CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language that can connect people from various parts of the world to interact with each other verbally. According to Crystal (2003), English is a global language recognized by every country, where many people in each land use this language. That statement means that English is spoken by many of its population even though it is a foreign language. English has been established as an essential language to be mastered as an international language. Therefore, English is applied in education from kindergarten to university in Indonesia. The application of learning English as a foreign language helps prepare the nation's next generation to adapt and compete in the era of globalization (Khosiyono, 2019). However, in this Covid-19 pandemic, the teaching and learning process is held online. Therefore, the teaching and learning process is carried out online using supporting tools such as a laptop supported by an internet connection to prevent the rapid spread of the Covid-19 virus (Winda & Dafit, 2021).

In teaching and learning English as a foreign language, students are expected to master the four primary language skills, namely listening, reading, speaking, and writing, because the four language skills are interrelated and crucial for students' lives. As a part of language skills, listening is an essential passive skill to be mastered. Brown (2003) states that listening is a process of internalizing meaning from hearing transmitted to the ear and brain. It involves understanding the meaning of a speech,

conversation, text, or message. It is crucial to hone people's ability to understand the speaker's point. According to Palmer (2014, p. 9), listening skills are acquired naturally in aspects of everyday life. Most activities that people or students do every day require them to listen when interacting with other people, watching television, listening to other explanations, and other activities. Based Brown (2003), listening is a receptive skill that allows listeners to produce language. Even though listening skills are just receptive skills where the listener can only receive knowledge or information, it is still crucial to help people produce something.

Despite its advantages, listening skills are the most difficult for students to master. According to Setiadi et al. (2019), listening is challenging to master due to unfavorable learning situations, quality of recorded teaching materials, cultural differences, accents, unfamiliar vocabulary, and length and speed of listening. This study focuses on investigating listening skills because students are not just hearing what is being discussed in listening skills. Still, the students are required to comprehend the material they presented. The lecturer focuses on advanced listening when the students are required to comprehend the learning material at this stage. Looking for listening becomes one of the complex skills to be mastered because, in these classes, the students were asked to listen to the presented content and understand it.

Listening is one of the most challenging skills to acquire, especially when learning online because students and teachers do not meet face-to-face in the classroom. Online learning is held using technology such as laptops and gadgets supported by various platforms to facilitate the delivery of material. The online learning

environment differs from offline learning, where the interaction between students, teachers, and peers is limited to laptop or smartphone screens (Ramadhan, 2021). Educators must be able to create pleasant learning situations so that students become bored. According to Mukhtar et al. (2020), the online learning atmosphere often makes students bored because they listen to the teacher's explanation on the monitor screen. Therefore, tutors must be more innovative by using exciting media in teaching and learning listening skills, especially online learning. Educators must be able to package learning materials attractively to build a conducive learning atmosphere. Integrating technology as a teaching medium in the online listening class makes the learning process more fun and interesting. According to Winda and Dafit (2021), teachers as facilitators must facilitate students with practical learning media to support learning success.

Before conducting this research, the researcher conducted a pre-interview with an English lecturer who taught listening skills during online learning at Universitas Mahasaraswati Denpasar. It was found that the lecturer applied technology integration in online learning, such as YouTube videos, to teach listening skills. Pre-interview results show that the lecturer always used YouTube videos to deliver material at every meeting when the lecturer teaches listening skills. This phenomenon attracted the researcher to examine one of the listening lecturers and students at Universitas Mahasaraswati Denpasar.

Educators often use YouTube videos to teach English, especially listening skills, because of the appeal of YouTube videos. YouTube videos present both sound

and image to viewers at the same time. There are various videos available on YouTube that educators can use to teach listening, such as films, speeches, tutorials, music, and instructional videos. One of the many exciting and popular media for teaching listening skills is YouTube (Almurashi, 2016; Nasution, 2019; Nofrika, 2019). Based on Wang (2014), YouTube video is a medium that displays a mixture of images, sound, expression, and motion.

Several studies have been done on YouTube as a teaching medium for listening skills. Silviyanti (2014) found that YouTube was beneficial for students and improved their listening skills. In addition, Angkananon & Wald (2018) stated that YouTube videos show conversations that can increase students' vocabulary. This media has effectively improved students' listening comprehension (Nova, 2017; Qomariyah et al., 2021). Based on the results of previous research, it is clear that YouTube is a great platform suitable to be used as a medium for teaching and learning listening skills. This platform provides students with many advantages.

YouTube is one of the favorite platforms for everyone because they can find all kinds of videos they want to watch on this platform easily. In line with Mustofa & Sari (2020), Qomariyah et al. (2021), and Solihat & Utami (2014), who revealed that YouTube is an exciting medium that provides people with various types of videos that can be watched or downloaded for free. Several types of videos on YouTube are movies, unboxing videos, music, haul, traveling, conspiracy, product reviews, games, storytelling, Q and A, and learning videos (Abdullah et al., 2020; Albantani & Madkur,

2017; Damar, 2014; Faridha, 2019; Ranabumi et al., 2017; Silviyanti, 2014; Styati, 2016; Susanti et al., 2018; Watkins & Wilkins, 2011).

Nasution (2019) stated that there are many videos on YouTube that teachers can use for educational purposes. Still, the many types of videos are also an obstacle where teachers are confused about choosing the right video because the videos available on YouTube can contain elements of violence, use of abusive language, or sexual content. Research conducted by Nugroho (2020) shows that various activities can be built into the YouTube video application in the listening class. Organizing engaging activities in implementing YouTube can create a fun learning process. Meanwhile, the study conducted by Widyantara & Rasna (2020) revealed that YouTube media could improve students' listening skills, increase their interest and motivation in learning, and stimulate their focus. The findings of Nasution (2019), Nugroho (2020), and Widyantara & Rasna (2020) have sparked the interest of the researcher to examine how to choose YouTube videos to teach listening skills, what activities are carried out in implementing YouTube videos, and how students view their application in listening classes. Therefore, this study investigates how lecturers choose YouTube videos to teach listening skills, what activities are carried out in implementing YouTube videos in listening classes, and how students perceive their application.

1.2 Problem Identification

Based on the background of the study, the researcher identified three problems to be investigated in the implementation of YouTube for students' listening skills during online learning;

1. The first problem identified in this study is the variety of types and video content that YouTube can easily access. Thus, the researcher focuses on how lecturers choose appropriate videos on YouTube to teach listening skills during online learning.

2. The second problem identified in this study is that the strategy to implement YouTube videos during online learning for listening skills might be different from offline classes. Thus, the researcher would like to investigate how the lecturer implements videos on YouTube in listening lessons during online learning.

3. The implementation of YouTube in listening classes during online learning might be positive or negative. Therefore, the researcher would like to investigate the students' perceptions toward using YouTube for teaching listening during online learning.

1.3 Research Questions

Based on the research background, the researcher identified three research questions related to the use of YouTube as a teaching medium for the students' listening skills;

1. How are YouTube videos selected for teaching listening in Universitas Mahasaraswati Denpasar?

2. What activities are organized by the lecturer with the use of YouTube videos in teaching listening?

3. What are the students' perceptions about the application of YouTube videos by the lecturer in listening classes?

1.4 Purposes of the Study

There are three objectives of this study related to the use of YouTube videos as a teaching media for teaching listening during online learning;

1. To describe how the lecturer choose videos on YouTube to teach listening skills during online learning.

2. To describe how the lecturer's strategy in implementing YouTube videos to teach listening skills during online learning.

3. To describe the students' perceptions of using YouTube videos in learning listening skills during online learning.

1.5 Significance of the Study

There are two significances in conducting this study: theoretical and practical implications. This research is expected to provide practical and theoretical relevance regarding the application of YouTube in teaching listening skills to students at Universitas Mahasaraswati Denpasar.

1.5.1 Theoretical Significance

Theoretically, this research is expected to contribute to other researchers who can be used as a reference in researching the use of technology in teaching English, especially in applying the use of YouTube as an authentic medium to facilitate the teaching and learning process of listening skills.

1.5.2 Practical Significance

Practically, the findings of this study are expected to contribute to lecturers and students. For lecturers, the steps for choosing the right video and ways to overcome the problems faced in choosing videos on YouTube can be considered and guided in selecting the suitable media in the teaching and learning process of listening for EFL students. In addition, activities held in listening classes on the implementation of YouTube videos can be used as a reference by lecturers. For students, the findings of this study can be used as a reference for using media where students can look for various types of interesting videos related to learning materials on YouTube. Moreover, students are expected to be more actively involved in listening classes.

1.6 Limitation of Problem

This study analyzes how lecturers choose and implement YouTube as a medium for students' listening skills during online learning at Universitas Mahasaraswati Denpasar and how students perceive the application of YouTube videos. The researchers focused on investigating how lecturer choose videos on YouTube for teaching listening, what strategies were used by lecturers in implementing YouTube in

listening classes during online learning, and how students' perceptions of the implementation of YouTube videos in listening classes were.

1.7 Definition of Key Terms

Four key terms are operationally explained as follows to understand this research better.

1. Conceptual Definition

   According to Palmer (2014), listening skills are the primary skills that are important for people to master because they are always used. The integration of technology can attract students' attention in language learning (Ali & Jabar, 2016; Rajulain, 2020). MacDonald (2017); Rabbianty et al. (2021) also stated that the online teaching and learning process also allows students and tutors to interact and share information or learning materials in the form of documents slides, pictures, web pages, and videos. YouTube is a social networking site that is not just an ordinary video-based website but can connect people from different parts of the world with different cultures, languages, and races (Solano et al., 2020).

2. Operational Definition

   In this study, YouTube videos are the media used by lecturers to teach listening skills during online learning. Before using YouTube videos for teaching, the lecturers choose videos that are done selectively so that their use can be useful. The types of selected videos are speech, tutorial, animation, and folklore videos. The selected videos are applied in the listening class and various exciting activities.