

## **Chapter One**

### **Introduction**

This chapter presents several points related to the background of the research including YouTube video site and the reason why the researcher chooses the topic. Besides, the problem statement mentions in this chapter to share the researcher's point of view regarding many problems lead to this research question. The limitation of the problems also mentions in this chapter in the form of research questions examined in this research. In addition, this chapter provides the objective, the aim of the research, and also the organization of the chapter.

### **Background of the Research**

In recent day, internet media become a vital role that is used by the teachers and students in daily learning. Dogruer, Eyyam, and Menevis (2011) stated that internet media is important because it gives many opportunities to the students in many ways especially for educational purposes. With many learning resources that can be freely accessed on the internet, it not only makes it easier for teachers to get references about teaching materials but also helps students to get additional learning material outside the classroom. Therefore, there are many online platforms that can be used by the students to integrate English language learning independently.

One of online platform that can be used to learning English is YouTube. Youtube is an online video-sharing site that allows people to create their own

YouTube content video by using HTML code (Buzzeto-More, 2014). People all over the world can access YouTube, make their own videos, and upload it on YouTube so the video can be seen by the people. The content available on YouTube are varied and certainly covers students' learning needs. As it said by Jalaluddin (2016) where YouTube provides any video such as video clips, vlog, music video, movie trailers, educational video, which allow the users to view, upload, rate, share, and comment the videos. The diversity of videos provided on YouTube makes YouTube an even more attractive platform to be used as learning resource. The form of video visualization provided on YouTube greatly influences students in their learning. Nofrika (2019) stated that the attractiveness and creativity of YouTube which elaborate videos and animations instead of texts make it interesting to be noticed especially by students. Similarly, she added that most of students use YouTube because it provides interesting and fun videos which are very flexible because they can choose what kinds of video they like, watch it repeatedly, and watch it whenever they want.

However, most students are still reliant on textbooks and the lecturers. Whereas YouTube may provide students with more content to help them enhance their English skills. Many videos available on YouTube from both educational and authentic video can assist them in gaining a better grasp of the topic and improving their English skills. The researcher suggest that the lecturer should take more advantages of the use of videos available in YouTube. In-class learning should be more interesting and attract the students' attention. In that case, the lecturers might

use technology, and implementing YouTube into the teaching and learning process. By doing so, the students will have a positive attitude about the learning process.

There has been some research conducted under the topic of YouTube. Moreover, those studies on YouTube focusing on various aspects such as using YouTube to learn listening skill, speaking skill, and vocabulary mastery. Likewise, a study conducted by Abidin et al. (2011), Kabooha and Elyas (2018), and Dewi (2017) concludes that implementing YouTube into the classroom learning increases their vocabulary mastery. On the other hand, several researches and paper examined the use of YouTube to help the students in the process of improving speaking skill have also been carried out. Those researches and paper conclude that YouTube can be used as a media in the process of improving the students' speaking skill (Riswandi, 2016; Sari & Margana, 2019; Meinawati et al., 2020). This is possible because when students watch English videos through YouTube, they will take the vocabularies from the videos and practice it in their speaking. In previous years, Pamungkas (2016) conducted research on the same topic using correlational design. The study was to determine the relationship between students' attitudes towards English Talk Show videos on YouTube to enhance students' listening skills. This study proves a negative results of the hypothesis that there is no correlation between students' attitude towards watching English talk show videos on YouTube and their listening skill. Other than that, an experimental study was conducted to investigating the use of YouTube video to improve EFL students' listening skill. Those studies conclude that students'

listening score are improved after they are treated to watch and listen to English YouTube video provided on YouTube (Rizkan et al., 2018; Lestari, 2019).

However, from many researches mentioned above, all of them only focus on one type of video and one specific language skill. Therefore, what distinguishes this research with the previous studies is that this study is not only focusing on one specific video and one specific language skill. There are still limited studies that examined students' video preferences provided in YouTube to help them learn English. This study was to find out what types of English videos tend to be watched by the students to learning English. However, it does not focus on the specific type of video intended for learning English, but it covers all videos from both educational videos available in YouTube for English language learning and authentic videos which are not specific created for English language learning but can be used to learn English. Other than that, this study also investigates the university students' attitude towards the use of YouTube for English language learning in general. It covers students' perceptions of the use of YouTube to the enhance classroom engagement and develop their overall skills. From the statements above, that is why this research is worth to conduct.

To respond deeper about the shortcomings from the previous studies, the researcher conducts a further study to know what types of YouTube English videos tend to be watched by the ELED students in English language learning and how is the ELED students' attitude towards the use of YouTube in English Language learning. However, this study is expected to give another point of view that YouTube can be also used for alternative learning tool.

### **Identification of the Problem**

Based on the researcher informal interview and observation in the English Language Education Department, the students said that they sometimes use YouTube to learn English. The researcher found that the students watch different types of videos based on their interests and preferences. Students will experience fun learning if they learn English with the types of content video that they like. Hence, the researcher believed with the variation types of videos provided on YouTube, their interest and tendencies must be varied. However, when each of the students uses the same type of video to learn English, not all of them will understand the essence of the video because they are less interested in the video. Therefore, in this study, the researcher needs to know the students preferences in watching YouTube video to learn English.

Besides, the students said that they tend to ignore the learning activities when they are bored and did not pay attention to the lesson. In fact, students' interest in learning activities is very important and affects their achievement in the course. They will be more interested in learning if the learning is carried out with new media and it delivered with interesting way. If the students feel bored to participate in the learning activities, they seem believe that learning English is tiring and unpleasant. In fact, they need a suitable learning media to get their understanding from the material and maintain their attention at the same time. The researcher believed that the students' attitude towards the use of YouTube to learn English really affects their success in learning. Then, researcher needs to know the students' attitude towards YouTube for English learning.

### **Delimitation of the Problem**

This study was only carried out within the scope of sixth-semester students from the English Language Education Department in one of the Islamic private universities in Yogyakarta. YouTube contains many videos in various languages, this research only focuses on YouTube videos that use English. Besides, in this study, the researcher only focuses to examine the type of YouTube video watched by the ELED students to learn English independently. Secondly, this research also focuses to investigating the students' attitude towards the use of YouTube in English language learning. It means that this study did not focus to the students' attitude towards the use of YouTube to improving one specific language skill.

### **Research Questions**

Based on the background of the research above, the researcher formulates two research questions, as follows:

1. What types of YouTube videos tend to be watched by the ELED students to learn English?
2. How is the ELED students' attitude towards the use of YouTube in English language learning?

### **Research Objectives**

According to the research question, there are two objectives of this research:

1. To find out the types of YouTube videos tend to be watched by the ELED students to learning English outside the classroom autonomously.
2. To find out the ELED students' attitude towards the use of YouTube in English Language learning.

### **Significance of the Research**

This research is expected to provide some benefits to teachers, students, and other researchers.

#### ***The Teacher***

The results of this study can be used as a reference for teachers in considering what type of content video that the students are more interested in to be used in English language learning. In addition, by knowing the students' attitude towards the use of YouTube to learn English, it is hoped that the teacher the teachers can implement more YouTube videos as the learning activities in the classroom. Besides, the teachers can prompt the students to explore English video provided on YouTube to as the way to learn English incidentally.

#### ***The Students***

To the students who have not used YouTube with the aim of improving their English skills, by knowing the students preferences on the types of YouTube videos tend to be watched by the ELED students to learn English, they are expected to get a recommendation on what types of YouTube they should use to learn English. Besides, the students are expected to be able to use YouTube as an

additional source of learning besides relying only on language practice in the campus environment briefly.

### ***Other Researchers***

This research is expected to be able to share an information and provide an overview from a new perspective about the types of YouTube videos tend to be watched by the students to learn English and their attitude towards the use of YouTube in English language learning. This research is also expected to be explored again by conducting further research in the same topic with different focus by looking at the results of this study. Besides, the other researchers can use the results of this study to support the assumptions in their research as the latest reference.

### **Organization of the Chapters**

In chapter one, the researcher discusses several points related to the background of the study. Besides, the researcher identifies several problems related to the topic of the study. Then, delimitation of the problem also discussed in this chapter. Additionally, the researcher also mentions the research questions, research objectives, and significance of the research.

In chapter two, the researcher presents some theories related to the study. The contents of the theories are the explanation of learning media and YouTube as an audio-visual/multimedia. Meanwhile, this chapter also discuss about types of YouTube videos, attitudes towards the use of YouTube, and review of some previous studies that relate to the research topic.



In chapter three, the researcher explains about the methodology. The researcher mentions the research design used in the research, the research approach, and the research setting in which the researcher conducted the research. In addition, this chapter explains about the data collection used to gather the survey data. Then, this chapter explains about how the researcher conducted the validity and the reliability test to the questionnaire. Finally, the data analysis also added to know how the researcher analyzed the results.

In chapter four, the researcher shows the findings and discussion of the study. The finding is related to the types of YouTube videos tend to be watched by the ELED students to learn English and their attitude towards the use of YouTube in English Language learning. The answer of the RQ1 reputed into 4 categories namely never, rarely, often, and always. For the RQ2, the students' attitude reputed as a positive attitude or negative attitude. In addition, the research findings elaborated with related theories.

In chapter five, the researcher reveals the conclusion of the research. All the results of the research were summarized in a more concise and clearer conclusion. Furthermore, the researcher provided the recommendations to the readers.