CHAPTER I

INTRODUCTION

This chapter explains the background of the study, the research problem, and the research objective of the study.

A. Background of Study

English is a global and international language used to communicate and connect with people all over the world. English, as a world language, plays an important role in many aspects of life. It has the most diverse vocabulary of any language spoken today. This language is used in various activities or sciences for social communication, including politics, commerce, science, technology, and entertainment, and is the language most frequently used on the internet. This means that in many activities, English is the language of global spoken communication. In addition, people speak English both as a mother tongue and as a second language. In other words, the majority of the world's population speaks English. Speaking is concerned with the active use of language and meaning negotiation in order to convey meanings (Cameron, 2001). Furthermore, according to (Luoma, 2004), speaking is an interactive process for producing, receiving, and digesting information from other individuals. Meanwhile, speaking has three key components: accuracy, fluency, and comprehensibility. In terms of accuracy, it is related to appropriateness in speech and word articulation. While fluency is the ease with which one may continue to speak freely.

Finally, comprehensibility makes it easy for the listener to grasp and comprehend the meaning. These three major components of speaking must be

mastered in order for speakers to communicate successfully. Nowadays, individuals fight to become fluent in English, which is a symbol of hierarchy that reflects people's education and social standing. Furthermore, fluent English speakers can effortlessly interact with a wide range of people, particularly foreigners. In any setting, they may freely exchange ideas and opinions. Furthermore, speaking English fluently opens up many possibilities for finding an appropriate school and course to meet your needs, such as attending university in an English-speaking country. According to the Oxford Royal Academy (2017), those who speak English fluently may have a better chance of furthering their study.

The achievement of English mastery is determined not only by speaking but also by English study drive. According to Hashwani (2008), motivation plays a crucial part in the development of students' speaking abilities. It is one of the critical aspects that can determine an individual's level of success in any activity. When students improve their learning motivation, they can accomplish successful foreign language acquisition. Building students' learning motivation, on the other hand, is extremely difficult for the fruitfulness of the foreign language process. However, both speaking ability and enthusiasm to learn English remain issues for Indonesian students. They still have a low level of English proficiency (Akhyak and Indramawan 2013). They were bashful and hesitant to express their thoughts and views because they were reluctant to talk and fearful of making mistakes when speaking in English. Furthermore, Riswandi (2016) noted that pupils' speaking difficulties stem from the person. They lacked desire and interest in learning. Furthermore,

the kids' learning strategies remained monotonous. Not every instructor is capable of implementing an effective teaching plan to increase student motivation and speaking achievement. As a result, pupils in the class felt bored (Gunada, 2017).

The incorporation of Information and Communication Technology (ICT) into English language instruction could be investigated in order to advance English language learning. ICT can be utilized as a teaching tool to help students improve their public speaking skills. It is consistent with Al-Jarf (2004)'s assertion that ICT can facilitate successful teaching and learning. Furthermore, incorporating technology into the English language classroom can help English language learners receive adequate education across all curriculum areas. Teaching English with technology offers effective ways for students with varied levels of access. Furthermore, Dianti and Atmanegara (2018) state that ICT use has a good impact on students' English achievement. The use of ICT in the classroom makes teaching and learning more dynamic and collaborative. It encourages kids to think for themselves and communicate creatively.

Most student in this millennial era are particularly interested in using technology. They may be referred to as technogeeks or technology enthusiasts because technology is a part of their daily lives as they grow up. This condition is intended to encourage pupils to participate in the learning process. This condition is intended to encourage pupils to participate in the learning process. Kuppuraj (2017) adds that ICT has a positive impact on motivating and improving students' speaking abilities. As a result, it is critical to integrate ICT

into the English language in order to improve students' speaking skills and ELM. YouTube is one of the most popular websites among Indonesian technogeeks.

According to several research, YouTube can help pupils enhance their public speaking skills. According to Watkins and Wilkins (2011), YouTube has become one of the world's most popular websites. YouTube has the potential to foster authentic vocabulary development and can be used both within and outside of the classroom to improve students' speaking and pronunciation skills. Furthermore, Jalaluddin (2016) asserts that YouTube videos can be used to educate students about the many dialects of English spoken around the world and to give authentic materials for speaking practice. Furthermore, Gunada (2017) demonstrates that watching YouTube videos can improve students' speaking skills in several areas, including fluency, vocabulary, pronunciation, and grammar.

YouTube can also help pupils become more motivated to learn English. Sari (2017) discovered that using video blogs (V-log) on YouTube channels can boost students' motivation and self-esteem. Students can speak English because they are given enough time to consider what they want to say. According to Alkathiri (2019), using YouTube in English lessons boosts students' motivation and confidence in learning to speak. YouTube encourages students to develop and practice the ability of speaking confidently out loud. In short, using YouTube as an ICT-based media to boost students' speaking abilities and motivation to learn English is highly encouraged. However, if YouTube is not used in the classroom, there are drawbacks such as content

quality, video availability, video search process, and video reliability because anybody can upload freely. YouTube is intended to be used in the classroom due of its usefulness in improving students' speaking abilities and ELM. During this study, the students learned via online learning. The online learning process makes use of conference communication systems like Zoom as well as other learning resources that require an internet connection. The school provides WiFi or internet access on each floor, with fast connections. This circumstance makes it easier for teachers to teach during the online learning process, as well as for writers to conduct learning.

YouTube has many benefits in everyday life. In this modern era, anyone who doesn't know how to use something can search for it on YouTube, apart from that, it is also entertainment. In fact, the use of YouTube can be utilized in education. The use of YouTube as a learning medium is to attract students' interest in learning, because by showing videos students will be more focused and easier to understand the learning process from start to finish (Handayani, 2020), besides that it will become a new reference in looking for learning resources (Setiadi, 2019). The use of YouTube in learning is very necessary for students' understanding, they understand more quickly with the visualizations contained in YouTube videos, because with YouTube videos they feel more interested in following the lesson from start to finish (Wahyuningsih, 2022), learning is more flexible which means students can search or access learning videos anytime, anywhere and can be played repeatedly. Therefore, researchers use YouTube media because it is considered more efficient than other media.

B. The research Problems

Based on the Background of the study, the research problems of this study is :

1. Is Youtube as a media effective to improve students' speaking skills?

C. The Research Objectives

The research objective of this research is:

1. To analize the effectiveness of using youtube as a media to improve speaking skills.

D. Research Significance

The author hopes that this research can provide benefits for schools, teachers, students, writers and for further research, including:

1. For School

It is hoped that the results of this research can contribute to the development of school quality. Schools can start utilizing ICT tools to improve students' speaking skills.

2. For Teachers

The results of this research can be useful for English teachers. They can be more creative in using ICT in the classroom as a medium for the teaching and learning process, especially by using YouTube to improve their students' speaking skills.

3. For Students

The results of this research can help students improve their speaking skills and increase their motivation to learn English for self-study using ICT, especially using YouTube inside and outside the classroom. Once they are taught using YouTube, their speaking skills can be improved.

4. For The Author Himself

This learning process is useful for the author to improve the author's teaching performance in class using ICT. It is hoped that this research will also provide new experiences for him in conducting scientific research.

5. For Further Study

This research process is useful as a reference for other writers who are interested in conducting research on similar topics.

E. Hypotesis

Ho : There is no significant difference beetween the student who are taught using youtube and those who are taught using lecturing method in understanding speaking skills.

Ha :There is significant difference beetween the student who are taught using youtube and those who are taught using lecturing method in understanding speaking skills.

F. Scope and Limitations

The scope of this research was only determined for class IX students at MTs Nurul Islam Kediri by using YouTube videos in students' recount speaking skills. This research is limited to teaching speaking skills in recount text using YouTube videos at MTs Nurul Islam Kediri.

G. Definition of Key Terms

1. Youtube

YouTube is the largest and most popular online video platform in the globe. YouTube is another method identified by researchers for enhancing the speaking skills of students. YouTube videos are a useful tool for

enhancing communication skills. This study aims to describe the effect of using YouTube videos to improve students' speaking skills. Additionally, it is applicable to all levels of education.

2. Speaking

One major ability in English that should be mastered is speaking skill. Talking itself is the method of delivery message or communication to others in organize to bestow data. Talking is the method to build meaning that incorporates creating, handling and accepting data.

3. Lecturing Method

The lecture method is one of the learning methods where the teacher acts as an instructor conveying knowledge or conceptual learning material orally in front of the class. A lecture teaching method is stated as in which the instructor continuously speaks before a group of students on a particular subject or topic.