

CHAPTER I

INTRODUCTION

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

A. Background of The Study

In the modern educational, technology has increasingly become a vital component in the learning process. Its integration into the classroom has not only transformed how knowledge is delivered but also how students engage with learning materials. This transformation is especially significant in language learning, where interactivity and exposure to real-world communication are essential.

Technology in education refers to the use of digital tools, platforms, and applications to facilitate and improve the learning experience. According to Raja and Nagasubramani (2018), the application of technology enhances student engagement, encourages collaborative learning, and provides access to a vast range of educational resources. With the advent of mobile devices, internet-based learning, and multimedia content, students now have opportunities to learn anytime and anywhere. In the context of language education, technology plays a critical role in making abstract concepts more concrete and in simulating authentic communication situations. Tools such as videos, animations, presentations, and online exercises provide an immersive experience that traditional classrooms may lack

(Arifah, 2014). Among the many platforms available, YouTube and PowerPoint stand out as user-friendly and widely adopted tools that can support both teachers and learners.

Moreover, the role of technology is not limited to content delivery. It supports differentiated learning by allowing students to access materials at their own pace and revisit difficult content. In addition, technology encourages autonomy, as students take more control over their learning through interactive applications and multimedia resources. This approach helps cater to various learning styles, from visual and auditory to kinesthetic. In Islamic junior high schools, where students come from diverse educational and cultural backgrounds, technology enables equitable access to learning. Digital tools can be integrated with Islamic values, offering a balanced learning experience that aligns with students' identity and character development. Through thoughtful implementation, technology bridges modern innovation with moral education.

Speaking is a productive language skill that allows learners to express their thoughts, feelings, and ideas verbally. It involves the correct use of vocabulary, grammar, pronunciation, and fluency. According to Nunan (2003), speaking is more than just producing words; it is a complex skill that requires students to organize ideas, respond appropriately in real-time, and use language contextually. Moreover, speaking is central to effective communication. Richards and Renandya (2002) state that in order to master speaking, learners must engage in

interactive tasks that mirror real-life communication. For students in junior high schools, developing this skill is crucial because it directly reflects their ability to function in English, whether in academic settings or daily life.

Speaking also contributes significantly to students' confidence and self-expression. Mastery of speaking skills enables learners to participate actively in discussions, deliver oral presentations, and engage in collaborative learning. It enhances their ability to articulate opinions, ask questions, and negotiate meaning. In addition, speaking helps reinforce other language skills. For example, when students speak, they practice listening to their peers, apply grammar structures, and recall vocabulary. This integrative nature makes speaking a central focus of communicative language teaching, which aims to develop holistic language competence.

Teaching speaking involves more than encouraging students to talk. It requires structured instructional approaches that build learners' confidence and competence. Brown (2001) explains that successful speaking instruction must develop both fluency (the ability to speak smoothly) and accuracy (the correct use of language). Methods such as role-playing, discussions, presentations, and storytelling are commonly used to achieve these goals. In a more specific context, particularly in Islamic junior high schools, teaching speaking must also consider the values and norms upheld by the institution. Teachers must find ways to deliver content that is both linguistically rich and culturally appropriate.

According to Harmer (2007), effective speaking instruction is student-centered, meaningful, and context-driven. Teachers should utilize content that connects to students' daily lives and belief systems to foster greater motivation and understanding.

Instructional design for speaking must include sufficient practice time, opportunities for interaction, and varied speaking tasks. Teachers are encouraged to use group work, peer interviews, and project-based presentations. Integrating digital media such as videos and audio clips adds authenticity to the learning environment. In Islamic educational settings, teachers often face challenges in selecting materials that align with religious values. Therefore, the integration of speaking tasks that include Islamic topics, motivational talks, or ethical stories can support language development while nurturing moral awareness.

Despite its importance, speaking is often one of the most neglected skills in EFL (English as a Foreign Language) classrooms. Ur (1996) highlights several common obstacles, including students' lack of confidence, fear of making mistakes, limited vocabulary, and the tendency to remain passive during speaking activities. Furthermore, many teachers still rely on traditional, teacher-centered approaches that do not actively engage students in real communication. In the context of Islamic junior high schools, these issues are compounded by additional limitations such as minimal exposure to English outside the classroom, limited digital resources, and instructional methods that prioritize grammar and reading over speaking. Riswandi (2016) found

that many students hesitate to speak due to shyness, anxiety, and low self-esteem.

Students in such settings may also struggle with expressing opinions in English due to cultural norms that value modesty and group harmony. As a result, learners are often reluctant to take risks in speaking, especially in front of peers. Teachers may also lack the training to incorporate communicative activities effectively. A notable new contribution of this study is the integration of religious-themed YouTube content and interactive PowerPoint presentations to enhance students' speaking skills. This combination respects the cultural and spiritual values of the learners while also providing authentic language input and structured output tasks. By using videos that feature Islamic figures or moral stories and encouraging students to summarize them using PowerPoint, the learning process becomes more meaningful and personalized. This approach introduces a culturally responsive pedagogy that aligns with students' identity while promoting language proficiency. It opens new avenues for research and practice in EFL education within faith-based institutions.

YouTube and PowerPoint offer a powerful combination for enhancing English speaking instruction. YouTube provides students with access to authentic spoken English, covering various topics, accents, and cultural contexts. Almurashi (2016) asserts that YouTube enhances language learning by offering visual and auditory input that supports pronunciation, listening comprehension, and vocabulary

development. PowerPoint, meanwhile, serves as a structured medium through which students can prepare and deliver oral presentations. It enables learners to plan their speech, organize ideas, and visually support their spoken language with images or bullet points. Harmer (2007) suggests that visuals aid in retaining vocabulary and improving comprehension, which is essential in supporting learners' oral communication.

In practice, students may watch a YouTube video on a biography, Islamic story, or motivational speech, and then present their understanding using PowerPoint slides. This task encourages not only comprehension and analysis but also production and articulation of ideas in English. Such multimodal learning enhances engagement and retention. Moreover, when YouTube videos include Islamic values or culturally familiar content, students are more likely to relate to the material. This increases motivation and reduces affective filters such as anxiety or disinterest. Teachers can curate video content carefully to ensure relevance and appropriateness for the school context. This combination of platforms promotes blended learning, where digital and face-to-face instruction work hand-in-hand. It fosters critical thinking, improves speaking fluency, and supports personalized learning pathways for students with diverse abilities.

Previous studies have consistently demonstrated the effectiveness of integrating youtube and powerpoint in teaching speaking skills. Riswandi (2016) found that youtube-based learning

increased students confidence,vocabulary,pronunciation, fluency, grammar,and comprehension through authentic audiovisual input. Almurashi (2016) further highlighted that youtube provides meaningful exposure to real-life language use, making it easier for learners to imitate pronunciation and intonation patterns. Meanwhile, research Zere-ee and Hejazi (2010) showed that powerpoint presentations help students structure their ideas and deliver oral tasks more systematically, which reduces speaking anxiety. These findings suggest that youtube and powerpoint offer complementary advantages-youtube strengthens input and speaking-liistening exposure, while powerpoint supports organized output and oral presentation. Therefore, this study is expected to provide new insights into how the integration of these two technologies can enhance students' English speaking performance in Islamic junior high schools.

B. Research Problem

The researcher formulates the research problem, based on the research background above as follows ;

Is there any significant difference in speaking skills between those who are taught by using youtube video and those who are taught by using power point slide.

C. Objective of Research

From the research problem above, the objective of the research is :

To find out significant difference in speaking skills between those who

are taught by using learning youtube technology method and those who are taught by using power point slide.

D. Hypothesis

To answer the question of this research , is formulated as follow the research hypothesis :

1. H₀ (null hypothesis) ; There is no significant difference in speaking skill between students who are taught by using youtube video and those who are taught by using power point.
2. H_a (Alternative hypothesis) ; There is significant difference in speaking skill between students who are taught by using youtube video and those who are taught by using power point.

E. Scope and limitation of the research

This study focuses on investigating the effectiveness of using youtube learning technology to improve English speaking skills at Islamic junior high school 3 kediri. The research spesifically involves two classes in the first grade : class VII A as the control group and class VII B as the experimental group. The study is limited to the speaking skill aspects of vocabulary, pronunciation, fluency, grammar,, and comprehension using youtube and power point as the main learning media. The control group is taught through conventional power point based methods, while the experimental group is taught using interactive youtube based materials. The findings of the research are intended to reflect the specific context of these two classes and may not be generalized to all educational institutions or different student

population. Moreover, the study only addresses short-term improvement in speaking skills and does not examine long-term language retention or other English language components such as grammar, writing, or reading comprehension.

F. Significance of the research

This research is expected to contribute both theoretically and practically to the field of English language teaching, especially in the context of using technology to improve speaking skills at the junior high school level. The significances of this study can be described as follows :

1. For students

This study is expected to provide an innovative way of learning that is different from traditional methods, which often make speaking lessons monotonous and uninteresting. The integration of YouTube allows students to see and listen to authentic conversations or speeches in English, which exposes them to natural pronunciation, stress, rhythm, and intonation. This exposure helps them internalize the patterns of spoken English more effectively compared to relying only on textbooks. Students also benefit from the interactive aspect of YouTube, as videos often include storytelling, interviews, or motivational talks that make the learning experience more lively. On the other hand, PowerPoint assists students in preparing their own speech. By using slides, they can write down keywords, arrange sentences logically, and add pictures to illustrate their ideas. This

process reduces the fear of forgetting words while speaking and encourages them to speak more confidently. The combination of these two technologies enables students to learn through both receptive activities (watching, listening and speaking) and productive activities (presenting and speaking), which accelerates the development of their speaking ability.

2. For teachers

This research provides valuable input on how to improve the quality of classroom instruction. Teaching speaking is often a challenging task, because students may feel reluctant to participate or may lack confidence in expressing themselves. By using YouTube, teachers can bring the outside world into the classroom. Real-life communication models can be shown to students without the teacher having to demonstrate everything alone. Furthermore, teachers can pause, replay, or highlight certain parts of the video to emphasize pronunciation, vocabulary, or expressions. PowerPoint, meanwhile, supports teachers in presenting lessons in a more organized manner. Teachers can prepare slides with vocabulary lists, sentence patterns, or prompts for speaking practice. This makes the teaching process clearer, more systematic, and easier to follow. With this approach, teachers shift from being the sole source of knowledge to facilitators who guide students in exploring language.

3. For schools

This research highlights the importance of integrating technology

into the teaching and learning process. In the modern educational era, schools are expected to keep up with technological advancements to prepare students for global competition. The use of YouTube and PowerPoint demonstrates that technology can be applied not only in science or mathematics but also in language learning. Schools that provide adequate facilities such as projectors, internet access, and computer labs show commitment to enhancing the quality of education. Furthermore, in the context of Islamic junior high schools, the careful selection of YouTube content that contains moral, motivational, or religious values ensures that technology is applied in harmony with the school's cultural and spiritual identity. In this way, schools can combine modern innovation with moral education, producing students who are both competent in English and grounded in good character.

4. For future research

The results of this study open opportunities for further investigation into the use of digital media in English language teaching. Since this study focuses only on speaking skills, future research can expand to other areas such as listening, reading, or writing. Researchers can also compare YouTube and PowerPoint with other technological tools such as podcasts, interactive applications, or virtual classrooms. Another possible area of research is exploring the long-term impact of these tools, for example, whether students retain the vocabulary and fluency gained

through multimedia-based instruction after a year or more. Moreover, future researchers may also examine students' perceptions of using digital media, their learning autonomy, and the challenges faced in different school contexts. Thus, this study provides a stepping stone for continuous development of innovative teaching practices in language education.

G. Definition of The Key Terms

In order to avoid misunderstanding and provide clarity for readers, the following key terms used in this research are defined as follows :

1. Speaking skill

Speaking skill in this research refers to the students' ability to communicate ideas, feelings, and information orally in English. It is a productive skill that requires more than just knowing vocabulary or grammar; it involves combining these elements into meaningful utterances that can be understood by others. Speaking skill also covers aspects of fluency, accuracy, pronunciation, vocabulary range, and comprehension. A person with good speaking skill is able to express thoughts clearly, interact with others naturally, and respond appropriately in real-time communication. In this study, speaking skill is measured through students' performance in describing people, animals, and places using simple but effective English sentences.

2. Teaching speaking

Teaching speaking is the process by which teachers design activities, provide input, and create opportunities for students to practice oral communication. The aim of teaching speaking is not only to improve accuracy but also to build students' confidence in expressing themselves in English. Effective teaching speaking involves a variety of techniques such as role-plays, group discussions, presentations, and storytelling. In this study, teaching speaking is implemented by combining two different types of media: YouTube, which provides authentic language input, and PowerPoint, which supports students in organizing and presenting their ideas during oral tasks.

3. Youtube video

YouTube video refers to audiovisual material available online that can be used as a learning resource. For the purpose of this research, YouTube videos are selected carefully to match students' level of proficiency and to align with the school's educational values. These videos serve as models of spoken English, showing how people describe objects, tell stories, or share experiences. By watching these videos, students not only listen to the language but also observe body language, gestures, and visual context that support understanding. This makes learning more natural and engaging compared to traditional text-based materials.

4. Powerpoint

Powerpoint is a software application developed by Microsoft used to create multimedia presentation. In this research, powerpoint refers to the educational tool used by teachers to deliver structured content related to descriptive texts. It supports teaching by presenting material in visual form, helping students follow the lesson more easily. Powerpoint is used to display vocabulary lists, descriptive structures, sample texts, and speaking prompts. It also allows students to prepare and deliver their own oral presentations, which supports their speaking practice in a more organized and confident way.