

CHAPTER I

INTRODUCTION

A. Background of the Study

YouTube website is a site used for various videos that can be accessed and shared easily (Wenner & Campbell, 2017). YouTube website is used for various videos, where users can watch and share it for free and easily. YouTube video is one of the learning media that can be used in teaching, especially teaching English that involves speaking skills to train public speaking and confidence that are considered difficult to learn (Coates, Hardman, Halford, Christiansen, & Boyland, 2019). Hence, YouTube videos can be used to support more interesting learning.

YouTube website is currently user-centered. According to Faiqah, Nadjib, & Amir, (2016) YouTube can be a learning related to current internet technology which is in line with the learning approach where students become the center and the main actors of learning activities. YouTube video is important to enhance teaching speaking. Student can know the varieties language in the world and can improve their speaking through authentic material (Jalaluddin, 2016). YouTube has become one of the most-popular websites in the world (Mayoral, Gonzalez, & Flores, 2011). YouTube Video can be used as a learning teaching featured with images and visuals. YouTube videos are used by students because they are considered as a learning resource that is familiar with their daily lives, because in this phenomenon, students are required to be more creative to full fill their guidelines learning (Lestari, 2017). In teaching interpersonal speaking, lecturer can use YouTube video to give optimal media learning in order the students can enhance their speaking skills.

Making assignments using videos that must be uploaded on the YouTube website is unique and challenging for students. Every innovation created by students in the video will have a positive impact on students

including; become creative and foster self-confidence in learning English, because in taking videos students need places and situations that support and editing systems that make videos interesting to watch (Ngafifi, 2014). On the other hand, the lecturer also will not lose student videos and easily ask students to send a link.

In Indonesia, teaching English has been taught since elementary school. However ideally the material that is said to be compulsory has only been given since the 7th grade of junior high school to college. These are four skills that are normally given such as reading, listening, writing and speaking. But in reality, a few students still cannot understand verbal sentences or words are spoken by their friends and do not dare to speak English with their friends. it means that students' speaking and vocabulary skills are still limited (Ni Wayan Rati, & Dra. Nyoman Kusmariyatni, 2017).

Løvik, Hillestad, & Hertzberg, (1999) said the purpose of language learning is to be able to speak English properly and correctly. To create succeed learning, someone must be able to hone their language by providing or facilitating knowledge about speaking skills. According to Saswati, Risna and Sibuea, (2012) language ability does not need language features but need a content to convey the messages. Thus, students can have good speaking skills to achieve English language learning goals.

Interpersonal speaking is a major speaking skills for first semester in English department student Universitas Muhammadiyah Surakarta . Interpersonal speaking course aims to accustom student to think interactively with others, such as introduction, telling favorite teacher, favorite place, experience in speaking, respond a video and killing the time. Those responses are communicative responses are taught in English Department Students (Sumarni, 2014). Indonesia students usually learn speaking skills only taught how to speak, spell, and correct pronunciation of words in front of the class, but in interpersonal speaking class is

different from other speaking classes where interpersonal speaking uses YouTube videos as learning media to the 1st semester. YouTube video is a new way of learning medium to create new entertaining ways because it connects technology as a medium of learning and information technology tools (Djahida, 2017; Labdi, 2014)

Interpersonal speaking learning is not done continuously in the classroom, when classes are off, YouTube videos can be used as second language classrooms to support learning (Thomas & Brook-Carter, 2011). The process of learning interpersonal speaking does not only speak in front of the class, but there is delivery of material and an explanation of the material to be uploaded on YouTube. In the use of YouTube videos students will have a lot of experience, Because making videos includes several benefits, such as self-confidence, creativity and consistency. The conventional learning in teaching speaking can make student being bored (Ginaya, Aryana, & Somawati, 2018).

The researcher conducted this research because the interpersonal speaking subject was technically a different learning model from the other learning models, and the application of interpersonal speaking subject was different in teaching to each lecturer, the lecturer had different innovations to create a good learning process. For example, in the first Semester English Department Students, Universitas Muhammadiyah Surakarta YouTube video is used to enhance students' speaking skills in teaching English.

The purpose of this study is to investigate how is the use of YouTube as a means of improving students' speaking skills to the first semester English Department Students in teaching English. Researcher hopes that the results of this study can become a new learning medium for teaching speaking. Therefore, researcher chooses first semester English Department Students, Universitas Muhammadiyah Surakarta as the object of study to conduct research. For this reason, the researcher wants to

investigate the benefits of YouTube videos for teaching English with the title: **Utilizing YouTube Videos to Enhance Students Speaking Skills in Teaching English To the 1st Semester English Department Students.**

This research is focused to find out the influence of using YouTube videos to teach speaking in teaching English and to find out the difficulties experienced by students when using YouTube videos in teaching English in the 1st Semester English Department Students. Researcher is interested in this topic because the learning methods used are different from the others. Most of the teaching of interpersonal speaking learning is done only in the classroom such as; speaking in front of the class, listening to what the lecturer has to say about pronunciation, spelling, etc. This is an interesting difference that is using YouTube videos to improve speaking skills. Therefore, the research on the use of YouTube in interpersonal speaking is worth to conduct.

B. Limitation of the Study

The research subjects are responses from 1st semester English Department Students, Universitas Muhammadiyah Surakarta who takes interpersonal speaking subjects at Universitas Muhammadiyah Surakarta. The object of the study is a transcripts of students' interviewing who joined interpersonal speaking subjects at the English Department Student, Universitas Muhammadiyah Surakarta.

C. Problem Statement

Based on the research background described, the researcher formulated the problem statement as follows:

1. How do English Department Students perceive their experience learning interpersonal speaking by using YouTube video?
2. What are the difficulties faced by students in learning interpersonal speaking using YouTube video as subject in teaching English?

D. Objective of the Study

Based on the statement of the problem above, the research objectives are as follows:

1. To describe how do English Department Students perceive their experience learning interpersonal speaking by using YouTube video.
2. To describe What are the difficulties faced by students in learning interpersonal speaking using YouTube video as subjects in teaching English.

E. Significance of the Study

The researcher hopes that the results of this study can benefit the readers and the following parties:

1. The results of this study are expected to be able to make new alternative learning and teaching for lecturers to improve speaking skill using youtube videos, especially English Department students.
2. The results of this study are expected to help students to improve speaking skills and increase students' moral in improving speaking skills.
3. Other researchers, the results of this study are expected to be used as additional new information as a learning media tool about using YouTube videos to enhance students' speaking skills in teaching English.

F. Research Paper Organization

This research paper is taken from the "First semester English department students response on the use of YouTube videos to enhance students' speaking skills as subjects in teaching English. The research is organized systematically in five chapters. Each research chapter is divided into further divisions, including the following:

Chapter I discusses the introduction. This chapter explains the main problems of this research paper. This chapter consists of research background, research boundaries, problem statements, research objectives, and research benefits.

Chapter II is related literature. This chapter discusses previous research related to this topic and the basic theories used in this study.

Chapter III discusses research methods. This chapter contains the types of research, research subjects, data and data sources, data collection techniques, data analysis techniques and data credibility.

Chapter IV is the research findings and discussion. This chapter consists of research findings and discussion.

Chapter V discusses the conclusions, implications and research suggestions. In this chapter, the researcher concludes the results of the study, the pedagogical implications of the study and provides suggestions related to the results of the study.