

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, the formulation of the research problem, the objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

The spread of English is no longer a simple result of migration or colonisation, rather it involves multiple reasons, backgrounds, and issues (Dewi, Anita 2018:9). Today, English becomes one of international language and it is used by many countries in this world. English as an international language plays important role in many parts of human life. English is common and has massive use, even though it is still a foreign language (Alrajafi, 2021:9). English might be taught in the primary schools as a local content subject if the local community considered that English proficiency was needed by the pupils (Huda, 1999). English in Indonesia is a foreign language and it is used by people to obtain some gains (Sugianto, 2016:32). So, English in Indonesia becomes foreign language which has to be taught in school compulsory subject until today. We can easily find English in many schools in Indonesia from Sabang to Merauke. The English lesson in the school is always being taught to the students as foreign language. In Indonesia, English is used as a foreign language where using English for daily activity is something very rare.

English is a new language for Indonesian students and most students consider it as a difficult subject. When they try to speak English, there are many

common problems that are faced by students; such as lack of vocabulary, incorrect pronunciations, lack of understanding the grammatical, and lack of confidence (Brown, 2000:267). In other hand, COVID-19 pandemic situation which started in 2020 in Indonesia made the Government announce the learning activities into e-learning. Through online classes, the students cannot practice their speaking ability directly on the class. They are afraid of making mistakes and feel unconfident when they have to speak in front of people. Most of the student mute their speaker and turn off their camera. They become passive learners and feel difficult to express their ideas. This condition leads to the fact that it will make their speaking skill cannot be improved significantly.

English has four skills to be mastered, those are writing, listening, reading, and speaking. Mastering English, especially speaking skill, is needed for the students to allow them to communicate with other people globally. Speaking is making of words in an ordinary voice, uttering words, knowing and being able use a language; expressing oneself in words, making speech (Hornby, 1995:318). It is one of English skill that needs to be taught in order to improve student's communication with other people. In speaking surely there are many characteristics and components. There are some characteristics that make speaking be difficult (Brown, 2000). This includes clustering, redundancy; reduce forms, performance variable, colloquial language, rate of delivery, stress, rhythm, and intonation, interaction. Besides that, in speaking there are some components that should be acquired including pronunciation, grammar, vocabulary, fluency, and accuracy. From those characteristics and components of speaking we know the speaking is not an easy thing and we need hard effort

to learn. Because of that, an effective teaching is much needed especially for students.

Learning media is very important to support the learning process so students are more interested and more enthusiasm to learn. 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 (Sanjaya, 2006).

One of the latest approaches of teaching and learning English is by integrating technology in the classroom environment (Mutmainna, 2016). Technology can be really helpful to motivate the students and decrease the burden that they face when they have to use English as a means of communication. This should be the case since young people nowadays are very attached to it. When teacher makes use of technology intelligently in language learning process then students will feel more comfortable to study the language and will be more active to improve their language skill in home. Internet is one of the latest approaches in teaching and learning. For many years, internet is a serious challenge of technology in people's lives. Through internet, people could text, chat, browse, call and make video call. Through internet people could also empower themselves through sharing stories in their own sites. This activity is called blogging.

Video blog (vlog) is one of media latest technologies that opened new ways of communication through public created media (Baran, 2007). Short segments of video blog are more effective in the teaching learning process because the teacher can choose any part which of certain language that will be

learned and practiced by the students. Blog is writing some information sharing on a web page, but video blog (vlog) is a creative video that everyone can create then edit as creative as possible (add images, text, sounds) then upload or share on the social media platform as like YouTube, Facebook, and others (Fiddan & Debbag, 2018).

Blog has important role in developing interaction between students and teachers in target language (Aydin, 2014). Students are accustomed to watch videos for their classes and coursework in colleges and universities; 68% of students report that they watch videos in their classes (Kahler, Jacobs, Raftery and Ditnes, 2017). However, the suitable media used in this research is the development of video. Video could be supplied simulations, not only because it could give feedback when students could be watched and evaluate performances, but also because the presence of the video helped to make students feel more realistic (Harmer, 2001).

YouTube is a video-sharing website on which users can upload, share and view videos (Khalid, 2012:527). YouTube is an online media that is public-access Web-based platform allowing people to easily upload, view, use and share video clips across the internet through www.YouTube.com, other websites, mobile devices, blogs, and email (Burke, et al., 2009:2). These are will need an opportunity to do imitative, intensive, responsive, intensive, interactive and extensive speaking performance. YouTube become a media to share their video.

YouTube is one of the popular media in this era, it makes close to students and teachers around the world. As mention by Anderson that top three

favourable websites for students are Myspace, Facebook, and YouTube (Anderson, 2006). So, this is one of the good ways to use YouTube because it has been popular for the students. It includes many things inside of the YouTube, such as entertainment videos, educational videos, movies, etc. It makes YouTube to be a great website or application for learning, moreover the videos in it.

The studies about the use of video blog have been conducted by previous researchers. The previous studies are Andi (2020) and Ika Trisna (2018). Andi (2020) conducted a study entitled "*Effectiveness of Using Youtube Video in Improving Students' Speaking Skill through Asking and Answer Questions*". The result stated that YouTube can improve the student's speaking skill. His research findings reveal that the students' speaking skill was improved (28.85%) from the mean score 3.97 in pre-test to be 5.12 in post-test. It was supported by the mean score post-test of students' speaking skill was higher than pre-test. The result indicated that students' score after giving the treatment was higher than students' score before giving the treatment.

The second previous research is Ika Trisna (2018). Ika (2018) conducted a study entitled "*The Effectiveness of Using Video Blog on Students' speaking Skill of Recount Text at Eight Grade of Junior High School.*" the result stated that YouTube can improve the student's speaking skill. The finding of the study showed there was the different score of pretest and post-test. The mean of pre-test score was 43.70 and the mean of post-test score was 55.47. It can be concluded that the use of video blog was effectively used as the alternative technique in teaching speaking English to increase the students' score of speaking skill.

The differences between this research and the previous research are the design of the research and kinds of the way how to assess student's speaking and the grade of the sample. In this research, the researcher used Quasi Experimental design and chose video blog to assess the students. In previous research the researcher used pre-experimental design and chose asking and answer questions and recount text to assess the student's speaking.

Based on the previous studies above, the present study is intended to prove whether video blog is also effective to improve the students' speaking skill under the title **“The Effectiveness of Using YouTube Video on Students' Speaking Skill at Senior High School.”**

B. Research Problem

Based on the background of the study, the researcher formulates the research problems as follow :

“Is there any significant difference between students' speaking skill taught by YouTube video and without YouTube video?”

C. Objectives of the Research

Based on the research problem, the study is intended to:

“To find out the effect of YouTube video in student's speaking skill.”

D. Significance of the Research

1. For the Teacher

The researcher hopes that this research would increase the teacher's ability in the teaching – learning process, especially in teaching speaking. The teacher can use YouTube online media in teaching speaking as one of the alternatives strategies to stimulate the students.

2. For the English Students

The researcher hopes that this research is useful for the English students when they teach their students in online class in pandemic covid-19 era. The teacher can stimulate the students to increase their speaking skill, and it can also train and guide students to speak and express their idea.

3. For the next Researcher

The result of this research can be used as a reference for those who want to conduct research in English teaching – learning process.

E. Scope and Limitation of the Study

Based on the formulated research problem, the researcher focuses on finding significant difference score on speaking between experimental group taught by using YouTube video and control group taught by using conventional method of second grade of Senior High School.

F. Definition of Key Terms

In this part, there are some explanations from the title mentioned in the previous items. The definitions of key terms are as follows:

1. Speaking

Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (1997) and Luoma (2004) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. says speaking is making of words in an ordinary voice, uttering words, knowing and being able use a language; expressing oneself in words, making speech (Hornby, 1995: 318). Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes cognitive, physical and socio-cultural and a speaker's knowledge and skills have to be activated rapidly in real-time (Burn, 2012). Speaking is a skill that which generally has to be learned and practiced (Nunan, 2001).

2. YouTube

YouTube was launched in 2005 and is a repository for user-generated content. Content on YouTube includes music videos, TV clips and personal videos uploaded by users, who are mainly members of the public (Smith). YouTube, which is one of these platforms is a video sharing website in which the people who form videos are included as users, that allows them to socialize through interacting other users (Burgess & Green 2009), allowing voting and comments (Chang & Lewis, 2011), allowing the followers to be more included in the lives of the users (Stever & Lawson, 2013). YouTube is the website that hosts the highest number video blogs (35%) in comparison with the other video sharing sites (Mogallapu, 2011).

3. YouTube video blog (vlog)

Video blog or vlog is one of media latest technologies that opened new ways of communication through public created media (Baran, 2007).

YouTube videos are a relatively simple strategy for making teaching materials relevant and specific to learning English because it contains videos from great scientists, writers, TV news broadcasts, politicians, and other TV programs (Pratama et al., 2020).

4. Descriptive Text

Descriptive text is a text which tells about the characteristics of a particular thing, such as person's characteristics or descriptions (Priyana, 2008). The purpose of descriptive text is to describe a particular living, non-living or natural phenomena. So, descriptive text is a text was made by person's point of view or what the person sees.