

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, research questions, research purposes, research significance, theoretical framework, and previous studies.

#### A. Background

English as an international language plays an important role in many parts of human lives nowadays. According to Brumfit (2001), English is an international language that is the most widespread medium of international communication. English has many sides in life, such as communication, economics, business, work, politics, and education. In the process of learning English, students should master four skills such as reading, writing, listening, and speaking. Sadiku (2015) stated that these four skills are language principles that must be taken to a higher level. Among the four language skills, speaking is the most important skill, which has the main function in communication. Therefore, mastering English, especially speaking skills, is an important need for students to allow them to communicate with other people globally.

Speaking skills are an important part of the curriculum in language teaching (Luoma, 2004). Speaking is a productive language skill. Productive language has to go through a mental process or a thinking process. When people want to say something and convey information, they need communication. Zuhriyah (2017) states that speaking is the way people express things and communicate with others verbally. Talking is the first way to interact with other people in society because, in daily activities, humans cannot be separated from interaction and communication. Leong & Ahmadi (2017) said that speaking is not only saying words through the mouth, but also conveying messages through words.

By speaking, people can convey information and ideas, express opinions and feelings, share experiences, and establish social relationships through communication with other people. The concept of speaking involves various

important aspects that need to be studied. Speaking is an important aspect of the learning process. According to Siahaan (2008), speaking encompasses oral productive language skills, enabling a speaker to convey information effectively to individuals or groups. It constitutes one of the fundamental skills in acquiring a foreign language, alongside listening, reading, and writing.

Furthermore, the concept of speaking ability is a way to share information and knowledge and directly express ideas and opinions that are in our minds to the person we are talking to. According to Suratno (2012), ability is the capacity of a person to carry out various tasks in a job. Ability is a combination of theory and practical experience gained in the field. From the definition above, it can be concluded that speaking ability is the capacity of a person to share and express information, knowledge, ideas, and opinions based on theory and practical experience. Based on the previous definitions above, it can be synthesized that speaking is the process of using speech impulses to utter vocal symbols to convey information, knowledge, ideas, and opinions to the other person.

Despite being introduced to students, communicating in English remains challenging. It necessitates students to engage in frequent cognitive processing while speaking English. Pollard (2008) states that mastering speaking skills poses significant challenges for students, considering the complexities involved, such as generating ideas, language selection, grammar, pronunciation, fluency, accuracy, and listener engagement. This study highlights the demanding nature of verbal communication, making proficiency in English speaking inherently challenging.

Speaking is a skill that should be mastered by students, which is a combination of abilities between the brain, processing words or sentences, and listening skills (Rahayu & Astutie, 2018). In learning English speaking, students not only learn a language but also express expressions and respond to them effectively so they can communicate with other people. Sari (2019) said that speaking can be considered as an output in learning a language because, instinctively, language has a function as a way to communicate. This highlights the significance of developing speaking skills, which enables students to articulate their ideas clearly and engage in

meaningful interactions. Thus, mastering speaking proficiency is crucial not only for language development but also for promoting confident and effective communication in diverse contexts.

However, despite the acknowledged importance of English speaking skills, in reality, many students in Indonesia still face obstacles in expressing themselves in English. Some problems often faced by students such a lack of vocabulary, difficulty constructing sentences structurally, fear of making mistakes, lack of ideas to convey, and lack of self-confidence. Most students do not dare to express opinions or speak in English. Students have low ability in speaking English, in terms of pronunciation, grammar, and vocabulary. In the learning process, students have difficulty conveying ideas, thoughts, questions, and so on in English using a variety of spoken language well and correctly (Tambunsaribu & Galingging, 2021). Students' interest and ability in speaking English are still very low, this can be seen from the scores obtained by students in the learning process. Thus, this has an impact on the teaching and learning process, making it less conducive, which is also influenced by the limited availability of learning media and tools that support speaking practice.

The existence of media has an important influence on the learning process. Learning is a process of communication between students, educators, and teaching materials. Communication will not run smoothly without the help of media or tools as a means of conveying messages. According to Barnes et al (2007), the generation nowadays is known as the internet generation. They have a high orientation and enthusiasm for learning, only the way they obtain information is different. However, they are persistent information seekers and consciously choose a learning model that suits them. Hence, it requires teachers to be more creative in implementing the teaching and learning process to meet their demands, one of which is the use of media. Media is an important element in the teaching and learning process (Tsani, 2019). The existence of media is very important to help the teaching and learning process. Thus, the use of media has an important role and influence in achieving certain educational goals.

In the current global era, technology plays an important role in people's lives and can be used in various aspects of life, one of which is in the world of education nowadays, namely the internet. The internet has now developed very rapidly, and everyone can access various kinds of information that is useful for life. Teachers must also be more up-to-date in using learning media so that students are interested in participating in each lesson. One of the most frequently used media is YouTube. Nasution (2019) stated that YouTube not only has fun videos but is also a learning medium for finding many educational videos at various levels, from beginner to advanced. Therefore, YouTube is an effective medium to support teachers in teaching, especially in teaching English speaking skills.

The advantage of learning with YouTube videos is that they present an image and sound representation of an event to students in class, especially when using online classes. YouTube is one of the most popular video-sharing services on the internet today (Snelson, 2011). This media provides a variety of teaching materials, one of which is English media. Visual learning, attractive design and lots of vocabulary that is easy for students to understand, especially in speaking English. Furthermore, YouTube videos do not automatically become ready-to-use learning materials. However, careful planning that is in accordance with learning objectives optimizes learning outcomes according to students' learning styles and interest.

Based on the intersection of YouTube's pedagogical potential and the persistent challenges faced by students in English speaking skills, this study aims to explore the role of YouTube videos as a digital learning medium that can help improve the speaking skills of students at SD Negeri Mekarsari and how their perceptions on the experience of using YouTube videos in learning. By illustrating the relationship between YouTube utilization and speaking skills, the researcher hopes this research provides implementable insights to educators and educational stakeholders to optimize educational practices to use YouTube videos to improve students' speaking skills.

## **B. Research Questions**

1. How is the implementation of teaching speaking using YouTube Animated Videos toward students' English speaking skills at SD Negeri Mekarsari?
2. What are students' perceptions of using YouTube videos toward their English speaking skills?

## **C. Research Purposes**

1. To investigate the implementation of teaching speaking using YouTube Videos toward students' English speaking skills at SD Negeri Mekarsari.
2. To find out students' perceptions of using YouTube videos toward their English speaking skills.

## **D. Research Significance**

### 1. For Teachers

This research provides teachers with valuable guidance on using YouTube videos as an effective learning tool or media to improve students' English speaking skills. The researcher can identify the most effective learning strategies, the most engaging types of content, and the best ways to integrate YouTube videos into an English learning curriculum. Teachers are able to utilize research findings to improve students' learning experiences to improve their English speaking skills to achieve better results.

### 2. For Students

This research helps in understanding how the role of YouTube videos could improve English speaking skills among students. By understanding how YouTube videos can be used effectively in learning, other students can explore new approaches, design better learning strategies, and conduct further research to expand their knowledge in this field. In addition, this research can encourage students to use media creatively and critically in their own learning process. Moreover, develop a greater interest and improve their speaking skills more effectively.

### 3. For Further Researcher

This study can also serve as a reference for future researchers who wish to conduct similar studies on the use of digital media in language learning. Future research is recommended to involve more participants and conduct longer observation periods to produce more robust and comprehensive results. Comparative research between YouTube and other digital learning platforms, such as language learning apps or podcasts, could also yield valuable insights. Furthermore, future studies could explore how YouTube contributes not only to speaking but also to other language skills, such as listening, reading, and writing, to provide a more holistic understanding of its role in English language acquisition.

## E. Research Scope

This research aimed to find out how the role of YouTube animated educational videos affects the English-speaking skills of sixth-grade elementary school students at SD Negeri Mekarsari in terms of the way learning experiences help the development process in improving students' English speaking skills. In addition, this research also explores students' perceptions of YouTube Videos, their educational experiences, and how this program can improve their English language skills.

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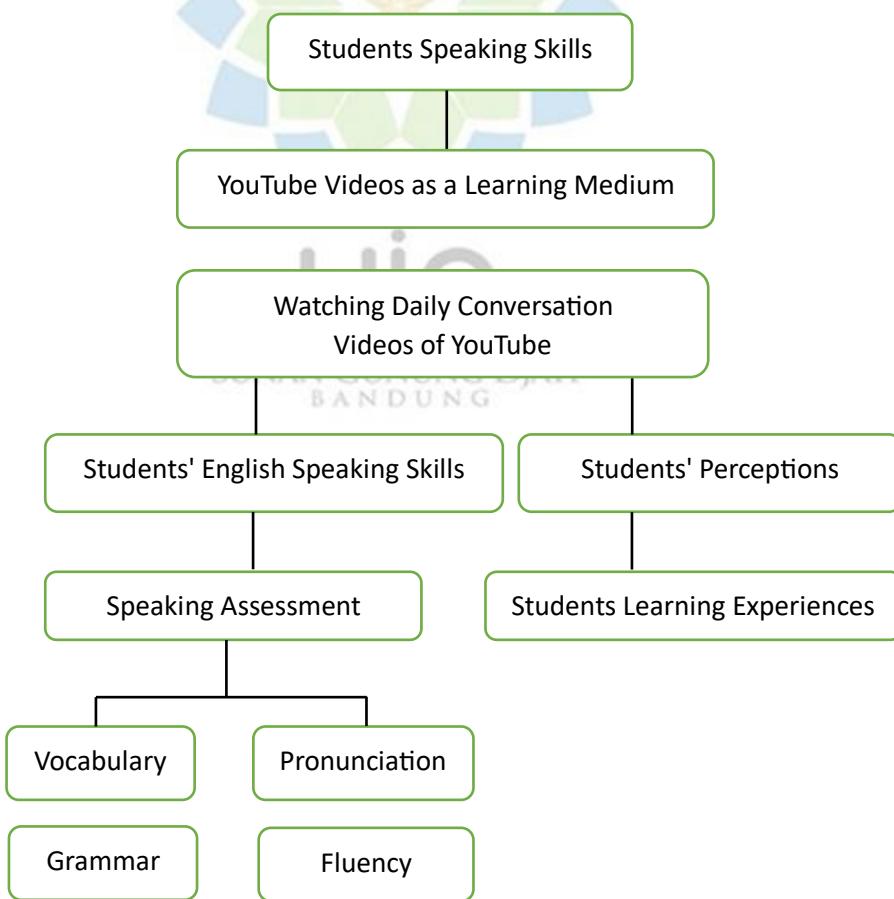
Furthermore, this study focuses on the use of YouTube animated videos based on simple and short daily dialogues or conversations as a source of learning materials in English learning, and to understand how students' perceptions of the use of YouTube videos affect their English speaking skills. The researchers used three different YouTube channels as learning media for English speaking skills: "LucyMaxEnglish", "EnglishSingSing", and "Belajar Bersama". The main similarity between the three channels is the presentation of animated videos, which display English dialogue and vocabulary visually and audibly. The combination of visual context and spoken language in animated videos strengthens vocabulary,

listening comprehension, and fluency, making it an effective and enjoyable medium for improving speaking skills interactively.

## F. Conceptual Framework

The conceptual framework is a preliminary model of a problem in research and the relationship between the variables studied. The purpose of the conceptual framework is to guide and synthesize or direct research, as well as guide analysis and intervention (Swarjana, 2012). This research aims to find out how the implementation of teaching speaking using YouTube Animated Videos toward students' English speaking skills and what are students' perception on the use YouTube for speaking skills at SD Negeri Mekarsari. The following figure provides the conceptual framework for this research:.

**Figure 1. Conceptual Framework**



This study is grounded in the view that the development of speaking skills does not occur instantly through direct speaking practice alone, but rather through a gradual process that begins with sufficient language exposure. The conceptual framework of this research illustrates how animated YouTube educational videos function as a learning medium that indirectly but significantly contributes to students' English speaking skills.

YouTube videos provide rich audio-visual language input through listening and watching activities. Although these activities are primarily receptive in nature, they play a crucial role in language learning by exposing students to authentic pronunciation, vocabulary usage, grammatical patterns, and contextualized communication. According to Krashen (1985), language acquisition occurs when learners are exposed to comprehensible input that is slightly above their current level of proficiency. YouTube videos fulfill this requirement by presenting language in meaningful and understandable contexts supported by visual cues.

Through continuous exposure to YouTube videos, students engage in cognitive processing, which includes noticing, understanding, and internalizing linguistic elements. Schmidt (1990), explains that learners must consciously notice language features in input for acquisition to occur. The combination of sound, text, and animation in YouTube videos increases learners' attention and awareness, making it easier for them to notice pronunciation patterns, new vocabulary, and sentence structures. Furthermore, Mayer (2001), supports the idea that learning becomes more effective when verbal and visual information are presented simultaneously, as it reduces cognitive load and enhances memory retention.

As a result of this cognitive processing, students develop linguistic readiness, which includes vocabulary mastery, pronunciation awareness, and grammatical understanding. These components are fundamental to speaking competence, as suggested by Brown (2001), who states that effective speaking performance depends on the integration of grammar, vocabulary, pronunciation, and fluency. Even without immediate speaking practice, students mentally rehearse language

forms through exposure, which contributes to building a strong internal language system.

When students later participate in speaking activities such as imitation, dialogue practice, or simple oral tasks, the previously internalized language input supports their speaking performance. This process aligns with Swain (1995), which argues that output becomes more effective when learners already possess sufficient linguistic resources. In this sense, YouTube videos serve as a preparatory stage that enhances learners' ability to produce spoken language more fluently and accurately.

Ultimately, the framework demonstrates that YouTube videos contribute to the improvement of students' English speaking skills by increasing fluency, accuracy, and confidence, and examines students' perceptions of YouTube videos in learning. The indirect influence of YouTube videos on speaking skills highlights their role as a supportive learning medium rather than a replacement for speaking practice. Therefore, the integration of YouTube videos in English language learning provides meaningful input and cognitive preparation that enables students to develop better speaking competence.

## **G. Previous Studies**

This research focused on the use of technology to promote language learning. Several studies have explored YouTube as a medium for learning English. There are previous studies that have explored the utilization of YouTube videos to improve English-speaking skills across different student groups.

Firstly, Saed et al. (2021) investigated the efficacy of employing YouTube videos to teach speaking skills to Jordanian EFL university students. The study involved 80 students divided into control and experimental groups, with the experimental group being taught using YouTube videos. Results indicated improvements in both groups, with the experimental group exhibiting more significant enhancements, particularly in pronunciation and fluency.

Secondly, Aliffia and Arifani (2024) examined the effectiveness of YouTube videos in improving students' English speaking skills during online learning. Using

a mixed method with an explanatory design, this study collected quantitative data through questionnaires given to 20 6th-grade students and qualitative data from interviews with three students. The results showed that the majority of students responded positively to the use of YouTube as a learning medium because the combination of visuals, text, sound, and animation in the videos helped improve their speaking skills significantly. This study confirms that YouTube also played a role in increasing students' motivation and enthusiasm for learning English and can be an effective tool in language teaching.

Next, Wahyuni et al. (2021), also investigated the use of YouTube in boosting speaking skills among English education students. This research engaged 40 English education students from the 2018 class, utilizing speaking practice tests via YouTube, surveys, and questionnaires. The finding revealed that a majority of participants agreed that the use of YouTube could improve English speaking abilities in the classroom.

Furthermore, Hussin et al. (2020), discussed the utilization of YouTube videos in teaching English speaking skills to high school students in Indonesia. This study highlighted that traditional teaching methods were often unappealing and dull, impacting students' ability to improve their speaking skills. They found that employing YouTube videos in group discussions significantly enhanced students' speaking skills, particularly in comprehension. The research recommends that English teachers incorporate YouTube videos into their teaching methods to boost motivation and interest among students, emphasizing the importance of selecting videos aligned with study objectives and student needs.

Another research study by Ilyas and Putri (2020), an experimental study conducted in the English study program of Riau Islamic University with a sample of 48 first-semester students, found that YouTube can facilitate understanding of materials, increase learning motivation, and encourage positive attitudes in language learning. The results of data analysis using SPSS showed a significance value of  $0.000 < 0.05$ , which indicated a significant increase in speaking skills after

the application of YouTube in learning. Thus, YouTube can be used as an effective supporting medium in teaching speaking skills.

The last, by Toleuzhan (2023), states that Secondary Education students have a positive attitude towards using YouTube videos to learn English speaking skills. In addition, participants' responses indicated that the most used categories were related to English films, songs, and vlogs. It identified that the type of YouTube video that people liked the most helped students become motivated and confident during the experiment.

Based on previous studies, it can be concluded that YouTube videos are an effective learning medium for improving English speaking skills. Interesting and diverse videos allow students to learn in a more interactive and enjoyable way, improving their understanding, pronunciation, fluency, and confidence in speaking English. However, further research was needed to find out more about the use of YouTube videos in improving English speaking skills, especially for students at lower levels, such as elementary school, and how they perceive the use of this media.

This study was different from previous studies. Previous studies have discussed the use, response, and comparison of YouTube videos as a medium for learning to speak. In contrast, this study focused on the role of YouTube videos in teaching implementation and student perceptions, especially regarding certain types of videos used and the benefits of using YouTube videos that have never been discussed in previous studies. In addition, this study also highlights students' perceptions of English who tend to use traditional methods in learning rather than using YouTube videos as a medium for learning English. It is expected that YouTube videos can play an important role in enhancing students' speaking skills in the classroom from an early age.