

CHAPTER 1

INTRODUCTION

This chapter describes the background of the problem, research questions, research objectives, research benefits, research scope and limitations, and key terms.

1.1 Background of the Study

Speaking skill is one of the fundamental aspects of English language learning. The ability to communicate fluently and confidently in English is essential in academic, professional, and social settings. In an era of globalization, English proficiency, particularly in speaking, has become a critical skill for individuals seeking career opportunities, higher education, and cross-cultural communication. Many companies, international organizations, and educational institutions prioritize candidates with strong English-speaking skills, making it an important component of language education (Haidara, 2021). Furthermore, speaking is not only a means of communication but also a reflection of one's overall language proficiency, as it integrates vocabulary, grammar, pronunciation, and fluency (Derakhshan et al., 2022).

However, many students struggle to develop their speaking skills due to various challenges. One of the major difficulties is the lack of exposure to authentic English conversations. In many EFL (English as a Foreign Language) contexts, students do not have sufficient interaction with native speakers or fluent English users, which limits their ability to practice real-life communication (Zhang & Zou, 2020). Traditional classroom instruction often emphasizes grammar and writing more than speaking, leaving students with minimal opportunities to practice verbal communication (Rao, 2019). Additionally, psychological barriers such as fear of making mistakes, anxiety, and lack of confidence significantly hinder students' willingness to speak English (Nazara, 2019). As a result, many learners struggle with fluency, pronunciation, and spontaneity in speaking.

In SMK Al-Mahrusiyah, which is situated within a pesantren environment, students face even greater difficulties in improving their English-speaking skills. Pesantren education traditionally focuses on religious studies, with limited integration of English language learning, particularly in speaking skills (Rohmah & Sutrisno, 2021). Moreover, since pesantren students typically have restricted access to mobile phones and the internet, their exposure to digital resources and authentic English conversations is limited (Fajrina et al., 2023). The curriculum in many pesantren still relies on text-based and teacher-centered instruction, with few interactive speaking activities. These factors create a challenging environment for pesantren students to develop their oral communication skills effectively.

To address these challenges, educators have begun exploring alternative teaching methods, including digital learning platforms such as YouTube. YouTube has become a widely used tool for language learning due to its accessibility, engaging content, and diverse range of educational videos. Research has shown that using YouTube as a speaking model can provide students with exposure to authentic pronunciation, intonation, and conversational expressions used by native and proficient English speakers (Saputra, 2022). Features such as subtitles, playback speed adjustment, and interactive comments allow students to learn at their own pace and engage with spoken English more effectively (Almusharraf & Alotaibi, 2021). Integrating YouTube into the learning process can help students, including those in pesantren, overcome speaking difficulties and gain more confidence in communication.

Several previous study have highlighted the positive impact of YouTube on developing students' speaking skills. YouTube Videos significantly improved learners' oral fluency and pronunciation accuracy by providing authentic models of spoken English (Djiwandono, 2020). YouTube-based learning Increased students' confidence and reduced speaking anxiety, as learners were able to practice through imitation and repetition of video content (sari and wahyudi 2021). These studies suggest that YouTube is not

only an engaging resource but also an effective medium for improving various aspects of speaking, such as vocabulary acquisition, pronunciation, fluency, and self-confidence.

This research aims to examine the effectiveness of using YouTube as a teaching media to enhance students' speaking skills, particularly in the context of pesantren education. The study will analyze how YouTube can support language learning, identify the specific aspects of speaking that improve through YouTube-based learning, and explore the challenges and potential solutions for implementing this method in pesantren settings.

1.2 Research Question

Based on the background of the study, the writer aims to investigate the effectiveness of using YouTube in enhancing students' speaking skills in learning report text at pesantren-based schools. To put it into focus, the problem is formulated in the following research question:

Is there any significant effect of using YouTube on students' speaking skill?

1.3 Research Objectives

Referring to the problem stated above, this study aims to examine whether the use of YouTube has a significant effect on students' speaking skills.

1.4 Significance of the Study

This study is expected to be beneficial for:

1.4.1 The Teachers

The teachers, especially English teachers, will gain insights into the effectiveness of YouTube and picture series in improving students' speaking skills in learning report text. This study provides an alternative teaching strategy that can create a more interactive and engaging learning environment.

1.4.2 The Students

The students will benefit from this study by enhancing their speaking skills through YouTube learning videos. They will have access to authentic pronunciation, vocabulary, and fluency models, which can help them practice speaking more effectively and increase their confidence in using English.

1.4.3 The Future Researcher

By conducting this study, the writer will gain valuable knowledge about the effectiveness of YouTube and picture series in improving students' speaking skills in learning report text. Furthermore, the findings of this research are expected to serve as a valuable reference for future researchers in conducting studies related to digital media-based language learning.

1.5 Research Hypothesis

a. Alternative Hypothesis (H_a)

There is significant effect of using YouTube on students' speaking skill.

b. Null Hypothesis (H_0)

There is no significant effect of using YouTube on students' speaking skill

1.6 Limitation of the Study

As mentioned in the background of the study above, to ensure the study remains focused and can be conducted effectively, the research is limited to the following aspects. The media used in this study is YouTube, particularly educational videos that provide authentic language input for learners. The main skill measured in this research is speaking, which covers several aspects including fluency, pronunciation, vocabulary, grammar, and coherence. The research subjects are high school students in a pesantren environment, who generally have limited access to technology and are only allowed to use mobile phones at specific times. To achieve the research objectives, this study employs an experimental method using a pre-test and

post-test design in order to measure the effectiveness of YouTube in improving students' speaking skills.

1.7 Definition of Key Terms

To avoid misunderstanding and to ensure clarity in this study, it is necessary to define several key terms that are frequently used throughout the research. The definitions provided are intended to give a clear understanding of the concepts as they are applied in the context of this study, so that readers can interpret the findings accurately and consistently.

- a. **YouTube-Based Learning** : YouTube-based learning refers to the use of YouTube as an educational platform to support language learning. In this study, YouTube is utilized as a tool to improve students' speaking skills by providing access to authentic pronunciation models, interactive learning content, and engaging audiovisual materials that enhance oral communication.
- b. **Speaking Skill**: Speaking skill is the ability to express thoughts, ideas, and information verbally in a structured, fluent, and comprehensible manner. It includes elements such as pronunciation, vocabulary, grammar, fluency, and interaction. In this study, speaking skill is assessed based on students' ability to articulate words correctly, convey messages clearly, and engage in meaningful spoken communication.
- c. **Picture Series-Based Learning**: Picture series is a visual teaching aid that consists of sequential images used to guide students in understanding and organizing information in a structured manner. This media provides visual prompts that help learners express ideas, describe events, and develop speaking skills more systematically.
- d. **Report Text** : Report text is a type of English text that presents factual information about natural or social phenomena, animals, plants, or objects in a systematic and objective way. The purpose of report text is to classify and describe things based on their general characteristics, making it an important genre in academic English

learning for developing students' ability to communicate information clearly and accurately.