

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of research problem, objective of the study, formulation of hypothesis, significance of the research, scope and limitation of the study, and definition of key terms.

A. Background of the Research

Reading is an essential ability for students to have. According to Erya and Pupita (2019), Indonesian students should learn English so that they can read books related to their studies or careers. Reading has been embedded in our daily lives and is now a required skill for students studying English as a foreign language. Reading activities can help students improve their language skills, experience, comprehension of literature, and mental health (Ayu, Diem, & Vianty, 2017). What they read and require to know will provide them ideas and information (Sasalia & Sari, 2020).

Ayu, Diem, and Vianty (2017) define reading comprehension as a connection between the reader and the text with the goal to obtain meaning from it, which requires advanced technique, word knowledge, and world knowledge. Furthermore, deriving meaning from text is a part of reading comprehension. The ultimate goal of reading education is to assist readers in comprehending literature (Melsandi, 2018). It argues that if a reader is unable to pick out meaning from the text, their ability to comprehend words

is irrelevant. On the other hand, the goal of reading is to understand and extract meaning from written words.

As previously stated, reading comprehension is a complex process that needs not just precise word and sentence reading, but also the use of word and contextual information to gain meaning from the text. The text is a collection of words that may span more than one sentence. This means that when reading a text, readers must comprehend not only a single sentence but also a collection of sentences that link and make sense of diverse textual areas. According to Septiyana, Safitri, Aminatun, dkk. (2021), supplying students with appropriate literature will assist in their comprehension of the materials and make it easier for them to comprehend and complete all of the teacher-directed activities.

As a result, continuity comprehending is necessary to help readers understand texts. To truly understand written content, readers must interpret and manage both design aspects and graphic pictures when reading (Tuzahra, 2021).

Nowadays, students, particularly those in Indonesia, cannot survive without their smartphones (Oktaviani and Desiarti, 2017). In this case, digital media will be used to its full potential for teaching and learning. In today's world, students can learn English via a variety of platforms and applications (Aminatun and Oktaviani, 2019).

The implementation of technology into the curriculum or program is becoming more frequent in schools, offices, and among individuals since

it promotes learning and improves knowledge acquisition. Technology utilization is the use of technology to improve, reinforce, present, and measure students' understanding of the syllabus or program (Mendoza 2015). Using films in the classroom is not a new notion, and there has been an independent cycle of adoption of video as a change tool in the classroom over the years. People around the world, particularly teenagers, now watch YouTube on a daily basis. They enjoy watching YouTube because it gives them the opportunity to feel more involved in world affairs. According to Jati, Saukah, and Suryati (2019), YouTube allows everyone in the world to publish and watch videos at the same time. Learners can watch a variety of YouTube videos, including music, humor, sports, film clips, courses, and other audiovisual elements. Therefore, students may rapidly understand the information when they learn to use YouTube.

Previous studies have explored the impact of YouTube videos on pupils in English classes. Kurniasari, Widodo, and Yappi (2022) published the first preceding study in the journal "The Effectiveness of YouTube on Elementary School Students' Reading Skills During the Covid-19 Pandemic". The purpose of this study is to determine how useful YouTube is as a learning tool during the Covid-19 pandemic. The study found a substantial difference in mean score between groups, indicating that using YouTube as a teaching tool for enhancing students' reading skills is highly effective. It can be determined that YouTube helped students improve their reading skills significantly.

The second previous study was conducted by Munawaroh, Gailea, and Masrupi (2018) with the title "Improving Students' Speaking Skill and Reading Comprehension in Narrative Text Through YouTube at Tenth Grade of MA Alkhaeriyah Rancaranji the Academic Year of 2017/2018" reveals that there is KKM improvement in students speaking skill and reading comprehension using YouTube, it could be concluded that YouTube was very effective in improving students' speaking skills and reading comprehension. The purpose of this study is to determine whether YouTube can improve students' speaking skills and reading comprehension, as well as to learn how students respond when YouTube is used to teach speaking skills and comprehension of texts.

The third previous study, conducted by Simanungkalit and Rahmawati (2021), published in the journal "Using YouTube Videos to Improve Students' Reading Comprehension in Online Learning Model in First Middle School," found that using YouTube videos for enhancing students' reading comprehension has an advantageous effect on the student learning process during the pandemic. The purpose of this study is to investigate the benefits of using YouTube and the challenges that arise when using YouTube in a virtual classroom to improve students' reading comprehension in junior high school.

The fourth earlier research, carried out by Shadam, Riyadh, and Ayang (2020) in the journal "The Use of YouTube as a Learning Tool in Teaching Listening Skill," demonstrates that using videos to teach listening

has a substantial impact. The effect is to make it easier for pupils to grasp the content or events relevant to the material they are studying. YouTube is an effective teaching tool since it captures students' attention and stimulates their creativity and intellect. It also helps to cover all of the topics, especially the language. The author argues that first, teachers should vary their traditional method of teaching listening to make it more engaging for their students. Second, as a facilitator, the teacher should explain the content to their students and inspire them to grow intellectually. Third, the teacher should employ video as an important medium to develop and achieve the goal of learning listening, as it will have a favorable impact on pupils. Fourth, teaching listening is an important aspect of teaching language, particularly in a foreign language. As a result, the instructor must be able to devise unique and novel teaching methods for their students. Fifth, teachers, as facilitators, should be able to consider their students' condition in engaging with the subject. The goal of this study is to conduct a systematic or formal inquiry to identify and investigate the facts about how active and defined YouTube is in teaching listening skills.

The fifth previous study, published in the journal "The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills" by Rina & Fibria (2020), found that watching YouTube videos has a favorable effect on non-English department students' improved pronunciation skills. The YouTube videos are used as a pronunciation instructional tool since native English speakers are better at

teaching the content. In addition to providing entertainment, YouTube can be used as a teaching tool for English pronunciation, primarily for students engaged in non-English departments in higher education institutions. The purpose of this study is to see if using YouTube videos as media affects non-English department students' pronunciation skills.

The sixth earlier investigation, conducted by Rindra Adhi Pratama (2020) with a thesis named "The Effectiveness of YouTube Video in Teaching Writing Descriptive Text at the Tenth Grade of SMAN 1 Tulungagung," found that using YouTube is helpful in teaching descriptive text writing. Scores increased in the experimental class before and after receiving treatment via YouTube videos.

All of the previous research have proven that YouTube videos are an effective way to learn English. However, research on the usefulness of YouTube videos on eighth-grade students' reading comprehension of descriptive text remains limited. To fill gaps in earlier research, this study focuses on the effectiveness of YouTube videos on eighth-grade students' reading comprehension of descriptive text in junior high school.

This study is significant because it has been proven that YouTube videos can improve English skills. Kurniasari, Widodo, and Yappi (2022) explained that YouTube as a learning resource for increasing students' reading skills has an extremely high level of efficacy in terms of improving student reading skills. This research is vital because if it is not conducted, kids will misuse YouTube videos. Students exclusively use YouTube videos

for pleasure purposes, like viewing movies and listening to music. However, if this research is conducted, YouTube videos will be more beneficial to teachers and students. Teachers can express their innovative ideas via YouTube video learning material, and students will be more engaged and excited about learning to read descriptive text. Aside from that, YouTube videos can improve children's language and listening abilities. So, the purpose of this study is to determine whether YouTube videos can be used effectively to improve students' scores in the context of reading comprehension of descriptive text under the title "The Effectiveness of YouTube Videos on Students' Reading Comprehension of Descriptive Text of the Eight Grade at SMPN 3 Kalidawir".

B. Formulation of Research Problem

Based on the background of this research, the primary goal of this study was to investigate the effectiveness of YouTube videos on students' reading comprehension of descriptive text in the eight grade at SMPN 3 Kalidawir. The research question was phrased as follows: "Is there a significant difference in students' reading scores before and after being taught using YouTube videos?"

C. Objectives of the Study

The objective of this study is to find out whether there is any significant difference between students' reading comprehension of

descriptive text before and after being taught by using YouTube videos to eight grade students at SMPN 3 Kalidawir.

D. Formulation of Hypothesis

The hypothesis is not the final outcome of the research. This is an alternate answer that must be validated. The researcher's hypothesis must be tested empirically first. The hypothesis in this study is:

Null hypothesis (H₀): There is no significant difference in the reading score between students before and after being taught using and without using YouTube videos in eight grade at SMPN 3 Kalidawir.

Alternative Hypothesis (H_a): There is significant difference in the reading score between students taught using and without using YouTube video in eight grade SMPN 3 Kalidawir.

E. Significance of the Research

The results of this study are expected to be useful for students, English teachers and other researchers. For English teachers can use media to provide solutions for students, especially in reading skills. For students, student can provide solutions for students to understand in learning English, especially in improving reading skills. Students can improve their reading skills by using YouTube video by their teachers in class. So that students feel interested in learning English lessons from before and they have a good perception that English is not difficult. For other researchers the use of

YouTube video can help researchers identify how to teach reading well. It also provides information to increase creativity in the learning process, especially in teaching students' and reading comprehension of descriptive text.

The findings of this study are intended to be valuable to students, English teachers, and other researchers. English teachers can use media to provide solutions for their pupils, particularly in reading skills. Students can propose suggestions to help students comprehend how to study English, particularly how to improve their reading skills. Students can improve their reading skills by watching YouTube videos of their teachers in class. As a result, pupils are more engaged in studying English and believe that it is not difficult. For other scholars, using YouTube videos can assist them identify how to teach reading effectively. It also includes information on how to boost creativity in the learning process, particularly while teaching students about reading comprehension of descriptive text.

F. Scope and Limitation

Based on the background of the study, this study has scope and limitation. The scope of this research is using YouTube videos of junior high school students. This study focuses on the effectiveness of YouTube videos on student's reading comprehension of descriptive text the eight grade at SMPN 3 Kalidawir. There are several types of the text, the researcher focuses on descriptive text. The population of this study was the

eight grade students of SMPN 3 KALIDAWIR, the number of populations is too large. Because the researcher has limited time to do this investigation. Finally, the researcher determines to collect a sample from A class.

G. Definition of Key Term

1. YouTube Video

YouTube Video is a unique learning media that has a large number of learning videos that capture students' attention throughout learning exercises.

2. Reading comprehension

Reading comprehension is a reading action in which the reader gains an understanding of the content. The reader connects his logical reasoning with a collection of letters, words, and sentences from the book.

3. Descriptive Text

Descriptive text explains something, such as a person, object, animal, or location. In this study, the researcher focused on pupils' comprehension of descriptive text.