

CHAPTER I

INTRODUCTION

1.1. Background of the Study

The development of social media and other Web 2.0 technologies is extraordinary. “Globally, individuals and communities are turning to social media for timely information and meaningful connections; platforms such as Facebook, Twitter, YouTube, and Instagram find broad engagement for personal and professional purposes” (Greenhow et al., 2019, p. 178). Social media delivers people new possibilities for where, when, how, and who they can learn. Social media has been embraced by educators and students of today for a variety of purposes both within and outside of education.

One of the uses of social media is used in making project-based learning. Project-based learning is widely used in the learning process. Project-based learning is a suitable medium for students to gain more real experience and to improve students' competencies. Thus, project-based learning is also needed in Merdeka Curriculum. According to Sadia and Retnasari (2023), Merdeka Curriculum, which focuses on students is suitable for implementation with project-based learning, as it engages students in real-world projects that encourage independence, creativity, and innovation. In this regard, Merdeka Curriculum has the concept of independence for education in Indonesia to determine the best way or method that can be used during the learning process (Afida et al., 2021). Merdeka Curriculum will make learning more enjoyable which can increase students' enthusiasm for learning, students have freedom of expression at school and have the opportunity to improve soft skills and hard skills competencies (Utari & Septyabi, 2021). Therefore, students that use project-based learning will become more engaged and imaginative.

Many tasks are made by utilizing social media, such as the assignment of making a video project which is posted on various platforms such as Facebook, Instagram, TikTok, YouTube, etc. One of the potential platforms that can be utilized for teaching and learning speaking is YouTube (Amira & Amri, 2022).

One of the universities in Tasikmalaya has a course that implements project-based learning, namely the Professional Listening and Speaking (PLS) course. In the PLS course, students are required to upload speaking tasks videos on YouTube to practice their speaking skills. The tasks are in the form of roleplay such as being a radio announcer, news anchor, flight attendant, and conference. These tasks are individual, peer, and group tasks which are ultimately uploaded to the group's YouTube channel. Therefore, exploring their involvement in completing their projects that focus on their opportunities and challenges is very important.

Furthermore, based on the previous research by Zaidi et al. (2018) stated that students are highly interested in using YouTube to learn English and have used it to complete course tasks and study tasks, indicating that they prefer using English YouTube videos to enhance their English language proficiency. Additionally, the research conducted by Zein et al. (2023) focus on finding out how the use of video projects can improve speaking skills. The results showed that teaching speaking using video projects motivates students to deliver their best performance, reduces their shyness and hesitation in speaking. Thus, this research recommends a video project as an effective method for teaching English to senior high school students. Moreover, Nur Fitria et al. (2022) focus on the experiences of non-EFL students in creating an English video project as Project Based Learning (PBL). The finding showed students sometimes have media-related issues in their English videos, for example, unclear audio/images. Different from previous research, this research focuses on exploring three students in the PLS course in the English education department, who experienced opportunities and challenges in working on the video project. Therefore, investigating their opportunities and challenges while working on the project is important.

1.2. Formulation of the problems

- 1.2.1. What are the opportunities for students in working on a YouTube video project as an English-speaking task?
- 1.2.2. What challenges do students face when working on a YouTube video project as an English-speaking task?

1.3. Operational Definitions

To prevent any potential confusion regarding the terminology used in this research, the researcher offers three explicit definitions that are relevant to the research topic. These definitions are provided to ensure a clear and shared understanding of the key terms utilized within the research:

1.3.1. Video project

A video project is a project or assignment to make English videos that are uploaded to YouTube that can help students' speaking skills.

1.3.2. Speaking

Speaking is a form of verbal communication that allows humans to give and receive information, ideas, thoughts, and feelings. In this case, speaking is a course that is used as research material. Speaking is conducted in monologue and dialog, with individual, peer, and group tasks.

1.3.3. Opportunities and Challenges

Opportunities relate to perceived benefits, skill development, and positive experiences related to YouTube video projects. Challenges are specific difficulties or obstacles encountered during various stages of the YouTube video project.

1.3.4. Project-based learning

Project-based learning (PBL) is a learning method that focuses on working on projects or tasks as a learning medium for developing skills.

1.4. Aims of the study

This research explores the students who experienced opportunities and challenges working on the YouTube video project.

1.5. Significance of the study

1.5.1. Theoretical Significance

The results of this research are expected to be a reference for research related to the opportunities and challenges of conducting YouTube video projects as English-speaking tasks.

1.5.2. Practical Significance

This research can have direct implications for teachers and students. For teachers, this project can be a reference to create more interesting learning media in learning speaking, while for students, this project can help improve speaking skills, creativity, and collaboration skills.

1.5.3. Empirical Significance

The empirical use of this research is to explore the opportunities and challenges of conducting YouTube video projects as English-speaking tasks.