

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the study**

In this era of globalization, English becomes one of the most important languages in so many countries, especially in the Field of Education. English is a global language, which is commonly used in various parts of the world. In some countries, English becomes the second language of the people. English language has been accepted as the global language among the speakers of thousands of different languages. It is undeniable that globalization has triggered an increase in the use of foreign languages, especially English at this time. English is currently the language of the internet. An estimated of 565 million people use the internet every day and about 52% of the world's most visited websites are displayed in English.

Therefore, learning English language will give access to more than half of the internet's content. In fact, English is one of the languages that mostly used in social media. English is widely used on social media because it is recognized as an international language that is used all over the world. The active English environment provided by social media exposed students into an English rich exposure which support their language development.

Due to the pandemic, both students and teachers have been forced to switch the educational methods from face-to-face interaction to online interaction, as well as to avoid the spread of Covid-19 in the educational environment which will spread when there is physical contact. During the online learning period, the presence of

technology become an important role, especially in teaching and learning activities. Teachers can use many teaching and learning media in delivering material to their students to follow the development of teaching and learning, both online learning and face-to-face learning.

After the pandemic subsided, the ministry of education announced that limited face-to-face learning had started in July 2021. This limited face-to-face learning is similar with blended learning, which combines face-to-face learning and online learning. Technology plays an important role in today's life and can be used effectively in various aspects of education. YouTube can be one of the learning media that suitable to introduce students to online learning. In addition, YouTube is not only used during the pandemic situation, but it can be used as a further learning platform by utilizing existing technology. Moreover, students are connected to Generation Z, which means they are born into technology. Generation Z is often referred to as post-millennials, and digital natives. The students have little memory of the world as it was before smartphones. Previous generations lived through the computer and internet revolution, while they only knew a world of high-tech opportunities. Students in Generation Z present a unique set of challenges. Each new generation of students taught by teachers requires different teaching and learning strategies.

Currently, teachers use so many teaching media in delivering materials to their students to follow the development of teaching and learning, both online learning and face-to-face learning. Some of them are, Google Meet, Zoom, YouTube, etc. It has been found out that these applications can improve communication among

students and teachers, they can participate and interact in the discussion that add value to the lesson and encourages them to think actively. Most of the teachers and students are familiar with YouTube. Many people use YouTube as a teaching platform in the online learning because YouTube is the most accessible media for both students and teachers. YouTube is well-known platform for the internet users especially who want to watch, upload, or download videos. This platform is not only provided videos like music, movie, etc. but also contains educations matters such as learning videos.

In the writer's opinion, YouTube is a good platform where people can upload different types of videos on YouTube. YouTube in the world of education is a good platform that can offer and provide various types of material needed in various fields of study such as English. The use of YouTube also occurred in an English class at a Private High School in Surabaya which became a place for the writer to conduct teaching training program or PLP during the Covid-19 pandemic, namely at SMA Dr. Soetomo Surabaya. One of the English teachers was created some learning videos, and upload them on YouTube.

Social media is expected to be a powerful educational tool, in order to make students more interested in joining English lesson, also providing a unique and dynamic learning experience for both students and teachers. Does YouTube platform is really help teachers and students in teaching and learning activities? Does social media like "YouTube" is able to increase students' interest and enthusiasm in learning English lesson?

## **1.2 Research Question**

How does YouTube improve the students' interest in learning English lesson at SMA Dr. Soetomo Surabaya?

## **1.3 Research Objective**

Based on the statement of the problem, the objectives of this research are to:

To find out how “YouTube” improve students' interest in learning English lesson during the pandemic situation.

## **1.4 Theoretical framework**

These are some theories in this research which the writer follows in order to have some new points of view to the related studies.

- According to Omeng & Priscah (2016), media are the means for transmitting or delivering messages and in teaching and learning perspective delivering content to the learners, to achieve affective instruction. Moreover, they added that media could be used effectively in a formal situation where students are working independently, or the teacher is working with another group of students. Thus, media is a useful tool in the teaching-learning process.
- Kabooha & Ilyas (2015) stated that YouTube is multidimensional resource that contains a video in all fields of knowledge that easy to access.
- According to Muhammad et al. (2014), YouTube is a free platform that allows it users easily watch and upload their videos, including students and teachers around the world.

- Jehona Sallahu-Rashiti. (2016) stated that teaching with social media (YouTube) is a modern way of teaching, which is one of the most preferred learning styles by teenagers. Social media has great features that English teachers and students might find very useful. If they use social media in the process of learning English, it will be much easier, colorful, interesting, and also unlimited.

### **1.5 The Significance of the Study**

This research is expected to provide a clear picture of the use of YouTube for educational purposes, especially for high school students. The result of this study was expected to provide useful insights for English teachers and the next researchers to take advantage of online media that are available for free on the internet, in order to improve students' interest in learning English activities both in online learning and face-to-face learning.

For students, the writer hopes that using YouTube as the learning platform can improve students' abilities and also interest in learning English. Social media is not only used for fun but also as a tool that helps students to learn English in a comfortable and exciting way. YouTube as one of the social media will provide a unique and interesting learning experience for both teachers and students.

## 1.6 Definition of Key-terms

To assure the clarity of the study and to avoid misunderstanding, the writer would like to define these following key terms of the study:

1. **Improve:** the power to develop or increase mental capacity through education or experience. It will make something or someone better in an indirect but important way for the common good.
2. **Media:** Media is the plural form of medium, which (in broad terms) describes every channel of communication. This can include anything from printed paper to digital data, and includes art, news, educational content, and many other forms of information. Anything that can reach or influence people, including mobile phone, television, and the internet, can be considered a form of “media”.
3. **YouTube:** According to Brook (2011, p.37), “YouTube has been shown to be a tool that facilitates language learning, teaching and confidence building, as well as affords authentic, students-centered activities with increased participations”.
4. **English Language Learning:** Learning is the process of acquiring new understandings, knowledges, behaviors, skills, values, attitudes, and preferences. Learning is the relatively permanent change in a person’s knowledge or behavior due to experience. English is a global language, which is commonly used by various parts of the world. English is really everywhere. Learning English is what people do when they want to use English according to their needs. In language learning, we often talk about language skills and language systems. Language skills include speaking, listening, reading, and writing. In the language systems include vocabulary, grammar, and pronunciation.

## **1.7 Scope and Limitation of the Study**

The scope of this study is only focused on the population of 10th grade students (X IPA 2 & X IPA 2) in the private school of SMA Dr. Soetomo Surabaya.

The limitation of this study focuses on investigating the effect of social media on students' interest in learning English at a private high school in Surabaya. In particular, to find out what social media sites that are commonly used by students and whether the use of social media as a learning tool can help increase students' interest in learning English. This research only focused on one media, namely YouTube.

## **1.8 Organization of the Thesis**

This thesis has five main chapters. The first chapter contains the background of this study, research question, research objectives, theoretical framework, significance of the study, definition of key-terms, scope and limitation of the study, and organization of the thesis. In chapter two, there is a literature review that will discuss related theories of this topic. Chapter three consists of the research design, participants, instrument, the data collection procedure, and the data analysis technique. Chapter four is only about the data analysis and discussion of the data analysis results. Last, the fifth chapter contains the conclusion and suggestions of this study.