

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The COVID-19 pandemic has accelerated the development of information and computer technology (ICT), notably in the education sector. Numerous learning methodologies devolved based on the internet, online, or e-learning require more diversified learning implementation (Gebremedhin & Fenta, 2015). According to Famularsih (2020), lecturers and students can use technology to make language learning materials easier to understand. As a result, more lecturers are turning to online learning. ICT-assisted learning is referred to online learning (Amir et al., 2020; Giatman et al., 2020; Hadiani & Arisandi, 2020; Madya & Abdurahman, 2021). Tamim (2013) argues that technology can provide materials for the students to learn the language through online learning.

However, in this situation of COVID-19, conducting online learning also generates some problems. Students still have difficulties understanding the language material online. In Indonesia, many universities were weak with online learning policies because lecturers and students were not ready to change quickly from conventional learning to online learning. Online learning is not enough to deliver teaching material; however, the significance is how lecturers could interact with their students' online learning. Besides, choosing online media and platforms in online teaching and learning would not be easy as students still depend on face-to-face communication. Therefore, the teacher needs to allow students to access language learning materials easier to develop their thinking better.

In the 21st century, many kinds of platforms or social media could support students' online language learning. A virtual platform where people may connect, associate, and collaborate over internet networks is known as social media (Citrawati et al., 2021). One of the media that be used in learning is YouTube videos. YouTube can be a platform that can convey, teach, learning resources, and interact with language learning (Terantino, 2011). Khalid & Muhammad (2012); Oddone (2011) argue that YouTube effectively deals with the students' difficulties understanding the lesson material. YouTube offers the students access to many videos related to students' language learning. Alshenqeeti (2018) in Ariantini et al. (2021) research states that YouTube has features that allow students to upload, share, and watch videos that offer various contents that can be helpful to encourage students' learning interests. YouTube can be used for sharing/finding information or material, particularly in the form of educational videos (Alwehaibi, 2015; Yusri et al., 2018). Watching various educational videos on YouTube, such as instructional videos, video tutorials, and animation videos, sustained students to improve their capabilities (Listiani et al., 2021).

Engaging activities assist students in producing exciting ideas in the language learning process. In their research, Fakhruddin et al. (2020); Listiani et al. (2021) argue that interactive activities through videos will help students generate exciting ideas and increase students' creativity, interest, motivation in the language learning process. In the same line, Ariantini et al. (2021) state that *YouTube* is useful for students' skills, vocabulary, grammar, pronunciation, motivation, and creativity. The use of *YouTube* in learning vocabulary and grammar can provide appealing and exciting learning that motivated students to learn better (Kabooha & Elyas, 2018). The students are also encouraged to think critically and solve the problem in learning the language (Tathahira, 2020). The use of video can assist students in

becoming implicated in a problem-solving assignment that may improve their language learning (Mohsen,2016). It also motivates students to get feedback and suggestions from their friends or teachers, encouraging them to organize their learning (Peeters, 2018; Sari et al., 2020).

Although *YouTube* as defined seems potentially beneficial for students, the challenges of using *YouTube* videos for students' language learning also should be a consideration. Ariantini et al. (2021) are concerned that there is much potential for *YouTube* Videos for language learning that has not been explored. It might cause several challenges for students when using the platform for their online language learning. According to Fernandez et al. (2011), the excess information not pertinent through *YouTube* videos to the learning study and discrepancies in the associated information may cause incomplete comprehension. In the same line, Anggrarini and Faturokhman (2021) argue that *YouTube* videos can be challenges for learning if the videos have too long duration for students. In addition, it opens the possibility to obtain videos with a wide range of lousy quality, or video may not be accessible at any given time to change students' language learning (Jones & Cuthrell, 2011). Lack of internet connection also can affect students' language learning. Without a good internet connection, the teaching activity cannot reach its goals effectively (Puspitasari et al., 2021; Setiawan & Taiman, 2020). Concerning the previous study, this study would investigate the use of YouTube videos in learning a language online from students who joined the introduction to a literature class at Ganesha University of Education, one of the Universities in Bali that focused on education field learning a language.

1.2 Problem Identification

Because of the COVID-19 pandemic, all universities were forced to learn a language online. ICT was significant to encourage students to obtain knowledge and communicate effectively with lecturers or peers. However, in the preliminary interview with English education program lecturers at the Ganesha University of Education, students have difficulty adapting to learning online. Besides, the lecturers have challenges changing, increasing, and adding new creativity to online teaching-learning environments. Therefore, lecturers need to use supporting media to help students learn a language online. One of the media that lecturers chose to help students learn a language is videos on YouTube. Integrating video in learning a language might enhance students' insight into valuable information and motivation for online learning. However, the student's readiness to use YouTube videos as media in online language learning would not be easy as they still depend on learning a language offline. Thoroughly learning a language online using *YouTube* videos was still new for students', especially during the COVID-19 pandemic. Moreover, it is still unclear how it could effectively facilitate language learning in online classes. For that reason, the focus of this study was to investigate the student's perceptions about using YouTube videos for students' online language learning, the challenges students faced using YouTube in learning online, and the strategies to tackle the challenges.

1.3 The Problem Statements

Based on the background of the problem, the statements of the problem formulated as follow:

1. What are students' perceptions of using *YouTube* videos as learning media in online language learning?

2. What are the challenges faced by the students in using *YouTube* videos as learning media in online language learning?
3. What strategies are used by the students in tackling the challenges in using *YouTube* videos as learning media in online language learning?

1.4 Objectives of The Study

Based on the problem statements above, the objectives of this study can be identified as follows:

1. To investigate students' perceptions of using *YouTube* videos as learning media in an online language learning context.
2. To recognize the challenges faced by the students in using *YouTube* videos as learning media in online language learning.
3. To identify strategies that the students use in tackling the challenges in using *YouTube* Videos as learning media in online language learning.

1.5 Significances of the Study

This study is expected to assist on theoretical and practical significance. The theoretical and practical significance will be explained below:

1. Theoretical Significance

The findings of this study were likely to provide perspective into how *YouTube* videos as a medium are implemented in online learning to support students' language learning. The learning process with videos is believed to generate student interest and indirectly assist student learning achievements (Kosterelioglu, 2016). In the same line, the use of *YouTube* for language learning can supply engaging learning, and it also motivated students to learn a language better (Chien et al., 2020).

2. Practical Significance

a. For Lecturers

The findings in this study were expected to help lecturers overcome students' challenges in learning online and could be a helpful for lecturers to find a new way of teaching online by adding *YouTube* videos in learning a language online.

b. For Students

This study was expected to help students use ICT to learn a language and give them access to a significant source of online learning videos on *YouTube*. In addition, it hopes to assist students in being aware of the challenges that occurred in using *YouTube* in online learning and the strategies used to tackle the challenges.

c. For Other Researchers

This study was expected to be used as a source for other researchers related to this study. This study could be used as information to increase the field being studied related to *YouTube* videos for students' online language learning.

1.6 Scope and Limitation of the Study

This study was limited to exploring students' perceptions of online language learning using *YouTube* videos. This study adapted Lyster's (2007) and Dodigovic's (2005) concept on language learning and online learning adapted from Shank & Sitze (2004) and Anderson (2008). This study focuses on technology influencing online teaching and learning based on Harasim's (2012) concept. Therefore, the scope of this study is to investigate students' perceptions that joined the introduction to a literature class at Ganesha University of Education in conducting online language learning using *YouTube* videos.