

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It covers the context of the study, research questions, purposes of the study, scope and limitation of the study, significance of the study, and definition of key terms. These sections explain the reasons for conducting the research and provide the basic foundation for the study

A. Context of the study

English is one of the most important international languages used in education, tourism, business, and professional communication. In vocational education, particularly in the Hospitality Department, English plays an essential role because students are prepared to communicate with guests and interact in various workplace situations.¹ Among the four language skills, speaking is considered one of the most important competencies because hospitality students are expected to communicate clearly, politely, and confidently when providing services to guests. Therefore, speaking ability becomes an important skill that should be developed before students conduct their field work practice (PKL) and enter the hospitality industry.² The importance of speaking ability for hospitality students has also been highlighted in previous studies. Speaking competence is necessary because hospitality employees are

¹ Silvi Nabila Zayanti, Evi Rosmiyati, and Dewi Kartikasari, "THE NECESSITY OF SPEAKING ENGLISH IN HOSPITALITY," *Esteem Journal of English Education Study Programme* 6, no. 2 (July 2023): 185–94, <https://doi.org/10.31851/esteem.v6i2.12286>.

² Ibid.

required to communicate effectively with guests from different cultural and linguistic backgrounds.³ In addition, speaking ability supports students' readiness to perform professional communication in real workplace situations.⁴ Therefore, speaking instruction should provide opportunities for students to practice English in meaningful and contextual communication activities.

However, speaking is often considered one of the most challenging skills for vocational students because it requires not only knowledge of language components but also confidence, practice, and communication experience. Several studies have reported that students frequently face challenges related to pronunciation, vocabulary mastery, grammar usage, and confidence when speaking English. These challenges may influence students' participation during speaking activities and affect their readiness to communicate in real-life situations.

Based on preliminary observations conducted at SMKN 2 Boyolangu, the researcher found that the English teacher had been utilizing YouTube media in speaking instruction for approximately two years. During informal conversations conducted before the research, several students shared that they had previously experienced difficulties in certain aspects of speaking, such as pronunciation, vocabulary, grammar, and confidence when speaking English. Some students also mentioned that

³ M Bambang Purwanto, "Metacognitive Awareness: Shaping Students' Speaking Performance in the Hospitality Setting," *Sintaksis : Publikasi Para Ahli Bahasa Dan Sastra Inggris* 3, no. 3 (April 2025): 01–14, <https://doi.org/10.61132/sintaksis.v3i3.1610>.

⁴ Ibid.

they initially felt nervous when performing English dialogues in front of their classmates. These conditions encouraged the teacher to utilize learning media that could provide students with more authentic examples of English communication and support speaking practice activities in the classroom.

One of the learning media utilized by the teacher was YouTube. Through YouTube videos, students were exposed to examples of pronunciation, vocabulary usage, intonation, and conversational expressions used in authentic communication contexts. The videos selected by the teacher were generally related to hospitality situations, such as greeting guests, handling reservations, and receptionist services. In addition, the teacher integrated several classroom activities, including watching videos, discussing dialogues, taking notes on vocabulary, creating dialogues, and practicing role-play activities based on the video content. The students appeared more active and interested during the learning activities. Some students also stated that they felt more confident and more prepared to practice speaking after watching the videos because they could directly observe pronunciation and communication examples from the videos

The use of digital media in language learning has received considerable attention from researchers. Previous studies have suggested that YouTube provides audio-visual input that helps students understand language use more contextually and engage more actively in learning

activities.⁵ YouTube also allows students to observe authentic communication models that may support speaking development.⁶ Furthermore, integrating YouTube into classroom instruction may create more interesting and interactive learning experiences for students while promoting communication skills needed in the twenty-first century.⁷

During the preliminary observation, several students expressed positive perceptions toward the use of YouTube in speaking lessons. They stated that learning through videos allowed them to observe how English was used in communication situations and helped them understand the material more easily. Some students also reported that they were interested in learning through video-based activities because the videos provided examples related to situations they might encounter in the hospitality field. These preliminary findings encouraged the researcher to investigate the implementation of YouTube media more deeply within the context of speaking instruction.

Although numerous studies have discussed the use of YouTube in English language learning, most previous studies primarily focused on measuring the effectiveness of YouTube in improving students' speaking achievement. For example, Aleksius, Muer, and Siwa found that YouTube

⁵ Mochamad Cholik et al., "Youtube as an Alternative to Learning Media: A Case Study," *Jurnal Pendidikan Teknologi Dan Kejuruan* 29, no. 1 (May 2023): 86–97, <https://doi.org/10.21831/jptk.v29i1.49115>.

⁶ Ida Ayu Putu Anugrah Widiyanti and Ni Luh Putu Eka Sulistia Dewi, "YouTube as an Alternative Learning Media for Independent Bilingual Young Learners: A Review," *JET (Journal of English Teaching)* 9, no. 1 (February 2023): 83–97, <https://doi.org/10.33541/jet.v9i1.4611>.

⁷ Riswanto Riswanto et al., "Preparing Vocational High School Students' 21st Century Skills Needed through Pair Work Strategy and YouTube Channel Integration," *Education Research International* 2022 (October 2022): 1–7, <https://doi.org/10.1155/2022/6325852>.

videos could support students' speaking development through repeated listening and speaking practice activities.⁸ Considering this gap, the present study aims to explore the teaching practices employed by an English teacher when utilizing YouTube media in speaking instruction at SMKN 2 Boyolangu. In addition, this study investigates students' learning activities during the teaching and learning process and examines the contribution of YouTube media to students' speaking development, particularly in both linguistic and non-linguistic aspects. Since the participants are hospitality students who will interact with guests during field work practice (PKL) and future professional settings, this study is expected to provide a deeper understanding of the implementation of YouTube media in vocational English learning. Based on the explanation above, the researcher is interested in conducting a study entitled "Teaching Practices through Utilizing YouTube Media to Facilitate the Hospitality Students in Learning Speaking at SMKN 2 Boyolangu."

B. Research Questions

Based on the context of the study, the research questions that this research propose to pursue the following:

1. How are the procedures of utilizing YouTube media in teaching speaking for Hospitality Students at SMKN 2 Boyolangu?

⁸ Madar Aleksius, Filomena Muer, and Yohanis Nurak Siwa, "The Use of Youtube Videos as a Learning Media to Improve EFL Students' Speaking Skill," *Journal of English Language and Education* 11, no. 1 (February 2026): 857–64, <https://doi.org/10.31004/jele.v11i1.2029>.

2. What learning activities do Hospitality students engage in during YouTube-based speaking learning at SMKN 2 Boyolangu?
3. To what extent does the use of YouTube media contribute to Hospitality students speaking skills during the teaching and learning of speaking at SMKN 2 Boyolangu?

C. Purpose of the Study

Based on the research questions above, the purposes of this study were:

1. To describe the procedures of utilizing YouTube media in teaching speaking for Hospitality students at SMKN 2 Boyolangu.
2. To describe students' learning activities through the use of YouTube media in teaching speaking for hospitality students at SMKN 2 Boyolangu
3. To explore the extent of the use of YouTube media in teaching speaking for Hospitality students at SMKN 2 Boyoalangu.

D. Scope and Limitations of the Study

This study focused on teacher teaching practice through utilizing YouTube media in teaching speaking for Hospitality Students at SMKN 2 Boyolangu. The study discussed the teacher's procedures in using YouTube media, students' learning activities during the learning process, and the extent to which YouTube media contributed to students' speaking ability in both linguistic and non-linguistic aspects.

This study was limited to only one class, namely class X Hospitality 3 (X-PH 3) at SMKN 2 Boyolangu. In addition, this study only focused on the use of YouTube media in speaking instruction and did not discuss other English skills such as reading, writing, or listening in detail. The study also focused on describing the teaching and learning process during speaking instruction through a qualitative approach

E. Significant of the Study

This study was expected to provide both theoretical and practical benefits. Theoretically, the findings of this study were expected to enrich knowledge and references related to teacher teaching practice through utilizing YouTube media in teaching speaking, especially in vocational hospitality classrooms. In addition, this study was expected to support theories related to teaching practice, digital learning media, speaking skill, and students' learning activities in English language learning.

Practically, this study was expected to provide useful information for English teachers about the use of YouTube media in teaching speaking and help teachers create more interesting, contextual, and interactive learning activities. For students, this study was expected to help improve their speaking ability, confidence, participation, and communication readiness, especially in preparing for field work practice (PKL). Furthermore, this study was also expected to become a reference for future researchers who are interested in conducting studies related to YouTube

media, speaking instruction, teaching practice, or vocational English learning.

F. Definition of Key Terms

To avoid misunderstanding, the key terms used in this study are defined as follows:

1. Teaching Practice: Teaching practice in this study refers to the teacher's activities, procedures, and strategies during the teaching and learning process, especially in utilizing YouTube media in teaching speaking for hospitality students.
2. YouTube media: YouTube media in this study refers to digital video-based learning media used by the teacher to support speaking instruction through videos containing pronunciation, vocabulary, conversations, and hospitality communication situations.
3. Speaking Skill: Speaking skill in this study refers to students' ability to communicate orally in English, including pronunciation, vocabulary, grammar, fluency, and understanding of speaking expressions during communication activities.
4. Hospitality Students: Hospitality students in this study refer to students of class X Hospitality 3 (X-PH 3) at SMKN 2 Boyolangu who learn English speaking as preparation for hospitality communication and field work practice (PKL).

5. Students' Learning Activities: Students' learning activities in this study refer to students' participation and involvement during the learning process, such as watching videos, listening, discussing, taking notes, practicing dialogues, and performing role-plays during speaking instruction through YouTube media.

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