

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of study**

YouTube is one of the most popular video sharing services on the internet today (Snelson, 2011). By being used as a video sharing site for all circles, YouTube provides features such as searching for videos, playing videos, uploading videos, downloading videos, subscribing, live streaming, sharing video links, discussions/questions, and answers about videos for free (Wankel, 2010). There are millions of people who access YouTube, so Youtube has the potential to be used as an interactive learning medium (Snelson, 2011). Even if they do not register an account, users can still see the video post.

By utilizing YouTube as a learning medium, it can create conditions and an interactive learning atmosphere. Thus the use of Youtube can be used for interactive learning in the classroom, both for students and teachers through online and offline presentations (Sukani, 2012). Arsyad (2017) also says that learning media is media that carries messages or information that is instructional or contains teaching intentions. According to Sukani (2012) Youtube has advantages as a learning medium such as (1) Potential, able to provide edit value to education, (2) Practical, can be used easily and can be followed by all groups, (3) Informative, can provide information the development of education, culture, technology, and others, (4) Interactive, facilitates discussion and even reviewing a learning video, (5) Shareable, has facilities to share links across social networks, (6) Economical, accessible for free.

Careful planning following the learning objectives and integration of videos available on YouTube as a support tool will optimize learning outcomes because they are in line with the learning styles and interests of the current generation. Thus, students are expected to be able to improve their skills, abilities, overcome a lack of self-confidence, and integrate technology into educational programs that can stimulate active learning and provide additional knowledge beyond the expected abilities (Agazio, 2011). Generally, students learn to read, listen, write, and speak. Where students required to practice in class or outside the classroom as an additional activity. For example, speaking material, students are required to follow step by step from their manual. Sometimes in this method, students feel bored or not interested in learning methods like this, even just leaving until they come home and never get the knowledge that is being conveyed.

It is time for teachers to apply learning innovations that are different from conventional methods. The shift in the educational paradigm which includes classroom learning should follow technological developments. One of them is to use Youtube as a learning medium in class and outside the classroom. With this media, a teacher can display videos or interesting assignments for interactive, interesting, and fun learning (Meyers, 2011). Not only that, but YouTube can also provide a solution to replace class hours and have a good impact on students who introvert in speaking in front of the class and provide additional knowledge beyond the expected abilities (Agazio & Bucklev, 2011).

In the Department of English Education at the Muhammadiyah University of Surakarta, learn regularly about learning in class or outside the classroom which requires students to study and do assignments. For example, in the Public Speaking class, when introducing themselves students are given the task of making videos and uploading them to Youtube. Then when there are no meetings in class, students are given

Public Speaking assignments and upload them to Youtube. Not only that, during the mid and final tests students are also required to make videos and then upload them to Youtube. To be precise, the process of making and uploading videos to Youtube requires adequate preparation and network and quota.

Based on the description above, the researcher is interested in researching the use of YouTube as a medium for learning English, which later is to find out students' perspectives about the media. This is important for researchers to know students' perspectives because researchers can find out students' views about YouTube as a learning medium.

The purpose of this study was to determine students' perspectives on YouTube media as a learning medium, especially in learning English. Researchers hope that the results of this study can be a reference for learning innovation for teachers in the Department of English Education. Because in conditions like this Pandemic (Covid-19) many teachers must adapt to online learning media first (Purwanto et al, 2020). Then to find out what students think about Youtube media through their respective perceptions.

Therefore, the researcher chose the Public Speaking Class in Department of English Education at Muhammadiyah University of Surakarta as the research object to conduct the research itself. Based on the description above, the researcher proposed a study with the title: *The Use of Youtube as Teaching Media in Public Speaking Class: Students, Perspective.*

## **B. Problem Statement**

- a. How are student's perspectives in learning Public Speaking by using YouTube in Department of English Education at Muhammadiyah University of Surakarta?

- b. What are the advantages and disadvantages of using youtube in public speaking class as teaching media?

**C. Objective of the Study**

- a. To describe how students perspective in learning Public Speaking by using YouTube in Department of English Education at Muhammadiyah University of Surakarta.
- b. To identify the advantages and disadvantages of using youtube in public speaking class as teaching media.

**D. Benefit of Study**

This research is expected to make a real contribution to the teachers in the class, especially the English language instructors at the Muhammadiyah University of Surakarta who are interested in integrating the internet as a means and source of learning. The use of YouTube in English class is very helpful for enriching the material for students.

Input not only from books helps internet generations who are familiar with various digital information sources understand learning material better.

- a. Theoretically this research can be used as a reference or view for other researchers.
- b. Practically this research can add knowledge and experience about teaching through methods like this.
- c. The existence of this research can increase knowledge about the use of YouTube as a teaching medium.