

# **CHAPTER I**

## **INTRODUCTION**

This chapter is about introduction that discusses the reasons for conducting this research. Several research questions will be mentioned. The researcher also writes the purpose and significance of the study, so that the readers will understand the purpose and benefits of the research. Then, the scope and limitations will define the main purpose of research. And the definition of key terms will present to avoid reader confusion.

### **1.1. Background of The Research**

Teaching and learning activities are very important in improving the quality of schools and creating good learning activities. The learning process must be organized in an inspirational, interactive, challenging, motivating and enjoyable manner, so that students play an active role in developing their own abilities according to their talents and interests (Budimansyah, 2009). In Indonesia, teaching and learning activities are supported by the existence of an education system as stipulated in Law number 20 of 2003. In this regulation the national education pathway is divided into four levels, namely early childhood, elementary, middle and high. In practice, this teaching and learning process also requires supporting theories. Among them, teachers and students are two components and cannot be separated (Mulyasana, 2012). Communication between teachers and students should be fair and reciprocal. The roles of each other are

also complementary. That is, the teacher is not only a teacher but also a mentor, manager, and developer of teaching and learning activities (Suparlan, 2005: 26-27). Meanwhile, students as learning subjects have different interests, abilities and needs (Shah, 2003: 132). So that the learning objectives will be achieved if they are able to work well together during the learning process.

Nowadays, teaching and learning activities currently tend to be focused on online learning, one of the media used is YouTube. Teacher can use YouTube as interactive and effective technology. This changes the old pattern of learning in Indonesia which prioritizes achieving target material according to the curriculum and is more concerned with memorizing material, not understanding it. YouTube is online videos and the main uses of this site are as follows media to find, view and share original videos to and from all corners of the world via a web (Budiargo, 2015). YouTube provides a variety of content that present real language and is spoken at a constant speed with the right accent (Burt, 1999). YouTube also offers an alternative educational resource that is timely, but has a unique challenge, namely the limited availability of the video. So, integrating YouTube videos allows students to be more creative in learning and not limited to subject matter. YouTube videos really provide clarity for students to see visual images of various conditions and also provide opportunities for students to really see the actual conditions.

The successful use of YouTube in achieving learning objectives will affect effective learning. Measuring whether students can understand and apply the material presented via YouTube can be an important indicator of success. In

addition, collecting feedback from students through comments or direct messages regarding the material presented in the YouTube video being played can provide valuable information about how the material is received by students and whether there are things that need to be corrected or adjusted. In addition to the indicators above, the success of using YouTube can also be seen from the student engagement rate. This refers to how much student interest is in presenting material through YouTube videos and how many students watch. For example, students watch the video until the end or just for a certain amount of time. A high level of engagement indicates that the use of YouTube videos is successful in maintaining students' interest in learning.

Bambang Warsita (2008: 62) states that successful teaching and learning indicators are always associated with an effort or process of changing one's behavior as a result of the interaction of students with various learning resources around them. These changes in behavior include changes in knowledge (cognitive), skills (psychomotor), attitudes (affective), and values (values). The same thing was stated by Nana Sudjana (1989: 5) that the success of successful teaching and learning indicators is a process marked by a change in a person. Changes as a result of the teaching and learning process can be shown in various forms such as changes in knowledge, understanding, attitudes and behavior, skills, abilities, habits, and changes in other aspects that exist in individuals who learn. Meanwhile, according to Muhibbin Syah (2002: 68), successful teaching and learning indicators are stages of change in all individual behavior that are

relatively sedentary as a result of experience and interaction with the environment that involve cognitive processes.

Thus, it can be concluded that successful teaching and learning indicators are skills from a business or experience training in the form of changes in behavior that contain knowledge (cognitive), skills (psychomotor), attitudes (affective) and constructive values (values). Based on the description above, indicators of student learning success can be seen from the ability of students to absorb the teaching material that has been taught and from the actions or behavior outlined in the learning objectives that have been achieved by students, both individually and in groups.

YouTube have many positive impacts and as an effective media for teacher and students in building successful EFL teaching and learning activities (Jalaludin, 2016). This is evident from the results of observations in four different schools. The observation results show that YouTube media builds successful teaching and learning activities. In the first school, YouTube video as a learning media makes learning activities for students more focused. In addition, YouTube media is considered to be able to provide something that can be seen and heard (Nizwardi, 2016). In the learning process this is able to encourage students to learn and can also provide new perceptions. In the second school, YouTube also has benefits in the online learning process, delivery of material can be easier to use learning videos and not hindered by distance or time, and YouTube make it easier for students to understand the material. In the third school, researcher investigated the efficacy of using YouTube as supplementary material for

teaching English. Based on these results, YouTube can be a good material because it helps students to understand the lesson better. In the last school, it is found that the effect of using YouTube to teach vocabulary. The results clearly show that YouTube has a statistically significant impact on students' vocabulary skills.

Many previous studies examined the use of YouTube as a media to build successful teaching and learning activities. In research with that theme, Sukani (2021) found that the successful teaching and learning activities in using YouTube is focused on four things, namely; the successful use of YouTube at the secondary level, undergraduate level, teaching strategies used by teachers in applying YouTube in EFL classrooms, challenges and problems in using YouTube. Study by Alwehaibi (2015) evaluated the effect of using YouTube to improve EFL students in classroom. The study got that YouTube been seen as effective educational tools that help to enhance the learning of EFL students and as a relevant resources for teaching and learning class.

Research conducted by Itiarni (2019) with the title "Using videos from YouTube as a learning medium for Islamic Religious Education in class VIII SMP Negeri 20 Bandar Lampung" states the results that the use of YouTube can be used as an appropriate alternative as a teaching medium used during the teaching and learning process . By using YouTube, students become more responsive in receiving information about the material being taught by the teacher and also helping in doing assignments, as well as getting concrete examples as an illustration of the material being taught. The use of YouTube as a learning medium can also increase enthusiasm and motivation students because it can

reduce boredom or boredom, and can increase students' understanding of the material being taught.

As is well known, among elementary school students gadgets are tools used for two-way communication without any distance and time limitations and are often used in everyday life (Sutarman, 2012). A complaint that often arises from parents is that students use gadgets to play games and access content as entertainment. Pangastuti (2017) found the social impact that was raised by children using gadgets who looked passive in peer interactions and preferred to be alone to play with their cellphones. Moreover, Setianingsih (2018) found that addiction to gadgets can cause attention deficit disorder and hyperactivity. Therefore, research with this theme is expected to contribute to parents so that they can ask to their children to use gadgets in positive activities such as accessing educational content that helps learning, especially English as a subject that is considered difficult by students. Alia and Irwansyah (2018) state that parents play an important role in providing education for children in families in this digital era by providing assistance in using technology for children and directing children to access positive content that is appropriate and appropriate to children's needs.

By studying the various types of research conducted, it is still rare to examine the successful use of using YouTube as a learning media at the Islamic elementary school level. So that success stories about using YouTube as a learning media at this level deserve to be studied. Finally, this research may soon be entitled *"Using YouTube Clips to Build Successful Teaching and Learning Activities"*.

## **1.2. Statement of Research Problem**

Based on the background above, the main research question is formulated into *How Can YouTube Build Successful Teaching and Learning Activities*. The question is broken down into three question as follows :

1. How is YouTube implemented to build successful teaching and learning activities ?
2. What are the strengths and weaknesses of using YouTube to build successful teaching and learning activities ?
3. How are the way to tackle weaknesses the strengths of using YouTube to build successful teaching and learning activities ?

## **1.3. The Objectives of the study**

Based on statement of research problem above, the objective of the study consist of :

1. To know the implementation of YouTube to build successful teaching and learning activities.
2. To find out the strengths and weaknesses of using YouTube to build successful teaching and learning activities.
3. To understand about the way to tackle the weaknesses of using YouTube to build successful teaching and learning activities.

## **1.4. Significance of the Study**

The result of this research can give new academic contributions for the teacher who want to use YouTube in teaching and learning activities. They can

improve their motivation, enthusiasm, expression, and their creativity of teaching skills in delivering English materials. Besides, they can get information about the techniques, strengths and weakness, and the way to tackle weakness of using YouTube to build successful teaching and learning activities. For the students, this research is expected to provide information that they must be familiar with technological developments for learning flexibility. So that students are able to use YouTube to explore more information and knowledge of English that they need in the learning process. They also can replay video that is shared by the teacher during learning process at home to get deep understanding about the material. This is able to build students' enthusiasm for learning, so that they are more actively enthusiastic about participating in the learning process. Besides, they are also more motivated to be creative and innovative. And for the next researcher who will do the research with the same topics and their own creativity in integrating online teaching can use this research as their references. Besides, this research may possibly answer some of their question about the successfulness of using YouTube in teaching and learning process.

### **1.5. Scope and Limitation of the Research**

This research focuses on the use of YouTube in learning English. This researcher will limit it on interviewing teachers who have successfully used YouTube as a learning media and students who take lessons using YouTube media at MI MISRIU Blitar. Besides, the researcher will also observe the learning process, then document it through the lesson plans that have been prepared by the

teacher. So that this activity helps researchers to know the method used in learning, find their strengths and weaknesses and understand how to overcome the weaknesses of using YouTube to build successful teaching and learning activities.

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

### **1.6.1 YouTube**

YouTube is a medium where a person can post or display recordings or movements so that many people can access and appreciate them (Budiargo, 2015:47). YouTube has become familiar among the public because it has several advantages, including: educative, can be obtained for free, potential, practical and can be shared in various purposes.

### **1.6.2. Successful Teaching and learning**

Indicators of successful teaching and learning can be seen from the teacher's ability to design learning activities, variations in the use of learning methods and media, managing classes, interacting with students, and analyzing the level of understanding and changes in student behavior in participating in lessons (Epin, 2021). So that the class atmosphere can be active and students receive good information and gain insight into knowledge that can be used in everyday life (Arifin, 2009: 298). According to Winarno (1980:25) the successful teaching and learning can be seen from the results of tests to obtain grades. Successful learning is the skill of a business or experience in the form of changes in behavior that contain knowledge, skills, attitudes, and constructive values. Muhibbin (2017: 217) suggests that there are several indicators of learning

success to see student learning outcomes, namely foam seen from observation, memory, understanding, application, analysis and synthesis. In addition, successful teaching and learning activities can also be seen from the acceptance, welcome, appreciation (attitude of respect), internalization (deepening), and characteristics (experience) that students have towards learning. Moreover, other indicators can also be seen from movement and acting skills as well as verbal and nonverbal expression skills.

### **1.6.3. Classroom Activities**

Classroom activities include a series of activities carried out by teachers and students in carrying out the learning process to achieve increased knowledge, skills, habits, understanding, thinking power, and skills that will result in changes in behavior.