

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher explains about background of the study, the statement of research problem, the purposes of research, the significance of study, scope and limitation of study and definition of key terms.

#### **1.1 Background of the Study**

In today's in 4.0 era and pandemic, millennial are involved in modern technology, and they actually spend all of their days on their smart phone or other devices. Technology has same meaning like our partner in our live right now. This is in harmony with Samuel's research (2013) has stated that millennial spend a lot of time on their phone. It implies that millennial are extremely dependent upon technology. Millennial are familiar with the technology. Millennial make use of technology for every aspect of their daily life and they realize that technology can help their activity in every several activities such as economic, transportation, learning or studying, and many others.

According to Chandra (2019) technology can be used as a learning tool. Technology is now widely used and important in every single job or field including education. There are so many ways to use technology in supporting learning process such as looking for videos, looking for journal, looking for the information and many others. It is for the purpose of assisting them in the learning process. They can be put to use applications and social media to engage in learning activities. Social media has the potential to improve teaching and learning, but to take advantage of these benefit educators need to be aware of the risk in order to reduce the risks. The example of the risks is difficulty of

the signal or also interference with the learning applications. There are many kind of application that can be used to study, but the school where the researcher will conduct the research use Whatsapp and YouTube as the learning platform.

The world of education today revolutionizes the education system from conventional to digital. One of the advantages of the distance learning is that capable of carrying out learning processes in different places. In the end of 2019 the world is facing one of the virus namely corona virus. The Republic of Indonesia's Ministry of Education and Culture also issued a letter Circular Letter Number 36962/MPKA/2020 concerning dare to learn because of the learning process that must be implemented with interaction between teacher and students now really changed. Since March, all of level education do online learning or distance studying. It implies that the student can learn by using their smart phone or gadget in everywhere and every time as long as they bring their gadget and the signal is available. According to Samuel (2013), online tutoring media is a phenomenon in which students are no longer need to attend class because they can study anywhere as long as they carry they gadget.

In the middle of 2021 the situation being conducive because of massive-scale social restrictions limit the special activities (Dewi& Sonia 2021) so that the education in Indonesia become blended learning. Blended learning, or hybrid learning, according to Adnan and Bahri (2018), is a learning approach that combines innovation and technology progress via an online learning system with the interaction and involvement of conventional learning processes.

The best feature of online education is integrated learning (Martyn 2003). The major goal of a mixed approach is to meet the diverse learning demands of students with a variety of learning styles and preferences. Several studies have found that blended learning has a positive impact on student learning (Tuckman B. W. 2002). The hybrid method has both strengths and weaknesses, according to Jackson and Helms (2008). Blended learning, according to this study, has the same strengths and weaknesses as online or distance learning. There are numerous types of media that can be employed in educational activities. In the school that the researcher will observe later using Google Classroom, Whatsapp and YouTube become learning media.

Poor message and visual quality also the limitation media that is used by the teacher will make the students bored and losing the motivation to learn. One of the benefits of YouTube as a learning medium is that it allows introvert students to practice and display their skills while receiving feedback not just from their teacher and peers, but also from other people (Kurniawan 2013). YouTube is one of the learning media that allows users to share videos. It is a relatively recent phenomenon and instructors and academics have begun to pay particular attention to its educational applications. YouTube provides free access to the educational videos, because of that YouTube become one of the tutoring or learning media which is popular for student. YouTube is called the tutoring media because YouTube gives any education in it. YouTube also become the place that is used to share the videos so in YouTube not only downloading or watching the video but also sharing the video.

YouTube can be used by the teacher to deliver the lesson and also can help the student deepening the face-to-face learning process. YouTube is used effectively innovative media for learning. Moghavvemi, Sulaiman, Jafaar and Kasem (2018) also argue that YouTube gives the abundant learning resources that easy access for teacher and students. Nowadays teacher or students can access YouTube vide through their gadget anywhere and anytime as long as they have a gadget. Despite of that teacher can make channel for supporting their learning process with making their own video. Using YouTube as the supporting element in teaching can make student more enthusiastic and easy to understand the lesson with watching the YouTube video.

According to Gracella & Nur (2020) with the research title Students' Perception of English Learning through YouTube Application shows that perception of the student on YouTube as the learning application is so positive. Students get various benefits from YouTube and also more open about their thoughts, questions, and opinions that make the student more confident in learning English. This study covers all aspect of English. Due to it does not specific. The equality of this research is the same in qualitative research because this research will discover and investigate the student response of English learning toward YouTube. The difference lies in the specialization in English skill, this research will focus on asking and giving material.

It is similar as Zuhijah (2005) with title is The Use of YouTube Media in Improving the English Ability of Students in Class XI IPA SMA NEGERI 9 REJANG LEBONG state that YouTube can improve the English skills. However the teachers have to determine the material first so that the students can

focus just for the material. The equality of this research is the same do the media test in order to improve English skill. The difference between these researches is difference in research respondent which in this research use junior high school students.

The next research is the research which is conducted by Kurniawan (2013) with the title Student's Perception on the Use of YouTube as A Learning Media to Improve Their Speaking Skill say that YouTube can assist them in improving their speaking abilities, trigger them to be much confidence and also get the feedback from other people. The media is used in this study to find out what students think. The research instrument used in this study differs from previous studies in that it relies on documentation and interviews.

Depend on the research above the researcher will focused on the YouTube application as the English listening learning media in blend learning. Due to the school using three applications but the most frequently used is YouTube. As a result, the researcher is interested in learning about student reactions in Indonesia about YouTube application as the English learning media on asking and giving material in blended learning. Other researchers have already explore this topic, therefore the researcher is interested in performing study on this topic for junior high school student's responses toward YouTube as English learning media on asking and giving material in blended learning.

## **1.2 The Statement of Research Study**

The problems are defined as follows, based on the background of the research:

1. How do the students respond toward YouTube as English learning media on asking and giving material in blended learning?
2. What are the positives and negatives effect toward YouTube as English learning media on asking and giving material in blended learning?

## **1.3 The Purposes of the Research Questions**

The study's purposes, as stated in the statement of problem above, are:

1. To identify junior high school students' response toward YouTube as English learning media on asking and giving material in blended learning.
2. To identify the positive and negative impact of YouTube as English learning media on asking and giving material in blended learning.

## **1.4 The Significance of the Study**

The findings of this research is to provide several benefits for the English learning media on asking and giving material in and English learning process in blended learning. This study is expected to be beneficial to the educational community, general public and society. The findings of this research are expected to provide some information to help enhance in English learning on asking and giving material activity in blended learning. The students will response the difference between the explanation of the lesson at school and the explanation in video from YouTube. This research can be useful from student to

minimize difficulties in English learning on asking and giving material and improving their skill based on their own. The research is expected to provide users of online tutoring media with an overview of YouTube definition and features for users who will use YouTube as a platform for English learning on their own, asking and giving information material.

### **1.5 Scope and Limitation of the Study**

The scope of this research is the responses of junior high school students toward YouTube as English learning media on asking and giving material in blend learning. This research is limited to the negative and positive impact in English learning on asking and giving material through YouTube as learning media

### **1.6 Definition of Key Terms**

#### 1. Learning media

Learning media is a media that help the student to study in every time and everywhere, especially in pandemic such as the one that exist today. Learning media can also catch students' attention on the learning process so that making it more meaningful. (Prayitno & Mardianto, 2020; Rosmiati & Lestari, 2021)

#### 2. YouTube

YouTube is a social media platform that contains online videos or there are many types of videos kept in online storage in the form of YouTube platform, such that videos may be viewed and accessed by anyone and anywhere as long as there is internet access. (Tutiasri et al., 2020). From this statement we

can know that YouTube is easy to use. We can get information from YouTube and it makes YouTube become one of the favorite applications right now.

### 3. Response

An answer, in particular to a question or a questionnaire or across activities, that is either immediately visible or outward or hidden or disguised (Kartono and Rahayu 2014).

### 4. Student Junior High School

A student is primarily a person engaged in junior high school which follows completion of elementary school. Junior high school is a school for student from 7<sup>th</sup> through 8<sup>th</sup> grade. Junior high school is school to prepare students for high school. Junior high school students typically attend six to eight different subject-specific classes per day.

### 5. Blended Learning

This method is the collaboration method between online learning and conventional learning or we usually called face-to-face tutoring. The other name of this technique is hybrid method.