

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

In this 21 century era, information and communication technology (ICT) is significantly and highly used in many sectors of humans' life to make an easier way of life. Hence, the Kurikulum 2013 and The Framework of 21st-century learning promotes integrated learning with Information and Communication Technology (ICT) as an essential knowledge to face the digital learning era (Lestari & Prasetyo, 2019). ICT has an important role to develop many sectors such as Economy, Industry, Politics, Culture, and Education. Ratheeswari, 2018; Wasif Nisar & Ali, 2011; Suryani, 2010 found that ICT was very essential in improving students' educational efficiency and increase the quality of teaching effectively. ICT helps teachers to enriched their content in teaching and gave a chance to develop it. The use of the internet has given an alternative way in education as the majority of the Indonesian population has reached 171.17 million people using the internet (Kompas.com, 2019). Moreover, the internet offered many interesting platforms such as web, Instagram, Facebook, Twitter, YouTube, etc.

In teaching English as a foreign language, it was often a challenge to apply potentially useful technology, promote the students' autonomy, and create stimulating lessons (Watkins & Wilkins, 2011). In this kind of teaching, teacher and students must be sufficient access to the internet, computer and other technological media which people nowadays are familiar with these media as

entertainment. Therefore, the use of YouTube videos as a medium of teaching was easier to understand.

Hedge (2000) as cited in (Gilakjani & Sabouri, 2016) states that modern society respects the change from printed into sound media and other media like audiovisual. In supporting teaching English as a foreign language process, the teacher should consider an appropriate teaching technique and media for students and motivate them. In teaching a foreign language, the use of the World Wide Web (WWW) as a resource in developing English language acquisition was an essential thing to achieve a significant result (Medoukali, 2015). Video has benefits for learners because it displays body language and contextual thing and also gives students "short attention spans" (Yasin et al., 2018). People like watching videos in their daily life as entertainment but the video could be as a media in teaching and learning English for foreign language. When people watching videos, especially English videos, unconsciously they learn their ears to listen comprehensively and processing the language. Students who watch a video can comprehend the meaning of the conversation in the video.

The online video platform which mostly accessed was YouTube. YouTube is a part of online media which contain various kind of video made by people who become its content creator. Based on (Kabooha & Elyas, 2015) YouTube was a multidimensional resource that contained video in all fields of knowledge that easy access. In ESL classes, the use of YouTube is a simple thing in which students can access native speaker language such as a natural context (Nurkholida, 2016). It can be the best option to fulfill the need for English learners in learning English as a foreign language. Teachers can use YouTube videos as a way to observe student's

listening and speaking skills since it can only be enjoyed by using sight and hear (Watkins & Wilkins, 2011). Styati (2016) mentioned that the use of YouTube can interest students to study English easier. In that research, the researcher found that YouTube is an authentic material in teaching the four skills in English mastery. It believes that YouTube is loved by everyone as an entertaining and educational media. It gives people an interesting alternative way of teaching and learning habits as an effort to increase students' acquisition in language learning. YouTube video makes students pay attention and focus on the material because students not only use their hearing sense but also sight sense which took a big role in making students focus. Students can learn vocabulary, grammar, and pronunciation correctly as native speakers do in the video and their daily life context. YouTube videos can also use as a teaching and learning media in other materials such as speaking and reading. However, in applying this YouTube video technique teacher need to facilitated the students with such kind of tools such as laptop, projector, sound system, internet connection and also a qualified computer skill. Those disadvantages were only taking effect in traditional school which have no media available, besides in high class or private school which all the teachers and students have their own laptops and Smartphone, those disadvantages have no effect (Yasin et al., 2018). Considering the statement, this research intended to analyze the use of YouTube video in teaching English for Foreign Language at SMK Werdhi Sila Kumara which is one of private schools in Gianyar Regency with appropriate facilities for implementing YouTube video technique and focus on tourism field. It can be assumed that the students in this school need to learn English as more as

they can because they were prepared to be ready in tourism industry which need to work with good competency in English.

## **1.2 Problem Identification**

YouTube is a media which used to help the teacher in the teaching and learning process. Media take an important role in the teaching and learning process. Moreover, the teaching and learning process has rarely used media as supporting tools in the classroom whereas, it is essential in the learning process. Usually, teachers only used themselves as media in the teaching process even though it was not enough and monotonous because of regularly used. Teachers can use other effective media in teaching as a YouTube video. By using YouTube videos, students can discover the use of pronunciation, grammar, and vocabulary correctly. Besides, students will be enthusiastic about this technique because the teacher can give something new and interesting in the learning process.

The class situation was often uninteresting for students, for that reason, using innovative media can be used to create an innovative learning process. The class situation was essential for teachers and students to make a comfortable and enjoyable condition. When students have a great class situation, the teaching and learning process could be run properly. The teacher took the main role as the creator of the class situation and the teacher has full of control of the class situation. A bad situation can happen if the teacher continuously explained the materials without confirmation from the students whether they understand or not, and the use of YouTube is a way of creating something new in the classroom. For that reason, the focus of the study was about the use of YouTube in Teaching English for Foreign

Language in Vocational High School. The reason in choosing this title was because the previous researches were not explained about the implementation of YouTube video in teaching English as a foreign language, students' opinion in English skill improvement, the problem faced by teachers and the students in implementing YouTube video in teaching and learning English and the students' perception toward the use of YouTube video in learning English.

### **1.3 Limitation of the Study**

The limitation of the study was necessary to make the discussion more specific and focus on one thing. In teaching English as a foreign language, students can use several activities such as listening to songs and watching videos. Therefore, the study was limited to analyze the use of YouTube videos in teaching English for Foreign Language. This study was conducted in tenth-grade students of Senior Vocational High School which concern in the tourism field.

### **1.4 Statement of the Problems**

In this research, the statement of the problem was formulated as follows:

1. How do the teachers implement the use of YouTube Video in teaching English for foreign language to ten grade students?
2. What are the students' opinions about the use of YouTube in Learning English?
3. What are the problems faced by the teacher?
4. What are the problems faced by the students?
5. What are the student's perceptions toward the use of YouTube as a media in learning English?

### **1.5 Purposes of the Study**

The objective of the study is intended to figure out an answer to the research regarding the research questions that have been formulated. The purposes of this research are as follows:

1. To find out the implementation of YouTube Video in teaching English for foreign language to ten grade students.
2. To find out the student's opinions about the use of YouTube videos in learning English.
3. To find out the problem faced by the teacher.
4. To find out the problem faced by the students.
5. To find out the student's perception toward the use of YouTube as a media in learning English.

### **1.6 Significance of the Study**

This research concerned with the use of YouTube videos in teaching and learning English in the class. This study was expected to give benefits for teachers, students, school and other researchers. The findings of the present investigation were expected to give both theoretical and practical significance. The following were the details of significances.

The result of this study was expected to give advantages to:

- a. Significant for other researchers

The findings of this present study theoretically were expected to become a reference for other researchers who wanted to study the use of YouTube videos in

teaching and learning English for foreign language in the future. The results of this study were to strengthen and support other similar research findings with more empirical evidence.

Practically, the findings of this study were useful for teachers, students, school, and other researchers.

b. Significant for Teachers

For teachers, this finding of the study can help the teachers to understand the benefits of YouTube video implementation in the classroom. From this study, the teachers were expected to find a new way of teaching by adding YouTube videos in the classroom.

c. Significant for students

This research was beneficial for students in the learning process to improve their language and communication skills in English. The implementation of YouTube videos in learning English can bring a new atmosphere in their class and will be a new alternative way of learning English.

d. Significant for School

This research was also beneficial for the school where this research was conducted. The school can apply this result of the research as a reference in the teaching process which can be applied by every English teacher in the school and as a reflection in the implementation of YouTube video in the school.

