

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research questions, research purposes and benefits of research, so the purpose of this research can be explained very clearly.

1.1 Background of Study

The term learning is an integral process between students, educators and material taught in a learning environment. The learning process occurs because of an interaction between a person and the environment. Therefore, learning can occur anytime and anywhere. One of the signs that someone has learned is that there is a change of person behavior that may be caused by a change in the level of knowledge, skills also attitudes wherever and whenever.

Several years ago, when technology had not developed as today, the learning process usually run statically both at the place and time. Nowadays, science and technology appear to be developed very rapidly, the learning process is no longer monopolized by the presence of lecturers in the classroom, the students can study anywhere and anytime according to their interests and learning styles. A learning designer is required to be able to learn from the use of various types of media and appropriate learning resources, so that the learning process run effectively and efficiently.

Learning media is very important to support the learning process so students are more interested and more enthusiasm to learn as expressed by

Sanjaya (2006), he stated that learning media has a function and a role to capture an object or certain events, manipulate certain circumstances, events, or objects and increase students' enthusiasm and learning motivation. Thus, the development of science and technology increasingly encourages efforts to renew the use of technological results in the learning process.

In this case, lecturers are required to be able to apply the newest educational technology and also the possibility of some technologies in accordance with changing times. Educational technology as a new method of teaching using technological tools can be utilized maximally in the education during learning process occurs, like television, radio, movies, overhead projectors, videos, computers and tape recorders. These tools in teaching methodologies are commonly called teaching aids and / or audio-visual teaching tools. In technology lecturing these tools is called hardware and software like stated by Nasution (2005: 2), he said that radio plays an important part in developing people's imagination, in creating pictures in the mind through the power of words, it stimulates the imagination to fill in the visuals, etc. The listeners see the drama in their heads. Thus, when the radio is used in the classroom it helps students to promote their imagination, to reviews their creativity.

In learning, lecturers are highly demanded to be able to make the learning process run conductively because the conduciveness of a class when learning activities are one of the keys to the success of learning itself and indicates that students' learning motivation in the class is high. One of them is

the use of appropriate learning methods. In the selection of learning methods, of course, a lecturer needs a learning media that can help a lecturer in delivering messages to students, so that the message delivered can be more clearly and easily understood by students.

Utilization, use and digital competency become solutions and strategies in overcoming various problems that exist in higher education especially in facing the era of modern education. Knowledge Assembly competencies, computer ethics, internet searching, content evaluation, knowledge assembly, data management, computer security, data backup, hyper textual navigation, and computer maintenance are the necessity that is important for operational education. Students, lecturers, and education staff are expected to have and achieve digital competencies to get out of existing problems, further contributing to the achievement of predetermined educational goals.

Implementing digital competence requires strategic steps and good planning so that it can be realized and provide maximum contribution to the improvement of education in the modern era. The learning model, strategy and approach are one form of strategy to implement digital competence in students. As for lecturers and education staff, strategic steps for implementing digital competencies can be done through seminars, training, Focus Group Discussion (FGD), and various knowledge sharing activities.

The e-learning facilities that are currently developing can be used by lecturers and students. Lecturers can send lecture materials, carry out quizzes,

and deliver information about lectures to create discussion forums that discuss the materials. Likewise with students, they can download the materials that are given by lecturers, find out lecture information, and participate actively in discussion forums and so on and digital technology will make the world of higher education more productive.

The choice of media must be very careful, because the right learning media will be able to generate motivation and new interest in students to learn, and vice versa. The inability of lecturers to build student motivation and passion in learning can result a decrease in student learning achievement. Seels and Glasgow in Sanjaya (1990) have several principles for media selection, namely:

a. Election Objectives

Choosing the media to be used must be based on the clear intentions and objectives of the election. Is the media for student learning (students learning), for general information, or for entertainment only to fill in empty time, more specifically, again, whether for group teaching or individual teaching, whether for certain goals such as kindergarten, elementary school, junior high school, senior high school, deaf, blind, rural community, or urban community. The purpose of media selection is more related to the ability of various media.

b. Media Characteristics

Each media has certain characteristics, both in terms of their effectiveness, how they are made, and how they are used. Understanding the

characteristics of various teaching media is a basic ability that must be possessed by the lecturers in relation to teaching media selection skills. In addition, it gives the possibility for lecturers to use various types of teaching media in various ways. Whereas if they don't understand the media characteristics, the lecturers will be faced with difficulties and tend to be speculative.

c. Optional Alternatives

Choosing is essentially the process of making decisions from various alternative choices. The lecturers can determine the choice of comparable media. If the teaching media is only one, the lecturers cannot choose, but uses it as is. So with this media it is expected to be able to overcome the learning problems that have occurred so far.

The rapid development of science and technology, especially in terms of the development of communication technology, the learning media that used by lecturers at this time is not only conventional learning media in the form of blackboards, pictures and posters. With the presence of communication technology in the form of audio-visual media such as computers, television sets, radios, tape recorders, films and so on, they can also be used as learning media. And assumed, with modern digital audio visual media would be very attractive to students. One initial stage of success for lecturers is being able to attract the attention of students. Besides, with audio visual media, learning will take place more effectively.

Arsyad (2002: 26-27) in his book *Learning Media* suggests that:

"The benefits of learning media in the learning process are: 1) Learning media can clarify the presentation of data and information so that it can facilitate and improve learning processes and outcomes. 2) Learning media can improve and direct children's attention so that it can lead to motivation to learn, more direct interaction between students and their environment, and the possibility of students to learn on their own according to their abilities and interests. 3) Learning media can provide students with similar experiences about events in their environment, and allow direct interaction with teachers, the community, and their environment, for example through tourism, museum visits or zoos. 4) Learning media can overcome sensory limitations, space and time."

One of the benefits of a learning media is that it can lead to student learning motivation. So from that the existence of a learning media also has an important role in increasing student learning motivation. One of the media used by a lecturer in the teaching and learning process is audio visual learning media. The selection of audio visual media as one of the right learning media in increasing student motivation and learning achievement, because audio visual learning media is media that can be seen and heard to clarify the message or information conveyed. This type of audio visual media has better capabilities because it includes two types of media that do not only rely on the sense of sight. If it is presented, the percentage of learning outcomes from what is seen and heard is 50%, and if it only gets from what is seen 30% and what is heard is only 20%.

One of audio visual learning media can be used is Educational YouTube Videos that are considered as one of the supporting media that have a great importance in the teaching process. Years ago, great efforts have been made by instructors to make the learning process more learner-centered than less lecturers-centered to increase interaction inside the classroom. For that reason, with the use of educational YouTube videos the lecturers can engage more of the students' senses and involve them with the content of the lesson. These videos help lecturers to make lessons more effective, more understandable and more memorable which make learners' more motivated. This chapter will give a general background of Information Communication Technology (ICT) in order to have a full understanding of this term. Then, it mentions the different teaching aids and most importantly the use of videos as a teaching aid. After that, a general overview on YouTube videos is discussed, its role in teaching and how useful it could be for the four skills and introduces some activities that lecturers should use using videos. Finally, this chapter highlights the value of YouTube videos.

Therefore, the presence of audio visual learning media can also play a role in increasing student motivation and learning achievement by paying attention to the learning objectives to be achieved. However, whether in reality the use of audio-visual learning media can clarify the message, generate motivation and interest in learning so as to improve speaking skills of non-English department students especially in learning English at STIE Kesuma Negara Blitar. The use of online media as a learning media at STIE

Kesuma Negara Blitar is much considered here because besides being a business campus, STIE Kesuma Negara Blitar has also transformed into an IT-based campus because IT development is much considered too to support the quality of the graduates.

Based on this background, the researcher was interested in conducting a study with the title "The Implementation of Educational YouTube Videos in Improving Non-English Department Students' Speaking Skill".

1.2 Research Questions

Based on the background above, the research questions are:

- a. How to plan teaching speaking using educational YouTube videos on STIE Kesuma Negara Blitar?
- b. How to implement teaching speaking using educational YouTube videos on STIE Kesuma Negara Blitar?
- c. How to evaluate the results of teaching using educational YouTube videos on STIE Kesuma Negara Blitar?
- d. What are the obstacles faced and how to handle them in teaching speaking using Educational YouTube Videos on STIE Kesuma Negara Blitar?

1.3 Research Purposes

The purposes of this study are to find out:

- a. The planning of teaching speaking using educational YouTube videos on STIE Kesuma Negara Blitar.

- b. The implementation of teaching speaking using educational YouTube videos at STIE Kesuma Negara Blitar.
- c. Evaluate teaching speaking using educational YouTube videos on STIE Kesuma Negara Blitar.
- d. Obstacles faced and how to handle them in teaching speaking using Educational YouTube Videos on STIE Kesuma Negara Blitar.

1.4 Significance

The results of this study are expected to contribute theoretically and practically in related institutions:

1.4.1 Theoretical benefits

- a) Being an information material for education about the concepts that must be done in applying teaching speaking using educational YouTube videos.
- b) Material considerations regarding the application of the teaching speaking model using Educational YouTube Videos.
- c) Information material for lecturers about the importance of student learning motivation in improving the quality of student's speaking skill by applying the teaching speaking using educational YouTube videos.

1.4.2 Practical Benefits

1.4.2.1 for Lecturers

- a) Provide experience for lecturers in designing teaching speaking using educational YouTube videos.
- b) Developing the potential of lecturers as curriculum developers, planners, implementers as well as motivators and also as input in increasing the

effectiveness of developing professional abilities to make changes, improving learning speaking in higher education, especially non-English department students.

1.4.2.2 for Students

- a) Growing motivation, increasing the activity and creativity of students in speaking learning.
- b) Train courage, skills and self-confidence when carrying out speaking learning and foster student creativity in implementing speaking learning using educational YouTube videos

1.4.2.3 for the Campus

- a) To improve the quality of management of learning in order to achieve the objectives of English courses, especially speaking skills.
- b) As material for developing curriculum for English courses on campus for students of the economics faculty