

CHAPTER I

INTRODUCTION

1. Background

The use of social media greatly influences on human life. As the largest and most popular online video sharing media on the internet, YouTube is a popular video-sharing website that exemplifies the applications (Duverger & Steffes, 2012). It is one of the social media that is currently being enjoyed by millennials, especially by the students". The content found in YouTube varies substantially in terms of both type of content and quality (Duverger & Steffes, 2012). Through YouTube, users can upload, search, watch, and discuss/ask questions about videos, as well as share video clips for free .

Moreover, according to Khan (2017), the variety in the ways, YouTube is being utilized not only for entertainment but also for social interaction. Duverger and Steffes (2012) argue that students" spend more time watching academic or non-academic content online, especially through YouTube. Furthermore, the potential for the use of YouTube in transforming education in the class was listed as an important area of research (Snelson, Rice & Wyzard, 2012). Based on the result of preliminary study, YouTube videos were used in speaking class in one of university in Tasikmalaya, Indonesia. In this class, YouTube videos are used as a learning resources, in which students need to watch the videos every week in order to obtain new vocabulary, and to confirm the pronouciation of certain words related to the topic. The students also have to record their skills during role play and upload the videos to

YouTube, so that they can reflect on their speaking skills and get feedback from their friend.

Therefore, YouTube can also be used as a platform for learning English in speaking class for student's in the educational environment. It offers learners online materials like YouTube videos for learning, which can be integrated and utilized in teaching and learning process in the class (Almurashi, 2016). Moreover, students can utilize YouTube as means of education and improve their ability in English speaking (Djahida, 2017). As a result, the benefits of YouTube as a platform for learning English in speaking class can have an impact in English language teaching. It motivates students' to develop their self-confidence, have a real exposure to the language in its context, be familiar with different accents, have a wide range of ideas and help them to enrich their speaking ability and promote their oral production (Djahida, 2017).

In response to this growing need, the present study aims to conduct a case study that can reveal empirical insight on what are the benefits of using YouTube as a learning platform in speaking class through on student's perception in one of the university in Tasikmalaya, Indonesia.

2. Formulation of the Problem

Based on the background above, the question of this research is "What are the benefits of using YouTube videos as learning platform in speaking class through students' perception?"

3. Operational Definitions

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

3.1 The Students' Perceptions of Benefits in Using YouTube Videos : Refers on students thoughts or opinion about the benefits of using YouTube videos as a speaking learning platform

3.2 Learning English in Speaking Class : It is an interactive process of constructing meaning that involves producing, receiving, and processing information, to acquire the communication skills to get success in their respective fields.

3.3 YouTube Video as Platform for Learning English : It is a platform for learning which can be integrated in the class, as means of education to improve students' ability in English speaking.

4. Aim of the Research

Based on the research question above, the main purpose of this research is to know the benefits of using YouTube videos as learning platform in developing speaking skills based on students' perception.

5. Uses of the Research

5.1 Theoretical : This study will offer empirical insight on what are the benefits of YouTube videos as a learning platform in speaking class.

5.2 Empirical : This study will expand the benefits of using YouTube as a learning platform in speaking class.

5.3 Practical : This study can encourage students to use YouTube as a learning platform to improve their speaking ability.