

# CHAPTER I

## INTRODUCTION

### 1.1. Research Background

These days, learning languages is essential. Given that English is the most widely spoken language in the world, people should study both their mother tongue and other languages (Caplan, 2020). It is Indonesia's first foreign language (Kirkpatrick, 2011). As they speak Bahasa Indonesia and their native vernacular, also referred to as their mother tongue, Indonesians are also frequently bilingual or multilingual. Because Indonesia has so many different cultures, for instance, Javanese individuals are able to speak both Javanese and Bahasa Indonesia, as do Sundanese, Balinese, and many more.

Language is a means of communication and interaction between individuals and communities. It plays a crucial role in the intellectual, social, and emotional development of individuals and serves as a catalyst for effective learning. Through language, individuals are able to express their thoughts and emotions and participate in society. Language also assists others to comprehend what speakers intend to communicate. It is thought that learning a language, especially English, will enable students to use it as a medium of communication. Understanding and expressing information, cognition, and emotion while increasing science, technology, and culture is communication. In general, Richards and Renandya (2002) note that a significant number of language learners study English to improve their speaking skills.

Speaking English is an essential skill for language learning. The students acquire a vast amount of knowledge through oral communication. The teacher should be aware of each student's speaking ability because it has a significant impact on the language-learning success of other students. Foreign language proficiency becomes the most highly valued language skill. Many language learners believe that speaking ability is the primary indicator of language proficiency. It is supported by Nunan (1991:39), who states that mastering the art of speaking is the most essential aspect of learning a second or foreign language, and that success is measured by the ability to carry on a conversation in the language. In addition, according to Richards (2008:19), the mastery of English-speaking skills is a priority for many second- or foreign-language learners. Therefore, it can be asserted that speaking as a skill is crucial for students who have studied English as a foreign language. Thus, the teacher needs to put a wide attention to the media of the learning process so that it will increase the students' speaking skills.

In this period of rapid technological advancement, people are able to take use of the various advantages that have been made possible by technological advances. The development of Internet technology and communication gadgets has made it simpler to interact and communicate. These have an impact on a number of areas, including education and the teaching and learning process (Low, 2017). The potential of technology, according to Livingstone (2012), is that it may free teachers and students from the rigid hierarchies that have kept them confined to their desks, curricula, and assessment straight jacket. Instead, it may mobilize a variety of activities as learning mediators, including not just writing and reading but also creating, designing, performing, searching, and playing. Regarding the acquisition

and retention of knowledge as well as the development of skills for international students, technology has a big impact on education.

Currently, there are a greater choice of ways to engage in learning activities, particularly when it comes to learning a language like English. There are numerous alternatives to traditional teaching and learning processes in schools. Moreover, books are not as effective as they once were. Technology has contributed to this field, particularly the internet. Therefore, it enables students to simplify their preparation for class, and it also gives instructors with a wealth of tools to make their classes much more interactive, with participation opportunities for all students. Thus, people, particularly educators, begin to improve in their own methods to make studying English more enjoyable, less tedious, and easier to comprehend. Beginning with grammar, tense, and even vocabulary topics, they begin to develop the concept of producing English lessons in the form of films. Using films as a medium to teach English to this generation's students has become a lucrative potential for some individuals, etc. People disseminate their instructional films globally via social media, so that people from all over the world have the opportunity to view them. An example of the use of technology in learning English especially in speaking is by YouTube and TikTok.

According to Baskoro (2009), YouTube is a digital media site that can be downloaded, uploaded and shared throughout the country. Today's society uses YouTube to view the latest news and find information, even for entertainment such as watching movies, listening to songs, or sometimes it is also used as a learning medium. Meanwhile, according to Samosir (2018), YouTube is a database containing video content that is popular on social media and a provider of various

helpful information. Today's young generation almost all use YouTube. Internationally, YouTube has even been used as an interactive learning medium between teachers and students. Through YouTube media, besides being used by students to learn lesson tutorials uploaded by teachers, YouTube also makes it easier for the distance learning process, namely online learning, especially in the current situation where the face-to-face learning process is challenging to do.

According to Usrina (2021), TikTok is a Chinese social media and music video platform. This application provides unique and exciting special effects that users can easily make short videos with incredible results. The content on the TikTok application is very diverse, for example, entertainment content, news, lessons and much more. TikTok users can share their knowledge so that other users can know a new knowledge that the creator has created. In the current era, many students and teachers use this application as a unique learning medium because using this application is easy and understandable.

In the same way that social media has both positive and negative effects, YouTube and TikTok, where the reach of social media usage is expanding, contain a great deal of damaging information that is improper for minors to see. Teachers must supervise the use of social media so that children, teenagers, in particular, can use YouTube and TikTok media in a more positive direction. The positive influence of using YouTube and TikTok in terms of learning is that there is a lot of helpful content, including in education, that other users can follow. Based on observations made by researcher in the field, there are still many teachers who have not been able to increase students' speaking skills in the most efficient and effective way. The teacher indicated still using the conventional way (teacher-centred) in the

classroom process. Thus, a study about an innovation in learning media in teaching speaking skill is really important to do.

A method to teaching speaking that gives students a task in a real-world situation is task-based language learning. Learning theory, not language theory, is the driving force behind task-based language learning (Richards & Rodgers, 2001). Work-based language learning is a strategy that equips students with information to actively engage in a process in order to complete the task or achieve the objectives, claim Akil, Jafar, and Halim (2018). This method offers students a learning environment that places an emphasis on the task-performer experience.

According to prior research conducted by Marashi and Dadari (2012), task-based language learning is an effective strategy for students to use in order to improve their writing because it enhances their writing abilities and fosters their creativity. Students' writing abilities are enhanced through task-based language learning in terms of sentence form, language use, vocabulary use, writing content, and concept organization (Kafipour, Mahmoudi, & Khojasteh, 2018; Sundari et al., 2018). Additionally, task-based language instruction strengthened students' drive to learn, as seen by their interest in and enjoyment of the speaking process, their improved speaking abilities, and their increased motivation to learn (Huang, 2016). Thus, it can be concluded that implementing task-based learning could be one of the effective ways to teach speaking.

In this case, researcher decided to implement YouTube and TikTok, the most popular social media today as an innovation of a learning media to teach students' speaking skill. The research was done at SMKN 1 Singaraja especially at 11<sup>th</sup> grade students. The purpose of this research is to investigate and experiment the use of

YouTube and TikTok as a media to teach speaking skills and to analyse the students' opinions about the two media.

## **1.2. Problem Identification**

From the theoretical side, the teaching strategies of a teacher influence the progress of students' language learning comprehension. Effective strategies from teachers can remind students of their ability to sharpen their knowledge of speaking in language learning; consequently, teachers must be capable of developing creative strategies for teaching speaking. The strategy here, related with the use of the media in teaching. The purpose of instructional media is to aid students in learning and remembering the key concepts of a lesson. In general, media are believed to serve two primary purposes: making Foreign Language Teaching (FLT) more engaging and being an integral part of the teaching/learning process. Thus, the media used in teaching need to be innovative and support the learning process effectively.

Empirically the problem faced by both of the side, teacher and student. The first issue relates to the instructor. The English instructor did not incorporate engaging media into the teaching and learning process. They did not optimize any teaching aids as sources to assist her in delivering instruction. As a result, the teaching and learning process appeared less engaging. The second issue pertains to the students. English as a required school subject presents numerous challenges for students. Because they must adopt structures or patterns that differ from those of their mother tongue, they frequently make linguistic errors. In reality, students have few opportunities to practice English in a natural setting. They neither communicate nor practice English. Even so, they typically speak Indonesian rather than English.

As a result, they are hesitant to speak English. Thus, research that will conduct an experiment about an innovative media in teaching speaking will be appropriate to help the student to increase their speaking skills.

### **1.3. Research Limitation**

The limitation of the problem is related to the selection of problems from the various problems that have been identified. The problem was limited to be more specific, more straightforward, and the symptoms would be more manageable for us to observe. The researcher limits the focus of this research to analyse the effect of the implementation of social media YouTube and TikTok as English learning media, especially their influence on the students' speaking skills and also the students' opinion towards the use of these media at SMK Negeri 1 Singaraja especially on 10<sup>th</sup> MPLB Major.

### **1.4. Research Question**

Based on the background above, it can be proposed the research questions as follow.

1. Is there any significant effect of teaching English using task-based learning provided with YouTube & TikTok toward students' speaking skills in learning English at SMK Negeri 1 Singaraja?

## 1.5. Research Objectives

Related to the problem mentioned previously, the objectives of this research as follows:

1. To analyse the significance effect of teaching English using task-based learning provided with YouTube & TikTok toward students' speaking skills in learning English at SMK Negeri 1 Singaraja.

## 1.6. Research Significances

### 1.6.1. Theoretical Significance

The results of this study are expected to add to the theoretical study of this research in terms of learning strategies using YouTube and Tik Tok.

### 1.6.2. Practical Significances

#### a. Students

Students will be able to speak English properly and able to improve their English skills with an innovative way.

#### b. Teacher

It is hoped that from this research the teachers will be able to understand the difficulties faced by their students in applying speaking skills. Teachers will also be able to provide new innovations in their learning methods that will improve students' abilities in speaking.

#### c. Future researchers

Can use the results of this study as a reference for research that has the same topic related to the implementation of YouTube and Tik Tok as learning media for teaching English.