

CHAPTER I

INTRODUCTION

This chapter discusses the background, research questions, research purposes of the study, significance of the research, rationale, and previous studies.

A. Background

Speaking is a fundamental skill that plays a crucial role in both personal and professional interactions. It enables individuals to express ideas and opinions clearly, persuasively, and confidently. Developing strong speaking skills enhances communication effectiveness, boosts self-confidence, and reduces anxiety in public speaking situations. Furthermore, speaking fosters critical thinking and problem-solving abilities—skills that are highly valuable in academic settings and essential in various professional contexts such as leading teams, conducting meetings, negotiating, and delivering presentations. This aligns with Hymes' (1972) theory of Communicative Competence, which posits that effective communication involves not only grammatical accuracy but also the ability to use language appropriately across different social and cultural contexts. Therefore, mastering the art of speaking is vital for academic success and future career development, making it a skill that should be actively cultivated and practiced..

The patterns of spoken language are considerably different from those of written language, in which they have time to prepare, edit, and revise what they generate. Our speaking performance reflects our personality, self-image, global knowledge, and capacity to articulate our views (Luoma, 2004). Because spoken communication happens instantaneously, teaching language learners to speak a new language entails helping them cultivate specific interactional and communication abilities (Hinkel, 2018). The teacher still uses a repetitive teaching approach with little use of cutting-edge teaching and learning resources that might inspire students to study (Gunada & Wayan, 2017). Certain educational institutions continue to employ a repetitive teaching approach where in the teacher explains the subject matter, writes it on the board, then leads a question-and-answer period. Meanwhile, students sit on the chair and take notes.

Many students in speaking classes struggle with anxiety, a lack of confidence, fear of speaking, and fear of making mistakes, which makes it difficult for them to express themselves verbally and ends in them saying nothing at all. Children's speaking abilities can be developed through diverse stimuli, such as utilizing educational media presented in various formats like images (visuals), audio (sounds), and more (Aprinawati, 2017).

Media can function as a tool to deliver messages effectively, ensuring they are clearer and easier to comprehend. Incorporating media into the learning process enhances communication clarity and makes learning more enjoyable, engaging, and of superior quality (Ardiansyah & Nana, 2020). One of the features that can be used is the YouTube application. As stated by Baskoro (in Samosir et al., 2018), YouTube is a digital media site in the form of videos that can be downloaded, uploaded, and shared throughout the country. This video-sharing platform hosts a wide variety of content. Some of the most popular categories on YouTube include music videos, vlogs, comedy, educational content, gaming, beauty and fashion, cooking and food, sports, etc. YouTube, with its extensive collection of videos contributed by creators from across the globe, provides unmatched accessibility to resources that simplify and enhance the process of learning English efficiently.

According to Alexa (2011), YouTube has evolved into one of the most widely visited websites globally. Several students all around the world enjoy language videos, and several clips have been seen millions of times. YouTube stands out as one of the most widely used social media platforms and serves as a valuable tool for English language instruction. It facilitates teachers in helping students with their tasks. According to Terantino (2011), several scholars have noticed a scarcity of studies on the impact of YouTube videos on English language learning, and a lack of experience in research to explicate efficient strategies to use Web-based applications for language training abroad. Furthermore, language teachers may lack the knowledge or understanding of the advantages of using YouTube videos in the classroom.

This research aims to improve the English-speaking skills of junior high school students by using YouTube videos as a learning medium. The study examines the effectiveness of using YouTube videos to teach English speaking.

B. Research Questions

Based on the related studies above using YouTube videos, some questions are generated in this current research.

1. What are the students' speaking abilities before watching YouTube videos?
2. What are the students' speaking abilities after watching YouTube videos?
3. How significant is the difference between students' speaking ability before and after watching YouTube videos?

C. Research Purposes

Related to the research questions, the purpose of this research is:

1. To find out the students' speaking abilities before watching YouTube videos.
2. To find out the students' speaking abilities after watching YouTube videos.
3. To find out the significant difference between students' speaking abilities before and after watching YouTube videos.

D. Research Significances

This research is expected to give useful contributions to and practical implications.

a. Theoretical Significance

Theoretically, this study is expected to strengthen the understanding of how digital media, especially YouTube videos, can support English language learning, particularly in improving speaking skills for EFL (English as a Foreign Language) students. It provides evidence that using multimedia resources can help students develop their vocabulary, fluency, pronunciation, and ability to organize ideas when speaking. This study also supports the idea that technology can reduce common difficulties in speaking, such as lack of confidence and motivation. Therefore, the findings can serve as a useful reference for future research on the use of technology in English language teaching, especially in speaking-focused activities.

b. Practical Significance

Practically, this research is expected to assist students in speaking skills.

1. The research supposes that using YouTube videos to improve speaking skills may help English teachers' teaching and learning processes.
2. The research is supposed to increase teachers' creativity and engagement in teaching speaking skills and the learning process.

3. This research is supposed to increase students' speaking skills and enhance teaching-learning.

E. Conceptual Framework

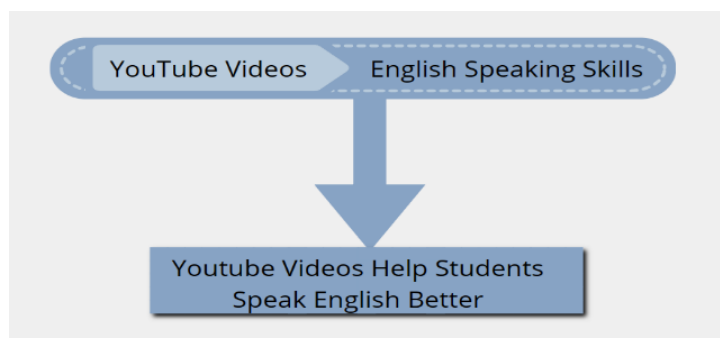


Figure 1. 1 Conceptual Framework

The independent variable is YouTube videos that act as the treatment in the study. This refers to the use of YouTube videos as a teaching method to enhance English speaking skills. The dependent variable is English speaking skills which represents the measurable improvement in students' ability to express themselves fluently and confidently in English. The researcher is interested in how the intervention affects the outcome variable.

The table has a single arrow that goes from YouTube videos to English speaking skills. It means that YouTube videos affect English speaking skills. The arrow has a label that says "YouTube Videos Help Students Speak English Better" which means that the effect is positive and strong.

F. Rationale

Ladouse (1991) defined speaking as the act of demonstrating oneself in a certain circumstance, being able to explain an event or case in exact terms, conversing, or displaying a series of thoughts with ease. Furthermore, speech is a means for conveying important concepts and developing the skills required to be a great listener, according to Tarigan (2008).

Sukiman (2012) claims that audio-visual media is a means of disseminating messages. It employs the senses of vision and hearing. Munadi (2013) concurs, stating that audio-visual media engage the senses of hearing and vision simultaneously in a single process.

According to Harmer (2007), students are more motivated to learn when they engage with the language through videos. The video content's visual and aural features, paired with exciting activities will engage students and encourage an interest in language learning.

YouTube videos may be utilized as an alternative for speaking practice in English lessons since they provide students with a way to more easily expound on the themes covered and improve their speaking abilities in front of the class. Herrman (2016) claims that employing YouTube as an English teaching resource can improve student understanding and skills.

Using YouTube videos as teaching material increases student motivation and decreases exhaustion in class. YouTube videos provide students about speaking in terms of vocabulary, pronunciation, grammar, and how to speak (fluency). Jones (2007) defines fluency as utilizing the fewest words possible to express meaning, even when longer words may be more illustrative. It is preferable if students learn from the videos and then discuss in groups to give each student the chance to talk with the other group members and exchange information verbally. According to research by Ariyanto et al. (2018), some students believe that watching YouTube motivates them to participate more in class discussions and speak up more.

G. Previous Studies

In this case, previous studies are pertinent to the ongoing research. These studies demonstrate that this type of study has already been implemented.

In a qualitative study conducted by Anggraini (2021) at Easy English Training in South Tangerang, the use of YouTube videos as a medium was explored to enhance students' speaking skills. The research findings suggest that incorporating engaging teaching strategies through YouTube videos significantly contributes to students' English curriculum, particularly their speaking abilities.

There is a final project made by Dwi Hartatik Handayani Mukti (2021) who researched Enhancing English Speaking Skills Using YouTube Videos at SMKN 1 Tanjung Palas. In this study, the researcher explores the impact of YouTube videos as a medium for improving students' English-speaking abilities. Mukti's study highlights the role of teachers, learners, and technological resources in successful distance learning. YouTube videos serve as effective tools for remote learning, allowing students unrestricted access to educational content anytime their devices are online. These videos also enhance critical thinking skills. However, achieving this goal depends on teachers' ability to create engaging instructional content.

Article by Muh Khoirulhadi (2022) entitled Role Playing Method and Use of YouTube Media to Improve Student Speaking Skills. This research was conducted in December 2022 in Class XII IPS3 SMAN 4 Sukabumi using action research. Khoirulhadi, the researcher of this study, concluded that speaking skills assessment scores went from 78.28 in the first cycle to 81.01 in the second cycle for a completion percentage of 72.22% in the first cycle to 94.44% in the second cycle, showing that teacher may help students improve their speaking abilities. Teachers can enhance students' learning passion from 86.58% in the first cycle to 91.73% in the second cycle by addition boosting their speaking skills. According to the findings of this study, advised that additional English teachers research narrative text, recount text, and procedure text using the role-playing approach and YouTube video.

The article titled The Impact of YouTube on Improving Secondary School Students Speaking Skills: English Language Teachers Perspectives by Fahad Saud Albahlal (2019) reports the findings of a study conducted through Focus

Group Discussions. The study found that non-English majors often used technology-based applications in speaking courses during hybrid learning to improve their pronunciation. However, they faced speaking challenges that hindered them from improving their speaking fluency. Nonetheless, non-English majors found practical activities such as repetition, reporting, presentations, and conversation to help develop their speaking skills.

To build up the college students' speaking skills, the lecturer used applications such as Zoom, YouTube, e-books, digital dictionaries such as Google Translate, and English-learning websites. The lecturer stated that two possibilities of hybrid learning could affect students' speaking fluency. First, technical support requires a good internet network and adequate facilities or equipment so that learning can run smoothly. Second, both lecturers and college students must be mentally prepared to carry out hybrid learning.

According to a recent study by Syafiq et al., 2021, YouTube videos have greatly improved students' speaking abilities as well as other aspects of their English language ability, including vocabulary, fluency, grammar, and content. This study employed action research to see how YouTube videos improve students' speaking skills within online learning during the COVID-19 pandemic.

Based on the previous researchers above, it is shown that the studies utilized different research methodologies. While Dwi Hartatik Handayani Mukti (2021) and Muh Khoirulhadi (2022) employed qualitative approaches, Fahad Saud Albahlal (2019), Anggraini (2021), and Syafiq conducted action research. While earlier studies employed qualitative and action research approaches, the current study uses quantitative research methods with a special focus on how junior high school students may improve their speaking skills by watching YouTube videos.