

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher will present five topics related to this research. These topics include the background of the research, formulations of the problem, objectives of the research, significances of the research, and operational definition of the terms. They will be explained as follows.

#### **A. Background of the Research**

English is an international language used by various countries as a tool for communication. In Indonesia, English was introduced as a foreign language. Based on the regulation of the Indonesian National Education Minister No. IX of 1989, Indonesia began inaugurating English teaching and learning in high schools as compulsory subjects (Alwasilah, 2013). The ultimate goals of teaching English in the current curriculum are; (1) develop students' ability in communication, (2) foster students' awareness of the importance of learning English as one of the foreign languages, and (3) develop an understanding about the relationship of language and culture. As the curriculum changes, the goal of teaching English in Indonesia is also increasing, which is to achieve a functional and informational level of literacy. On a functional level, students are intended to be able to use the language in their daily communication. According to Zaim (2017), the ability to communicate in English is the ability to use productive skills, namely speaking and writing, to convey messages orally and in writing. Meanwhile, in an informational level of literacy, students should be able to access knowledge with their language abilities (BSNP, 2006 as cited in Zaim, 2017). Zaim (2017) mentioned that the ability to access knowledge is the ability to use

receptive skills, namely reading and listening, to read the written texts and to listen to the oral texts. Therefore, the activity of teaching and learning English in Indonesia has an essential role for both the students and the teachers.

Most EFL students, including Indonesian students, still have a low ability to use English. It can be seen from the data in EF EPI (*English Proficiency Index Education First*), which shows that Indonesia is in 61st place of the Asian country with low ability in the English language. Several factors cause this condition. First, the students tend to learn English when they are in the classrooms and only to use textbooks. Whereas, language is a matter of practice, and it cannot be mastered if the students only learn it by reading texts and doing exercises (Rahayu, 2020). Second, Indonesian students do not have the readiness to use English as a communication tool during their daily conversation. It makes them challenging in learning English. In addition, the duration of teaching English in the classrooms is relatively short, which is only 2 x 45 minutes per week. That will not be enough for the teachers to explain the materials, and the students cannot practice their abilities deeper. It can be said that the teaching and learning in Indonesia are still far from the main goals that must be achieved.

Related to the facts mentioned earlier, the teachers are required to be more modern and creative in taking advantage of available opportunities to help their students to master the English language, for example, using the media. Teachers can be said to be modern when they can operate technology-based media such as making power points and showing a movie. Meanwhile, a creative teacher is a teacher who can develop learning concepts, is able to use or utilize learning media and learning resources. The use of media in classrooms is essential to consider. That is because

the use of the right media will have a positive impact on students. Moreover, Margana (2019) assumes that the presence of media has a significant role and influence to achieve the desired educational goals. The use of innovative and creative media is also expected to be able to stimulate students to be more enthusiastic in learning, especially in learning language (Yanti et al., 2018, cited in Asnur, 2019). Thus, the use of media in teaching and learning has its function as a tool to achieve effective teaching and learning activities.

Learning media can be used by teachers to present the materials to their students. According to Munadi (2012), as cited in Yusuf (2020), media is anything that can deliver messages from a source in order to build an effective teaching and learning process. Meanwhile, Arsyad (2002), as cited in Margana (2019), argues that learning media are media that bring instructional messages or contain teaching objectives that encourage students to learn. A learning medium allows the realization of a direct relationship between the works of the subject developer and the students (Sukiman, 2015, cited in Itiarani, 2019). It can be in the form of a chart, text, video, and animation (Hamdani, 2011, as mentioned in Awudarachman, Setiadarma & Marsudi, 2019). In short, learning media are things that functioned to convey the learning messages from the teachers to their students.

In this modern era, technology is overgrowing. It can be an opportunity for the teachers to combine English learning by using technology as media. The kind of learning media in the technological field can be found in all aspects, including social media. Moreover, Asnur (2019) explains that the development of social media is inseparable in all current community activities. According to Taprial and Kanwar

(2012), as cited in Margana (2019), social media is a tool for being social people by sharing their photos, videos, and news about their activity to others. Hence, social media is one of the developments of technology that can be used as learning media.

Social media that have been the trend in Indonesian students are Facebook, Instagram, Twitter, and YouTube. YouTube is a website or social media application that has a set of videos. Videos on YouTube can be used as a visualization tool in teaching and learning English both inside and outside the classroom. Harmer (2001), as cited in Mohammadian (2018), declares that.

One of the most important benefits of video material is that foreign language learners are not only can listen to the expressions, but also the learners can observe and interact with them to understand. Video material offers several visual clues such as gestures that assist the EFL and ESL learners to go beyond what they listen, and also to interpret the expressions more deeply. Because EFL learners can observe language in real situations from natural contexts, they can make connections between words and images, which help the learner to scrutinize their usage.

Additionally, Abdelgadir (2016) assumes that YouTube could increase teacher-student interaction and facilitate student-centred teaching and learning. YouTube can be an effective medium for overcoming students' difficulties and obstacles to understanding English. Besides, Muhammad Yousuf Ali (2019) believes that YouTube videos enhance the ability to stimulate students' critical thinking. From this explanation, it can be concluded that videos on YouTube can be used as a medium for language learning in the classroom, and of course, YouTube videos will provide several benefits.

Based on pre-observation that has been done by the researcher in SMAN 1 Puri Mojokerto, the researcher found out that one of the English teachers in that school is

often using YouTube videos as media in teaching. SMAN 1 Puri is a senior high school in Mojokerto, which entered the top 5 winning the best national exam scores of 2019 in East Java for the language department. Therefore, the researcher intended to seek whether the use of that media influences the students' learning achievement by finding out the teacher's and students' experiences in using YouTube in the teaching and learning process.

### **B. Formulations of the Problem**

This research was conducted in the hope of answering the research problem. The formulations of the problem in this research are explained as follows:

1. How is the teacher's experience about teaching English in the class using YouTube videos as media?
2. How are the students' experiences about learning English in the classroom by using YouTube videos as media?
3. What are students' suggestions for using YouTube videos as media for learning English in the class?

### **C. Objectives of the Research**

This research was carried out to achieve several goals that have been determined by the researcher. The following are the objectives of this research:

1. To investigate teacher's experience about teaching English in class using YouTube video as a media.
2. To investigate students' experiences about learning English in the classroom by using YouTube videos as media.

3. To find out the suggestions given by students regarding the use of YouTube video as a media for learning English in the class.

#### **D. Significances of the Research**

The result of this research is expected to be able to give contributions to the teachers, students, and other researchers. The following are the significant contributions from this research:

##### **1. Theoretically**

The result of this research are intended to provide additional knowledge and new media references for English teachers or other researchers related to English learning media that are suitable for teaching in this *Society 5.0* era, especially YouTube.

##### **2. Practically**

###### **a. For the Teacher**

By using YouTube videos as material for this research, the researcher hopes that teachers will have more modern and creative media references for teaching English.

###### **b. For the Students**

Students get new experiences in learning English using learning media. As a result, their motivation to learn English increased.

#### **E. Operational Definition of Terms**

The operational definition of terms is necessary to be given in order to avoid misunderstanding. In order to clarify the key terms used in this research, some definitions are put forward:

1. Teaching English is an activity carried out by the teacher to assist in learning and facilities for students to transfer knowledge about English to students.
2. Learning English is an activity carried out by students to gain knowledge related to English.
3. YouTube is a social media website or application that contains a collection of various kinds of videos where each user can upload and watch videos.