

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Technology as part of the new era of development plays an important role in education. The variety and strategies of technology can enhance the teaching and learning process in EFL classes which can increase students' motivation to be interested in the learning process (Panagiotis et al.,2018). The development of technology in education has a function as media in the teaching and learning process. Some technology usually used in the classroom were computers, projectors, PowerPoint presentations, and so on. It can be a good way in the teaching process because by using a visual image in the teaching-learning process, the students will be able to see the real object of the material and make the learning process more interesting, also can help students understand easily (Raja & Nagasubramani, 2018). If the teacher can create an interesting way of teaching, the students will never be bored if they learn something new about the material.

The utilization of technology has many benefits in the education sector to make the efficiency and effectiveness of the teaching and learning process in the classroom. One benefit that we can see of the use of technology is produces various learning media that can be an effective way for the teacher in delivering material to the students and it becomes the support system to achieve the learning objective. Puspitarini & Hanif (2019) state that the use of the learning media in the teaching and learning process will increase students' interest and prevent the student from

feeling bored quickly because the teacher will be more attractive to present the material. Teachers in Indonesia should begin using technology as a support system in the teaching and learning process (Mali, 2016). By using technology, the students interact continuously and it will affect their learning process because it can be a facilitator to students in the classroom.

In the learning process, YouTube can be applied as a learning media and has many benefits for various purposes. YouTube can be applied to help the specific needs of the curricular objectives. It is important for teachers of ELL to find a way that can inspire students to be more excited about learning English. Aronin & Singleton (2012) states that it is beneficial for educators to apply the use of the new technique in teaching English to increase the efficacy of the learning process. Therefore, the use of YouTube as a media for learning in practicing English is a good choice. It is also hypothesized that the speaking skill of the students will increase since they can see what they see and what they learn from the model video of YouTube and start to practice speaking skills for academic purposes (Wang, Bergin, & Bergin, 2014).

In practicing speaking, the teacher should have a good strategy for students. The teacher should design activities that can attract students' attention. The use of technology can make students more enthusiastic in practicing their speaking skills. YouTube is a platform that is suitable for use by teachers as a media to practice students' speaking skill because YouTube provides many videos speaking English that students can easily access. Videos of English learning materials provided by YouTube are very useful if the teacher can choose a material that is appropriate and relevant to what students need. Videos on YouTube that appropriate to the students'

need can increase students' knowledge about the language system. Learning speaking through YouTube videos is very useful for students to be able to understand the sound and intonation patterns made by the speaker. Listeners can also increase their vocabulary knowledge. Therefore, the use of YouTube as a media for learning English, especially in practicing speaking, is believed to be good media to practice students' speaking skills.

Another reason for the implementation of YouTube as a media for learning is YouTube is a preferred media program that often views by students everywhere. Thus, it will be easy for the teacher to take advantage of the nearest facility (Aronin & Singleton, 2012). Modeling the strategies to teach English, can motivate students to practice their speaking skill. It is possible to help students to be success in their future career. If the teacher has a good strategy in using technology in teaching, the students will got many benefits.

SMK Negeri 1 Singaraja is one of the vocational schools that utilized digital technology in learning English. The school used several platforms to conduct the learning process, one application used in the classroom as a media for learning was YouTube. The teacher usually used YouTube as media that helps students in learning English. The English teachers at SMK Negeri 1 Singaraja used YouTube as a supportive learning media and teaching approach to help students with their speaking skills. It is important to observe how YouTube is being used in the classroom and investigate how the students perceive that implementation. It's important to investigate the use of learning media to help students in overcoming difficulties in their future careers.

This research would be focused on the student's perceptions of the use of YouTube as a media to practice students speaking skills. Speaking skills are one of the important skills of 21st-century learning. The development of technologies has helped language learning especially in speaking. Providing the practice of speaking skills would help people to communicate easily to avoid miscommunication or misunderstanding of each other who communicate. The data from The English First English Proficiency index in 2017 shows the Rank for Indonesia was still in 39th position in Asia Region. Therefore, English-speaking skill in Indonesia needs to be improved.

The purpose of the research is to investigate students' perceptions of the use of YouTube as a learning media that helped students in practice their speaking skills. Démuth (2012) defines perception as the process of seeing something from a phenomenon that aims to get information from that until it is processed into cognitive knowledge. There are things that make student has a perceptions. Nejadi (2021) states that perception arises because of 2D and 3D stimuli. This is a reason that makes students have view of something they see and process it into perception. Braund (2008) also states that perception arises because of paradoxical events which then end in the human brain. It can be concluded that students' perceptions arise due to an event or something that they see which then makes students have a certain point of view and produces cognitive knowledge. If related to the purpose of this research, it is important to investigate how students perceive the use of YouTube as a learning media.

## 1.2 Problem Identification

SMK Negeri 1 Singaraja in North Bali, prepares students to be successful in their future careers. Therefore, students must have sufficient knowledge about learning English because Bali as a tourist destination requires prospective workers who master English and have good speaking skills. This is a challenge to compete in the job market. In my preliminary observations, I found that speaking practice had not been taught optimally. Therefore, in practicing students' speaking skill, teachers at SMK Negeri 1 Singaraja used YouTube as a learning media to teach speaking. Thus, it is important to observe how YouTube was used as a learning media. Therefore, this research was conducted to investigate students' perceptions about using YouTube itself.

## 1.3 Research Limitations

The researcher limits the research to observe the used of YouTube as media to practice students' speaking skill and to investigate how students perceive that implementation.

## 1.4 Research Questions

1. How was YouTube is used as a learning media in speaking class in SMK Negeri 1 Singaraja?
2. How did students perceived the used of YouTube as a media to practice their speaking skills?

### 1.5 Research Objectives

1. To observe how YouTube is implemented as a learning media in speaking class at SMK Negeri 1 Singaraja
2. To investigate the students' perceptions of the used of YouTube as a learning media to practice their speaking skills.

### 1.6 Research Significance

#### 1. Theoretically

Theoretically, the result of this research would investigate the used of YouTube as a media for helped students in practicing their speaking skills and how the students' perceive that implementation.

#### 2. Practically

- a. **Teacher:** Teachers would have a reference to provide appropriate learning media based on the students' needs, especially for vocational high school students.
- b. **Student:** Students would be known the benefit of using YouTube as the supported media in practicing their speaking skills.
- c. **Researcher:** Future researchers would be able to make this research as a reference to conduct the same topic in different setting.