

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Technology is one of the tools used in language learning today as it is used to assist the learning process in the classroom. The utilization of technology in language learning could experience students to learn the language as it could be one of the ways for students in improving language skills. According to Walker & White (2013), technology-enhanced language learning means does not assist language merely, yet it is the tool where the language exists and is used. Technology offers many tools to learn language depending on the language skills learned. In a speaking context, online chatting provides an opportunity for students to practice the language. In a listening context, group chat, and video conference experience learners to learn with natives and improve listening and speaking skill (Walker & White, 2013). Hence, the existence of technology in language learning offers students to be more autonomy over learning, student-centered learning, experiences students to learn language more and facilitates students to practice the language.

One of the most phenomenal technologies used in the teaching and learning process in the 21st century is YouTube, especially in language learning (Balbay & Kilis, 2017). It is one of the familiar social media that provides visualization and audio with varieties of topics. In addition, because of its flexibility, the use of YouTube could be used in several areas of language learning in the classroom. According to Watkins & Wilkins (2011), the potential areas of using YouTube in language learning are: listening and speaking, reading and writing, and world English.

Academic Listening and Speaking Course is an integrated language subject that is taught at one of the universities in Tasikmalaya in the 4th semester. It has characteristics that differ from listening and speaking in general. Academic listening usually integrates the type of background knowledge required, classroom communication, taking notes, discussion with

peers, presentation, and test (Flowerdew, 1995). On the other hand, academic speaking indicates the cognitive knowledge required, to organize and plan a task, and topical knowledge (Imaniah 2018; Bachman & Palmer, 1996). Considering its characteristics that are oriented to the academic context, the language and the material studied by the students might be not familiar yet. Therefore, the use of visual media could help students to listen and understand the topic and facilitate students to be able to convey their understanding in the speaking activity. Flowerdew (1995) mentioned that visualization is quite important in listening for academic purposes the materials are occasionally accompanied by visual aid that the use of authentic materials integrates the actual text of the lecture with other media also including visual aids. While in academic speaking having computer literacy and utilizing technology in teaching academic speaking are important aspects (Asadi & Taghizadeh 2020). Hence, from the experts' statements before, it could be concluded that the role of visualization and technology in academic listening and speaking is one of the important aspects of the learning process.

Academic listening and speaking course utilizes YouTube as the learning media for students in the learning process, mainly as the material supplier for the listening activity. Its utilization on the learning process is: the students have to choose one of the topics related to the academic context of English education according to students' interest, students have to watch two or three videos related to their topic every week outside of school hours as the listening activity, and the students have to take notes to understand the topic. These activities would be followed up in classroom activities, such as a discussion session between students with different chosen topics and presentations. At the end of the course, the students would experience an academic presentation in an online conference to present the topic students listened to according to the academic topic chosen.

Several studies on YouTube in language learning have been carried out, especially in listening and speaking in general separately and quantitatively. First, the study examined by Alkathiri (2019) investigated students'

perspectives on using YouTube in improving learners' motivation to speak. The result shows that the use of YouTube is able in improving students' speaking ability. Later, in a study examined by Al Jawad & Mansour (2021) investigating the use of YouTube in listening skill, the authors confirm the results of the study reveals the positive attitude of EFL learners towards the use of YouTube in improving students' listening skills. Another study investigated the utilization of YouTube in speaking class by Ilyas & Putri, (2020). The result of the study revealed that the students were motivated, able to participate in the class, interact with other students, and students were confident in a speaking activity.

However, it still has little attention addressed to investigating YouTube's contributions to integrated academic listening and speaking skills. Thus, this study aims to find out the contributions of YouTube to academic listening and speaking skill in the Academic Listening and Speaking course.

1.2 Formulation of the Problem

The research question is addressed in the present study. The research interrogates, “What are the contributions of YouTube to the students’ academic listening and speaking skills?”

1.3 Operational Definitions

To avoid misunderstanding, the terms set out in this study, the researcher provides some definitions related to this study, as follows:

1. YouTube:

YouTube is one of the familiar online technologies containing several videos with varieties of topics that are uploaded by people around the world and could be accessed for free. The varieties of videos that exist on YouTube are not only used for entertainment purposes but some of them could be used for educational purposes. It is one of the technologies used as a learning medium in ALS course for students in accessing the materials according to a certain topic chosen in the academic field used for several meetings. The students’

utilization of YouTube as a learning medium is investigated to find the point of contributions to academic listening and speaking skill.

2. Academic Listening and Speaking Course:

Academic Listening and Speaking is a course in the 4th semester of the English Education Department, Faculty of Educational Sciences and Teachers' Training in one of the state universities in West Java, Indonesia. It is designed for 16 meetings to prepare students to succeed in the typical Academic Listening and Speaking course.

1.4 Aim of the Research

This research was conducted to find out the contributions of YouTube to academic listening and speaking skills in Academic Listening and Speaking course.

1.5 Significance of the Study

1. Practical

The present study contributes to English language teachers also students concerned with the implementation of YouTube in academic listening and speaking class. The use of YouTube is considered as materials supplier and facilitates the learning process.

2. Empirical

The present study contributes to portraying the benefits of YouTube utilization to students' academic listening and speaking skill during Academic Listening and Speaking class.