find out what kind of strategies that students used in learning English through YouTube video content. In addition, the researcher also wants to know the type of YouTube content that students like the most for learning English.

## **Delimitation of Research**

YouTube videos are widely used for various purposes, while this research only focuses on the use of YouTube videos in English, the researcher investigate what strategies are used by students in learning English using YouTube videos and the types of YouTube content that students like in learning English using YouTube Videos. The YouTube videos studied in this research are YouTube videos that students use in their efforts to learn English consciously, whatever the activity, they also enjoy the activity. This activity of watching YouTube videos does not include the activity of watching YouTube videos which only focus on fun without any awareness of learning English.

## **Research Questions**

There are two research questions in this research:

1. What are the strategies carried out by students in learning English using YouTube videos?
2. What types of YouTube videos do EFL students prefer watch to learn English?

## **Objective of the Research**

Based on the research question outlined above, this research has the following objectives:

1. To find out the strategies that the students use to learn English by using YouTube videos.

2. To find out the types of YouTube video that students prefer to watch in learning English using YouTube.

### **Significances of the Research**

This research aims to provide valuable insights for teachers, students, and researchers alike. Its findings have the potential to enhance English learning practices and inform future research endeavours in the field.

#### ***For Teachers***

The teacher is able to make the class interesting and more effective from the information contained in this study, such as funny YouTube video content. Teacher awareness in fun English teaching activities with the selection of interesting and easy-to-understand YouTube video content can affect students' motivation in learning English.

#### ***For Students***

The selection of YouTube content that is interesting and easy to understand can motivate students to learn English and is expected to increase students' English skills in English learning activities. The results of this study are expected to build students' awareness to be further developed in learning English.

#### ***For Other Researchers***

For further researchers, if they are interested in conducting research with the same discussion, they can use this research as a reference in research. The

researcher hope that the results of this study can help other researchers to conduct more detailed research.



## **The Organization of the Chapter**

This study has a complete chapter composition which includes chapters one to five. Chapter one in this study includes several discussions introduction which includes the background of the study, identification of the problem, delimitation of the problem, research question, research objective, significance of the research, and organization of the study.

Chapter two of this study includes several discussions about social media, definition of YouTube, YouTube video as learning media, YouTube video as language learning English, YouTube content type, The impact of watching YouTube videos on learning English, and the activities carried out by students in learning English using YouTube videos. Lastly is the review of related studies and conceptual frameworks.

Chapter three in this study is a discussion related to research methodology which includes research design, research setting, research participant, data collection technique, research instrument, data collection procedure, data analysis, and trustworthiness.

Then in chapter four the researcher presents the research results and discussion. The findings and discussion explain the results of interviews conducted with six Arabic Language Education students. The results of this interview were then continued with grouping first through a coding process. Interviews were conducted to find out the strategies students use in learning

English through YouTube videos and what types of YouTube video content students like when learning English using YouTube. Finally, in chapter five, the researcher summarizes the results of the research conducted. The researcher concludes the results of the research and provides suggestions to several parties involved in the research.