

Chapter One

Introduction

This research clarifies several important issues covered in the chapter. A few key subjects related to this study are summarized in the research background, including the significance of the problems, its objectives, issues at the research location, and the background of the research. After the problem is identified, the problems found at the research location are examined. The research's precise scope and focus are then outlined in the delimitation of the study. The research questions that will precisely define the studies for diverse stakeholders. The chapter organization section provides a thorough description of the structure and content of each succeeding chapter.

The Background of the Research

Gaining fluency in speaking English has several important advantages. A person with strong speaking abilities may, first and foremost, communicate more effectively and fluently in daily settings. This can boost one's self-esteem and make it easier for them to express their thoughts or opinion. A side from that, being proficient in spoken English is crucial in a professional setting. In the workplace, having effective communication skills is generally essential, particularly for positions involving meetings, presentations, and business negotiations. Speaking English also makes it possible to take advantage of worldwide prospects for advance education and global employment. Sari (2023) asserts that practicing public speaking has numerous advantages, one of which is that fields of education, politics, sales, broadcasting, and presenting. An individual can participate in cultural exchange, widen their social networks, and forge connections with people from other background by having

good English communication skills. In summary, becoming proficient in spoken English is not just a linguistic ability but also a wise investment in one's own and one's career's advancement.

One of the abilities that senior high school English language learners must acquire is speaking. Nonetheless, a lot of students' struggles with speaking English, particularly when it comes to thinking clearly and pronouncing words accurately. They are most likely lack vocabulary and skill in English, which is why this situation occurred. Additionally, students struggle to articulate their ideas clearly using proper grammar, and they can only say a few lines before becoming stuck and speaking exclusively in Indonesian. According to Pakdaman and Gilakjani (2019) shows how linguistic and non-linguistic aspects including grammar, vocabulary, pragmatic variables, and affective factors can have an impact on speaking abilities. In addition, Pakdaman and Gilakjani (2019) research revealed the primary factors that hinder EFL student's speaking abilities, including excessive use of the learner's first language, fear of speaking English, lack of practice honing speaking skills, ineffective teacher teaching techniques, insufficient time to speak in class, lack of mastery vocabulary and pronunciation, and more.

The presence of the media is important in supporting language learning, especially in the field of senior high school. Students can learn and be taught more effectively when they have access to the correct learning resources. Teachers can assist students by explaining the learning material that will be presented through learning media. Apart from that, learning media also functions to help communication for both the communicator and the recipient. Because high school kids are more likely to be interested in attempting new outside of study

hours, there is an increase in feelings of sloth and boredom when it comes to participating in learning at this level.

Learning media is a major factor in accomplishing the objectives of education. One of the learning tools available for the English language learning system is YouTube.

Consequently, YouTube can assist educators in implementing lessons in the classroom so that learners can advance their skills more quickly. YouTube can be used as a teaching tool to help students become more confident speakers. Based on studies conducted by Sari and Margana (2019) improvements in vocabulary, grammar, pronunciation, and concepts linked to the topic's subject all demonstrate this. Therefore, the researcher conducted this research to reveal what teachers use YouTube for in the learning process and to what effect teachers implement YouTube at the high school level.

Currently, almost all levels of education, including senior high school in Banjarnegara, Central Java, carry out learning using YouTube as a teaching medium. One of the factors influencing students' speaking difficulties is thought to be the method that teachers use to teach speaking. According to Hussin et al., (2022) cannot boost interest in learning English because it is not applied in an interesting way. In addition, teachers read the conversational texts from a textbook and use the traditional method of asking them repeatedly. Upon completion of a reading assignment, teachers typically ask their students to present it to the class. As such, this circumstance leads to students' boredom. Furthermore, the teacher does not promote student speaking with engaging media. However, students do not want to receive poor results in class, therefore they forced themselves to speak up even though they struggled a lot.

Several research studies have been carried out on the use of YouTube by teachers to improve their students' speaking skills. These studies include those conducted by Binmahboob (2020) which focuses on the usefulness of YouTube as one of the sources that can be used to teach speaking in an EFL context. According to the research, YouTube can be used in the classroom in many ways, such as promoting discussion, questioning, providing specifics, and leaving comments on certain videos. Additionally, it offers them a real opportunity to interact with one another in class, speak openly, and practice pronouncing words correctly. According to this study, YouTube thought to be the main teaching tool in English-speaking schools.

Another study on how teachers utilize YouTube to enhance their students' speaking abilities using YouTube media was conducted by (Syahira, 2022). She discovered that there were a few things that were making it difficult for students to speak English, like getting bored with the media used for teaching and learning. Students required media that would grab their interest and make speaking the language easier. In addition, it takes the creativity and expertise of a teacher to be able to provide effectiveness in language learning. Subsequent research was conducted by Saed et al., (2021) discovered YouTube's influence on the advancement of speaking skills research. The findings demonstrate that using YouTube in the classroom can enhance speaking abilities while also fostering fluency and coherence through improved vocabulary selection, pronunciation, and grammatical constructions, resulting in meaningful and coherent speech.

However, although there has been a lot of research on YouTube to improve speaking skills, most of it only focuses on technical activities used by teachers in the classroom. The way that teachers now teach speaking is difficult, so it requires extra effort on their part to be

able to develop speaking teaching methods that will inspire students and help them advance their speaking abilities. The focus of this research is on usefulness and impact of YouTube for high school students learning to speak English.

Learning to speak English using YouTube has been used in several high schools. While some teachers are skilled at using YouTube to assist students in developing their speaking skills, other educators have not been able to successfully apply this tactic. The researcher believes that many educators can use YouTube as a resource to support their students' oral communication skills. Some teachers, meanwhile, are still unable to use YouTube to its full potential as a tool for skill development. Students have the impression that speaking is not fascinating because of this. Thus, it may be said that educators have not made the most of YouTube's potential as a tool for enhancing their students' speaking abilities. Therefore, the author conducted this research to ascertain the objectives, methods, activities, and impact of YouTube in their speaking learning.

The Identification of the Problem

Based on the data that the investigator has collected, the researcher discovered issues that may be investigated further in this study. Like those who struggle with learning English due to a deficiency of vocabulary and difficulties pronouncing words correctly with proper grammar. As a result, studying English ought to aid students in becoming more literate and cognizant of its applications. Not every student speaks English well. They are presently engaged in English lessons or attending high school, where they have studied the language from elementary school. Some students might not find it helpful, though. Grammar instruction is the only thing that many English teachers in Indonesia, particularly in the

Banjarnegara region of Central Java, focus on teaching. To aid students' in understanding spoken English, teachers should give vocabulary and pronunciation a lot of attention. Since speaking is the primary communication skill.

One of the venues that all educators use to deliver instruction online, particularly in English classes, is YouTube. The information that the researchers were able to gather indicated that numerous difficulties had arisen. First, educators are unable to consider ways to engage students in the process of learning. Students feel less successful in their language study as a result. This study employs YouTube as a resource for English-speaking learners to go deeper into the concept of the perfect teacher. Secondly, YouTube videos are not effectively utilized by educators to enhance their students' speaking and listening abilities in the classroom. Teachers typically use word-filled or animated films to teach their lessons so that students may learn the content merely by watching the video. Therefore, students don't care about how well they can communicate and listen. Thus, the researcher is curious about how high school teachers use YouTube as a teaching tool to improve their students' public speaking abilities.

Therefore, speaking is a novel experience for high school students', hence we must be conscious of this issue, high school students certainly want to have good teachers, but they also find them effective when learning to speak. This survey assists educators in using YouTube usage for learning so they can satisfy their students' English language learning needs. Apart from that, you can also find out the extent to which teachers use YouTube in learning speaking skills applied to students.

The Delimitation of the Research

There has been a lot of research conducted on the use of YouTube by high school English language teachers. Therefore, this research limits the subjects, locations, participants, and research methodology to ensure a narrower focus. First, this study narrows the area of inquiry. This research focuses on what activities teachers carry out in class by using YouTube to teach their students speaking, as well as what impact teachers and secondary school students feel when using YouTube in learning to speak English. Second, research was conducted at a high school in Banjarnegara, Central Java. Third, the researcher selected only selected English teachers from one of the high schools in Banjarnegara for this study, thereby limiting the participants. Finally, qualitative research methods are the only methods in this study.

The Research Questions

The researcher develops two research questions considering the background information provided. The following is how the research questions have been put together:

1. What activities do teachers use in teaching speaking English for high school students using YouTube?
2. What are the impacts of using YouTube in teaching speaking English for high school students based on the teachers' perception?

The Objectives of the Research

The goals of the study are as follows, based on the research questions:

1. To find out the activities do teachers use in teaching speaking English for high school students based on the teachers' perception.
2. To find out what are the impacts of using YouTube in teaching speaking English for high school students.

The Significance of the Research

The purpose of this study project was to further the understanding and benefit of educators, learners, and future researchers.

Students

The purpose of this study is to facilitate students' understanding of what they are learning. Students can utilize this research to find solutions to issues arising from inefficient learning, and it can also serve as a resource for figuring out what an ideal role an online learning teacher should play.

Teachers

English teachers can use the study's findings as a guide when integrating YouTube into their lessons on teaching English speaking in the classroom. Additionally, it is believed that the research's findings would be useful as a reference for English teachers.

Future Researchers

Other scholars that are interested in examining the same topic field can make use of the findings of this study. Additionally, it is intended that the findings of this study will serve as a reference for an academics working in the same subject at various angles.

The Organization of the Research

There are five chapters in this research. Research background, research identification, problem boundaries, research problems, research goals, and research consequences are all covered in the first chapter. The second chapter is a review of the literature. This provides an understanding of English-speaking abilities, teaching English speaking, teaching speaking using learning media, teaching speaking using learning media YouTube, impacts of YouTube related studies and conceptual framework. This chapter outlines the reasoning behind the broad description of teachers using YouTube to teach speaking and the impact of YouTube in class. Methodology is covered in chapter three. This chapter explains the search procedures used by the researcher. Research design, research setting, research participants, data collection method, and data analysis are all covered in this chapter. Findings and discussion are presented in chapter four. The outcomes of the data analysis, data interpretation, and results discussion are presented in this chapter. There are recommendations and conclusions in chapter five. The researcher recommendations and standard responses to research questions are presented in this chapter. Teachers, students, and other researchers receive recommendations.