

CHAPTER 1

INTRODUCTION

In this chapter, the researcher provides the context of the background study, research problems, objectives, scope and limitation, and the significance of the study.

1.1 Background

Entering the era of the industrial revolution, 4.0 has many impacts on developments in various aspects of life. This impact is also felt in academic units implementing technology in every learning process. In this century, technology is important in improving students' skills and abilities, including learning English. As a universal language, English is a language that is learned quite a lot by people around the world. The Indonesian government has established English as the first foreign language that must be taught in every school, from elementary school to university.

The educational process was recently held in online learning due to the COVID-19 outbreak to maintain the health of students, teachers, and all education staff (Mendikbud, 2020a in (Anggrarini & Faturokhman, 2021)). This policy provides new challenges for all academic units, especially in learning English. Limited interaction, results in the value of students' skills and practice becoming weaker and it can cause learning loss. Learning loss in learners because of the impact of online learning. To overcome this, innovation is needed, especially by teachers and schools, utilizing limited

circumstances (Jaga, 2022). Therefore, students and teachers inevitably have to implement and adapt an online learning system that delivers English material through online media and video sharing sites such as Google Classroom, Zoom, Email, Google Meet, and WhatsApp in the most attractive way possible so that practice and skills students are increasing. Among all English learning media and video-sharing websites, YouTube is becoming increasingly popular as a learning tool, especially among young adults (Alimemaj, Anggrarini & Faturokhman, 2021).

Based on data from Business of Apps, active users of Youtube in the world have reached 2.67 billion in the third quarter of 2022. This number is the highest since 2010. In the second quarter of 2022, the number of active users for this video application is 2.66 billion users (Anur, 2022).

Youtube is a medium that is quite popular in almost all circles. YouTube as a social media is a video-sharing site where users can load, watch and share video clips for free (Stellarosa, Firyal, & Ikhsano, 2018). Youtube is a medium that is used to share videos online. Youtube is very popular among internet users around the world. Youtube can be used by young people and children to adults. People who use YouTube can upload videos, search for videos, view videos, and discuss multiple things through videos, or those who like songs can view and share video clips of songs for free. Every day many people from multiple countries access YouTube. It can be said with certainty that YouTube is indeed very popular and has the potential to be used as a

medium during the process of learning (Rasman, 2021) English activities because, in addition to obtaining a source of knowledge, students can also learn pronunciation directly from native English speakers through content that is uploaded.

Recognizing the need for YouTube in learning, this platform allows one to upload, share and watch video clips easily. Many teachers and lecturers worldwide have created their own YouTube channels and regularly upload various educational videos that are very useful for students. In addition, YouTube has also proved to be an effective way of supporting students' English learning process in the classroom or as a medium for independent language learning when students are outside the school. Watkins and Wilkins in (Anggrarini & Faturokhman, 2021) stated that YouTube could improve students' English learning skills, including reading, writing, speaking, and listening.

Most Indonesian students use YouTube media to help them do their assignments or homework and other language learning assignments. Then, this media allows them to learn English and increase their level of proficiency. YouTube is presented as something very authentic and can help students, as it has been reported that lack of English skills is often cited as one of the main factors causing graduate unemployment. How students learn and get information from YouTube in learning English as EFL is very important because it will help lecturers to identify students' preferences, interests, and

the types of material they use to enhance learning. Therefore, using various learning methods and learning activities in class or through online education can help enrich the student learning environment. Thus, various learning methods that applied suitables for certain levels of education (Sakkir, Dollah, & Ahmad, 2020). In particular, this research seeks to look at students' perceptions of using YouTube as a complement to other learning materials in terms of making the class more interesting and motivating students to use English learning materials outside of class Kelsenin in (Zaidi et al., 2018).

In this study, the researcher selected students from the eighth semesters of the English Education major at the Catholic University Of Widya Mandira Kupang. The reason the researcher chose eight semester EFL students majoring in English at Widya Mandira Catholic University was that based on the experience of researchers and classmates in 2019 attended more online lectures due to the covid-19 outbreak. YouTube is one of the media that we use most often both as a learning resource and as a medium for speaking practice.

So, based on the statements above, the researcher is interested in investigating the perceptions of EFL students the use of YouTube videos in learning English.

1.2 Research Problem

Based on the background of the study, there is a question that must be answered in this study:

1. What are the students' perceptions of using Youtube videos in learning English?
2. What are the advantages and disadvantages of using YouTube videos in learning English based on EFL students perceptions?

1.3 Objective of the Study

Going in line with the problemstatement above, the researcher wants :

1. To find out the EFL students' perceptions of using Youtube videos in learning English.
2. To find out the advantages and disadvantages of using YouTube videos in learning English based on EFL students' perceptions.

The researcher suspects this research can provide a perspective for presenting productive media for learning English.

1.4 Scope and Limitation

The focus of this research is to investigate the perceptions of EFL students about using YouTube videos for learning English. The researcher is interested in knowing the perceptions of EFL students about using YouTube videos in learning English from semester 8 in English study program.

1.5 Significance of the Study

The results of this research are expected to give some theoretical and practical implications as described in the following:

1. Theoretical Significant

This study is intended to enrich and provide information on the effectiveness of using YouTube as a medium for learning English, both in and out of the classroom.

2. Practical Significant

- a) For teachers/prospective teachers: to enrich teachers' knowledge about students' perceptions of the use of Youtube as an English language learning medium in the teaching-learning process, and can be an information and reference for prospective teachers to be able to use Youtube videos in teaching and learning process in the future.
- b) For students: to make them feel more interested and enthusiastic about learning English through interesting YouTube videos.
- c) For other researchers: to inspire and motivate them to do more in-depth research on using YouTube in learning English.