

CHAPTER I

INTRODUCTION

This section the researcher presents the background of the study, formulation of research problems, objective of the research, research hypothesis, scope and limitation, and definition of key terms.

A. Background of the Research

Speaking is one part of learning English. Speaking skill is an important skill that must be mastered in learning English. Based on the statement of Fitriani, Apriliaswati, & Wardah (2015) that an important aspect obtained in language learning is the success of language learning in speaking skills which is determined by the learner's performance in speaking the language they have learned. The ability to speak is able to describe how far the language needs to be mastered. English serves as a communication tool to connect people from different countries in the world. So, English is inseparable from human life in interactions. The main objective of teaching English is to give students the ability to use English effectively and correctly in communicating (Davies & Pearse, 2000). Bailey and Savage (1994) suggest that among the four language skills, speaking is the most needed skill among the skills. They say in speaking ability when speakers communicate with each other they need the language to know the thoughts, feelings, or intentions that the speaker wants to convey. According to Nunan

(2003:48), speaking is a productive aural/oral skill and consists of producing systematic verbal utterances to convey meaning.

The most important thing in learning English is practicing speaking. Acquiring the ability to speak without doing exercises will be difficult. Learning a language without practicing speaking, of course, we cannot speak fluently and accurately. Based on records (Bueno, Madrid, & McLaren, 2006) many students said that they had spent years learning English but still could not pronounce it correctly and could be understood easily. Here, the teacher can provide opportunities to develop students' speaking skills in a class by using short questions and short dialogues. (Bashir, Azemm, & Dogar, 2011) said that speaking is the most difficult skill to learn in language learning. The more often we get used to speaking English will help a lot with speaking problems. So, it can be concluded that practice is the most important thing in speaking. However, the learning strategies given by the teacher for some students feel boring or monotonous. In order not to be monotonous, media is needed to provide different teaching strategies. With the media provided, it will be much easier for teachers and students to learn English. The use of YouTube-based videos in teaching speaking can improve students' speaking skills and motivation (Riswandi, 2016).

YouTube is one of the most used portals. YouTube offers a wide variety of content benefits for teaching English. YouTube has the potential to be used as a teaching tool in performing arts in line with the current trend of collaboration in

education and society (DeWitt et al., 2013). Through this interaction, their tension, and discomfiture about learning a language in class can be reduced. This approach offers an excellent opportunity to help students excel and progress. Compared to traditional teaching methods, YouTube videos are more practical and realistic. YouTube videos can be used in the classroom to encourage interactive and less monotonous learning. This certainly brings an interesting and fun atmosphere to the educational environment. Another advantage of using YouTube videos in class is that they can be accessed and watched anytime and anywhere at no cost. The availability of various kinds of content will greatly assist the teaching and learning of English. What's more, the audiovisual form of the learning video will make it easier for students to understand the material presented. According to Daryanto (2010:87) retention (absorption and memory) of students towards learning materials can increase significantly if the initial information acquisition is greater than the sense of hearing and sense of sight. Therefore, the use of YouTube learning videos is expected to create an interesting, non-monotonous and interesting atmosphere in the learning process. In addition to providing a fun atmosphere, it also generates curiosity and enthusiasm when learning and doing homework. The following are previous studies that use YouTube videos as a medium in teaching speaking skills:

Muna (2011) has conducted research using the classroom action method at SMK Negeri 3 Surakarta. The results of this study indicate that YouTube videos

can improve students' speaking skills, improve classroom situations. Sari (2012) has conducted research using collaborative action research methods between English teachers and researchers. Ruslan (2001) has used pre-experimental techniques. This study shows the results that the use of YouTube videos in learning can improve students' speaking skills and classroom atmosphere. Aini (2001) has conducted research using a quantitative approach and using a quasi-experimental design. This research was conducted on class X students at SMK PGRI Ponorogo. Data collection in this study was carried out by the procedure of giving a pre-test, application and giving a post-test. Then the results were analyzed using the t-test formula in SPSS. This study showed that students who were taught using YouTube video media got better scores than students who were taught using textbooks. Sari (2015) has conducted research using classroom action in class VII B SMPN 2 Patuk. This action is carried out in two cycles. Each cycle consists of three meetings. The data in this study are qualitative and quantitative. On qualitative data obtained through observation, interviews with English teachers and students, taking photos. The data are in the form of sketches, interview transcripts, and photos. Meanwhile, quantitative data were obtained by conducting pre-test and post-test.

Based on the explanation of previous research, many methods are used in the SMK class. This time the researcher will apply it with the same media, namely using YouTube videos but will be applied in 7th grade, precisely at MTs

Assyafiiyah Gondang. Researchers will conduct research with a pre-experimental method that aims to determine the extent to which the use of YouTube videos in students' speaking skills by comparing the scores of students who have not been taught using YouTube videos. This study will answer questions about the effectiveness of using YouTube video media in grade 7.

B. Formulation of the Research Problem

Based on the problem of the study, the main purpose of this study is to find out the effectiveness of YouTube videos in order to help the students in MTs Assyafi'iyah Gondang toward students speaking ability. The research problems are formulated as follows:

1. How is the student's score in speaking before being taught by using YouTube video?
2. How is the student's score in speaking after being taught by using YouTube video?
3. Is there any significant difference in scores of the students before being taught by using YouTube videos and after being taught by using YouTube videos?

C. Purpose of the Research

Based on the problem formulations above, the aims of the study are as follows:

1. To know the students' scores in speaking before being taught by using YouTube videos.
2. To know the students' scores in speaking after being taught by using YouTube videos.
3. To find out whether there is any significant difference between the students' score on speaking before being taught by using YouTube video and after being taught by using YouTube video.

D. Research Hypothesis

1. Null Hypothesis (Ho)

There is no significant difference in the student's speaking skills who were taught before using YouTube video and after using YouTube video.

2. Alternative hypothesis (Ha)

There is a significant difference in the student's speaking skills who were taught before using YouTube videos and after using YouTube videos.

E. Significance of the Research

The result of the research is intended for:

1. Teachers

YouTube video media can be an effective choice for teachers in teaching English speaking and is expected to improve student achievement in speaking.

2. Readers

For readers, if they are going to investigate the same subject, this research can be used as reference material.

3. Researchers

Researchers will gain some knowledge about the benefits of using YouTube videos as a medium in improving students' speaking skills.

F. Scope and Limitation of Research

The scope of this research is to have a short conversation about introducing themselves to others between students who have not been taught by using YouTube videos and students after being taught by using YouTube videos. This research was conducted in the seventh grade of MTs Assyafi'iyah Gondang.

Researchers limit lessons using YouTube videos to determine the effectiveness of students' speaking skills.

G. Definition of Key Term

1. Speaking Skills

Speaking skills is the ability to express oneself in situations or activities to report actions or situations with appropriate words.

2. Teaching Media

Learning media is one ways or tools used in the teaching and learning process. This in done to stimulatr learning patterns so that they can support the success of the teaching and learning process so the teaching and learning activities can be effective in achieving the desired goals.

3. YouTube

YouTube has marked the transition from static to dynamic Internet, and its advantages are YouTube has marked the transition from static to dynamic Internet, and its advantages are the ubiquity of video formats and the wealth of content of the videos. YouTube accommodates private or amateur videos, as well as advertising and high-quality professional videos the ubiquity of video formats, and the wealth of content of the videos.