

CHAPTER 1

INTRODUCTION

This chapter presents a wide-ranging description of the study. It comprises the background, formulation of the problem, operational definitions, aim of the study, and significances of the study.

1.1 Background

The use of YouTube as a social media platform does not detract from the fact that it is also utilized for educational purposes. Since it incorporates the human senses of sight and hearing, the advantage of utilizing it as an audio-visual media is simpler to comprehend during the learning process. As a result, the benefit of watching YouTube videos for the student is improving the quality of the learning process and their learning achievement. Shariff and Shah (2019) believed that YouTube could be used as a tool that would aid them in managing, controlling, and having the flexibility to pursue their interests to improve their academic performance. In conclusion, YouTube is indeed beneficial in assisting students' learning process.

One of the uses of YouTube is as a source of learning English. YouTube can be utilized to help students improve their English skills. YouTube videos could be used as a medium for teaching students about the diversity (e.g., accent, dialect) that exists in English-speaking cultures across the world in order to better prepare them for some of the social situations that they may encounter in their future lives as English speakers (Sakkir, et al., 2020). YouTube has valuable potential to serve as a medium and resource for learning English, such as improving listening skills. In addition, it can also create an exciting and interactive learning atmosphere (Fakhruddin et al., 2020). Thus, YouTube is undeniably a potential learning resource in helping students achieve their desired English learning goals.

YouTube's popularity has led to the emergence of a community of content creators known as YouTubers. Many YouTubers who frequently

upload lessons on their channels portray themselves as English teaching experts, making YouTube a potential language learning resource for their subscribers. Research shows that the multimedia resources provided through YouTube make it a promising learning platform (Clifton & Mann, 2011; Lee et al., 2017, as cited in Zhou et al., 2020). Given the popularity of learning on YouTube and its educational advantages, it is essential to comprehend the variables that affect how students use YouTube as a learning tool. This is significant for users, platform creators, and creators of instructional videos because it affects how individuals embrace and utilize YouTube for learning, which is crucial for the promotion of high-quality educational content on YouTube and the accomplishment of educational value from YouTube (Chintalapati & Daruri, 2016). Therefore, English-teaching YouTubers must consider the aspects that make instructional videos meaningful to their viewers.

One of the most critical aspects of creating instructional videos is to include elements that help promoting student engagement. Engagement can take place wherever and whenever learners are willing to engage themselves with language learning process (Carroll et al., 2019). One of important engagement dimensions is cognitive engagement. It is concerned with self-regulated learning, strategies employed by the students, and their investment in learning. It is crucial because it predicts the successful academic performance for the student. Additionally, the crucial link between video and learning engagement is that the former frequently serves as a requirement for the latter. Students will not likely learn much from the video if they watch it for a short period (Guo et al., 2014). Moreover, using instructional videos can stimulate cognitive development in students and improve student learning outcomes (Febriani, 2017; Purwanti, 2015; Sudiarta & Sandra, 2016, as cited in Rahmatika et al., 2021). With these in mind, English-teaching YouTubers ought to maximize learning outcomes with careful planning in accordance with students' cognitive engagement.

Nonetheless, the issue of students' cognitive engagement resulting from watching English YouTube videos seems rare.

English-teaching YouTubers must be creative when producing their videos so people can view them and subscribe to their channels. Making content as fascinating as feasible is doubtfully required for YouTube video content to take on specific traits. Contextually, many EFL students majoring in the English Education Department at one of the universities in Tasikmalaya watch English learning videos on YouTube to improve their English skills. One of the most watched YouTube channels is 'English with Ronnie'. This channel offers a wide range of engaging English instructional videos, covering topics such as vocabulary, pronunciation, grammar, slang, spelling, and other aspects of the English language. As an online English teacher, she employs various techniques to engage students in the content being taught. With this phenomenon, the idea arises for the researcher to explore students' cognitive engagement resulting from watching English YouTube videos, precisely 'English with Ronnie' YouTube videos.

Recent years have seen an increased interest in studying YouTube as a medium to learn English. Existing research on YouTube has mainly focused on several aspects. Nofrika (2019) conducted a study regarding the types of YouTube videos that English language education students often watch which can develop their English. Saraswati et al. (2021) found that YouTube videos were a valuable medium for students to develop their speaking skills and could be used for the self-directed speaking learning process. It also helped them enhance their speaking skills by boosting their vocabulary, pronunciation, and fluency. Another relevant study was conducted by Guo, Kim, and Rubin (2014) on how video production decisions affect student engagement in an online learning video. In addition, Rahayu (2020) explored activities students prefer to learn English autonomously and analyzed why they chose them. The study revealed that watching videos became the most favorite activity to learn English autonomously because the media offered some benefits in terms of vocabulary enrichment, listening enhancement, and

pronunciation practice. However, despite the fact that there are myriad studies regarding YouTube, most studies have studied how YouTube can be used as a digital learning media to improve specific English skills. Moreover, there has not been sufficient research exploring students' cognitive engagement from watching English YouTube videos in the EFL context. Hence, to fill this void, this study focuses on describing students' cognitive engagement resulting from watching English YouTube videos, precisely the 'English with Ronnie' YouTube videos.

1.2 Formulation of the Problem

Based on the background above, the researcher addressed the following question, "How do EFL learners engage cognitively to the 'English with Ronnie' YouTube videos?"

1.3 Operational Definitions

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

- 1.3.1 Video** : Video is one type of audio-visual media and can describe an object that moves together with appropriate sounds. In this context, video is a type of media that is used by participants in their English language learning process.
- 1.3.2 YouTube** : YouTube is an online social media platform used to upload various videos. In this context, EFL learners watch English educational videos on YouTube to improve their English skills.
- 1.3.3 English with Ronnie** : 'English with Ronnie' is a YouTube channel owned by Ronnie MacEnglish and was established in February 2009. It offers a wide range of engaging English instructional videos, covering topics such as vocabulary,

pronunciation, grammar, slang, spelling, and other aspects of the English language.

- 1.3.4 Cognitive Engagement** : Cognitive engagement in this context concerns with learners' understanding in English language learning process and their strategies to elevate their English skills after watching 'English with Ronnie' YouTube videos.

1.4 Aim of the Study

The study described EFL students' cognitive engagement resulting from watching the 'English with Ronnie' YouTube videos.

1.5 Significances of the Study

1.5.1 Theoretical Use

This research enriches the literature on students' cognitive engagement resulting from watching English YouTube videos, precisely the 'English with Ronnie' YouTube videos.

1.5.2 Practical Use

This research provides sources for teachers in choosing YouTube videos as a medium for teaching in the classroom and in making English teaching videos to promote student engagement, especially students' cognitive engagement.

1.5.3 Empirical Use

This research provides empirical insights for researchers into students' cognitive engagement resulting from watching English YouTube videos, precisely the 'English with Ronnie' YouTube videos.