

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Listening is one of the most essential language skills, particularly in English as a Foreign Language (EFL) learning. It plays a crucial role in communication, as it allows learners to understand spoken language in real-time. Despite its importance, listening remains one of the most difficult skills for students to master due to factors such as fast speech, unfamiliar vocabulary, and different accents.

In Indonesian high schools, students often struggle with listening comprehension. Many of them rely heavily on reading and writing and have limited opportunities to hear authentic English being used in real contexts. This situation highlights the need for effective and engaging teaching methods that expose learners to real-world English and improve their listening performance.

One promising tool that can be used to teach listening is YouTube video. YouTube is widely known for its accessibility, variety of content, and authentic language exposure. Among its many resources, English conversation videos stand out as an effective medium for listening instruction. These videos present spoken English in interactive, realistic settings such as dialogues, interviews, and everyday conversations which help learners familiarize themselves with natural language use.

English conversation videos allow students to hear how language is used in social interaction, including pronunciation, intonation, stress, and turn-taking. According to Renandya and Widodo (2021), listening comprehension improves when learners are exposed to real-life spoken language rather than artificial or scripted text. In addition, when paired with visual elements, as in YouTube videos, students benefit from both auditory and visual cues, which help clarify meaning and increase engagement (Sweller, 2023).

Furthermore, using YouTube video in the classroom aligns with students' digital habits, making learning more relatable and motivating. As Nasution and Arifin (2023) found, learners are more enthusiastic and less anxious when working with video content, especially when it reflects familiar, modern communication contexts.

Based on this situation, the researcher was motivated to conduct a study using YouTube English conversation videos as the main media in teaching listening. This research was conducted at SMAN 3 Kota Kediri, focusing on how effective YouTube videos are in helping students improve their listening skills compared to conventional methods such as dictation.

Therefore, this study aims to explore whether YouTube conversation videos can significantly improve students' listening comprehension and whether they are more effective than traditional approaches in an Indonesian EFL context.

## **B. Research Question**

Therefore, this study aims to investigate the effect of using YouTube as the media for listening instruction on students' listening skills. The research questions are:

Is the use of YouTube video effective in teaching listening skills to students at SMAN 3 Kota Kediri?

## **C. Objectives of the Study**

The objective of this research is to determine the effectiveness of using YouTube conversation videos as a media in teaching listening skills to the eleventh-grade students at SMAN 3 Kota Kediri, and to compare the listening achievement of students who are taught using YouTube conversation videos with those who are taught using conventional methods such as dictation.

## **D. Hypothesis**

Based on the objective of the study, the researcher wants to know the effectiveness of using YouTube and in teaching listening skill. Thus the researcher builds the hypothesis to make objective of this study. The hypothesis is:

1. The null hypothesis (H<sub>0</sub>)
  - a. There is no significant difference in the effectiveness of teaching listening skills between using YouTube video and dictation.

2. The alternative hypothesis (Ha)
  - a. There is significant difference in the effectiveness of teaching listening skills between using YouTube video and dictation.

#### **E. Significance of the Study**

The researcher expected in this study to give contribution to the English language teaching process as follows:

1. Theoretically

This research expected to find a good method in learning listening English language using YouTube video.

2. Practically

- a. For students, to improve their listening skills using YouTube video, so the students can easily understand when there are people speak English.
- b. For teacher, it can be used as a reference in order to improve students' listening skill.
- c. For reader, this study hopes that this research can add information to other researcher to help their study of using YouTube video as a media in teaching students' listening skills.

#### **F. Limitation of the Problem**

To make this study easy to understand and clarify the problems limitation the researcher set a limitation. The study will be focused on improving listening skills through YouTube video at SMAN 3 Kota Kediri.

## G. Definition of Key Term

The researcher defines some key terms related in this study in order to prevent any potential of misunderstanding. The key terms are listening, YouTube video, and English conversation.

### 1. Listening

Listening is an active, complex cognitive process that involves decoding auditory input, integrating linguistic and non-linguistic cues (e.g., intonation, pauses), and constructing meaning through bottom-up (sound-to-word) and top-down (context-driven) processing (Renandya et al., 2023). In language learning, it is a foundational skill for communication, requiring attention, interpretation, and critical thinking (Goh, 2023).

### 2. YouTube Video

In this study, *YouTube video* refers to digital video content hosted on the YouTube platform that is used as instructional material to support English language learning, specifically in the area of listening comprehension. These videos are selected based on their relevance to English conversation and include authentic interactions such as dialogues, interviews, and situational conversations.

According to Putri and Handayani (2023), YouTube videos offer authentic and engaging content that enhances students' exposure to natural spoken English, making them an effective tool in EFL listening instruction. The videos used in this study are chosen for their clarity, relevance to learners' proficiency level, and inclusion of features that support

comprehension, such as facial expressions, visual context, and natural speech delivery.

### 3. English Conversation

In this study, English conversation refers to spoken English interactions that occur in real-life situations and involve two or more speakers. These interactions include various forms such as everyday dialogues, interviews, or situational exchanges that reflect authentic language use. English conversation is characterized by natural speech features such as intonation, stress, pauses, and turn-taking, which are essential for learners to understand spoken English effectively.

According to Kurniawan and Marlina (2022), English conversation provides learners with exposure to how language is actually used in daily communication, helping them recognize speech patterns and cultural expressions. In this research, English conversation specifically refers to conversation-based YouTube videos, which present authentic spoken English as the primary material for teaching listening comprehension.