

CHAPTER I

INTRODUCTION

1.1 Background

Language is communication tools to exchange informatin, express feeling, ideas, and thought one to another. There are many languages that can be used to bridges communication between people, country, and nation. But One of language that commonly used is english language. English is language that commonly used, recognized by people, and spread around the world.

Nowdays, in era globalization english language is essential. As we know English as international language which is almost country in the world use this language to communicate, whether as a first language, second language, or foreign language. Almost all aspect are require of English including social, politic, economic, education, sciens, and technology.

In Indonesia English as a foreign language has been taught in high school and it become mandatory subject in the learning curriculum. There are 4 skills in learning English namely speaking, reading, listening, and writing. Which mean all skill are necessary, but speaking is the most skill needed. Speaking is essential skills in learning English, through speaking people can communicate, share feeling, deliver opinions, express ideas, and exchange information with other people.

Even though speaking is an important skill, many people think and experience that learn and teach speaking as foreign language is the most difficult to do. According to (Kristiani & Pradnyadewi, 2021) said the problem that become obstacle in speaking come from less of vocabulary and grammar, less of confidence, and teaching approach that is unsuitable.

Based on premilinary observation at SMAN 13 Luwu Timur, it was found that most of students of tenth grades students have low speaking ability due to internal and external factors. For external factors that influence students such as unsupportive environment and learning media. Meanwhile for internal factors such as low of selfconfidence, motivation, and interest. According to the Teacher

factor that significantly influence students' speaking ability is willingness to practice speaking. Students at SMAN 13 Luwu Timur is low of motivation to practice speaking make them difficult to speak english, this has impact on students low speaking score. Based on students' speaking score, their average speaking score was 28, which is quite low when compared to the students passing score. From the explanation above it can be conclude that students willingness to parctice speaking influences students motivation, this motivation also influences the score obtained by students. The higher students motivation to practice speaking, it also influence the score they obtain. According to teacher, there is no harm in using technology and social media as learning media to improve students' speaking ability as well as motivate students (interview with Tessilia, November 11 2024)

In the era of digitalization, the use of technology and social media has become necessity, almost everyone uses technology and social media in their daily lives. Especially in education, the use of technology is very nessesary in supporting learning process. One of positive impact of technology is providing fun learning for students, that can engage students motivation by learning through social media. Social media not only present entertaining content but there are a lot of education content can be use to learning and teaching.

Based on problem faced by students and the explanation above, the researcher plan on using YouTube video as media in Problem-Based Learning to enhance students' speaking ability and active learning process. By using video as media in learning, its give the opportunity for teacher to provide intresting learning that can be adjust according to learning context. Because through Youtube video there are a lot of learning video that can be material sources for teaching and learning. According to due lack of practice, students can practice their speaking by doing presentation infront of class. Through Problem-Based learning model, it can facilitate speaking practice for students to improve their speaking ability. And by implementing Problem Based Learning students can develop 4 C skills namely critical thinking, creativity, collaboration, and communication.

Starting from the problems being discussed, the researcher is interest in conducting research entitled: "The Use of YouTube Video as Media in Problem-

Based Learning to enhance students' speaking ability of tenth grade students at SMAN 13 Luwu Timur". With the hope that this research will give positive impact and provide solution to the problems faced by students in improving their speaking ability.

1.2 Problem Statement

The problem formulation of the research is there any enhancement of students' speaking ability by using YouTube Video as media in problem-based learning at SMAN 13 Luwu Timur?

1.3 Objectives of The Research

As for the objectiveness of this research, the researcher intended to know the enhancement of students' speaking ability by using YouTube Video as media in problem-based learning at SMAN 13 Luwu Timur.

1.4 Significant of The Research

The findings of this research have several benefit namely:

1. Enhance students' speaking ability by using learning media namely YouTube video to support students' speaking ability and students motivation in the learning process.
2. Help teachers provide interesting and active learning through the use of YouTube Video as media in Problem-Based learning, through presentation and discussion to give opportunity for students to practices students' speaking ability as well supporting the improvement of students selfconfidence.
3. For future researcher, this research can be use as a reference to help develop more advance and effective learning media and learning model to support the enhancement of students' speaking ability.

1.5 Scope of The Research

The scope of this research is focus on enhancing students' speaking ability through the use of YouTube Video as media in Problem-Based learning. Which is focus to enhance students' speaking skills at Tenth Grades Students at SMAN 13 Luwu Timur.

1.6 Definition of Terms

The researcher used Some terms in this research to clarify and prevent misunderstanding, the definition of terms as follows:

1. Speaking is one of skills in learning English. Speaking known as process of transactional communication between two people or more to exchange infomation, ideas, opinions, and express thought.
2. Problem Based Learning is learning model focus in developing students critical thinking, communication, colaboration, and creativity through students center learning. Through several research Peoblem Based Learning known as one of learning model that can improve students' speaking ability.
3. YouTube is an aplication used as media in learning process, especially students who learn English language. YouTube can be use in learning speaking because there are a lot of videos that can be used as learning material. The researcher use YouTube video from several channel such as: first from GIA Academy channel, this video about the explanation of expository text including definition, kind, language feature, social fungtion and structure of expository text. Second, YouTube video from NASA Space Place channel this video about climate change, the explanation, cause and effect of climate change for human life. Third, YouTube video from National Geographic channel this video about global warming and the effect of global warming in short and long term. And the last YouTube video from Business Upside channel, this video about 5 environment issues in the current world.

CHAPTER II LITERATURE REVIEW

2.1 Theory of The Research

1. Definition of Speaking

There are four skills that must be mastered in learning English language namely speaking, writing, reading, and listening. Those skills are very important and also each skills have role to support one another. According to Hasnawan (2018) state that the most necessary skills to teach in language teaching is speaking. Through speaking allow people to link their minds in all aspect of life, namely social, cultural, politic, technology and education. Speaking is productive skills that produce utterance and allow people to express a thought. According to Kristiani & Pradnyadewi (2021) Speaking is general way to convey thought in term of communication. People communicate each other to deliver opinions, express ideas or feeling, and exchange information one another. In addition, according to Sari (2019) speaking can be defined as oral communication, there are situation where two people or more engage in conversation and involves transactional communication between sender and receiver. It is necessary for receiver not only listening what sender are attempting to say but also to comprehend and provide an appropriate respond.

From those theories, the researcher concludes that speaking is necessary skill to communicate with other people and through communication people be able to express ideas, opinions, thought and feeling to each other. And it requires interaction between the speaker and the listener, so that communication can go both way. Not only the speaker's ideas can be understand by listener, but also need response from the listeners. Through communication, the speaker can persuade listeners to agree with what the speaker attempting to say.

a. Aspect of Speaking

There are several aspect that influence effective communication in speaking. According to Pratiwi et al (2020) they explain that there are 5 aspect which is assist speaking ability namely pronunciation, content understanding, grammar,

vocabulary, and fluency. Effective communication can be achieved if students are capable of experting these aspects.

1. Pronunciation

Pronunciation is the sound of a word called a phonological process, which involves the organs of speech such as the tongue, palate, lips, vocal cord, teeth, and etc. The combination of one of them produces sound, which is one of the important aspects in speaking. Mastering this aspect makes students easy to speak and sound like a native speaker.

2. Content Understanding

Content is information or messages delivered in oral form. In speaking, the understanding about content being discussed is very needed to support students' speaking competence and students' comprehension of what the knowledge they are explaining. This also helps to avoid misunderstanding, misinterpretation, and confusion. By possessing this aspect, students might be able to talk and communicate effectively in English.

3. Grammar

Grammar, known as sentence pattern, is used to arrange the sentence to become meaningful. This aspect is not only used in writing skills to form the sentences in written form but also has an important role to arrange sentences in spoken form. Grammar helps students to arrange their ideas or opinions to become more clear and concise. There are basic rules in grammar such as the use of tenses, adjectives, adverbs, pronouns, prepositions, conjunctions, etc. This aspect helps speaking more structured and easy to understand.

4. Vocabulary

In English, vocabulary is the bank of words consisting of nouns, verbs, adverbs, and adjectives. These words are used to form sentences in written or utterance in spoken. Vocabulary is a basic aspect in learning English; without understanding the vocabulary, students won't be able to speak in English. Memorizing or learning vocabulary is a must, because vocabulary is the main foundation to learn English.

5. Fluency

Fluency is the speed of someone to deliver information being presented. According to De Jong (2023), fluency is a skill in speaking where someone delivers

messages with confidence without any doubt in their speaking. This can be seen from how much filler word they say or how much someone being silent to think what word they going to say. It also can be seen from how accurate someone delivered their speech so the listeners can understand what meaning they going to convey.

b. Teaching speaking

Nowdays the ability to speak english become a must whether in the world of profession or education. The ability to acquire speaking skill is very needed, to be able to compete internationally students must conquer the ability to speak english. According to Richard in (Yulian et al., 2022), the ability to acquire a language is depend on how effective the language is being teach. From the statement, can be concluded that teaching speaking is not easy as think. It require appropriate learning strategy to teach speaking to students. Teaching speaking is process where teacher guide students in activities learning to practice speaking by using english language. This might be difficult for students at the first time, but by practicing continuously students will get used to the language and be able to communicate fluently.

2. Definition of Problem-Based Learning

According to Wang (2021) Problem Based Learning firstly introduce in the mid of 1960 in interdicplinary education. This learning model used in teaching students in medical major to enquip students to solving clinical problems. After being successfully applied in various fields of medical science education, now Problem Based Learning has been applied in teaching and educational world start from middle school level to the university level.

In world of education there are many learning model that can be apply in the classroom. According to Aeni (2023) suggest that Problem Based Learning Model is one of learning model which is appropriate to be implemented in Merdeka Curriculum. Meanwhile, Problem Based Learning is known as learning by problem, allow students to learn by themselfe to solve the problem being discuss. In addition, (Hamsia & Erydani, 2022) state that Problem Based Learning is learning model that focus on students as center learning. Its mean that students

develop their knowledge by themselves whether individually or work in group and the teacher has a role as a facilitator.

Beside allowing students to learn by themselves, Problem Based Learning also supports students to create, organize, and accomplish projects in order to output learning, namely presentation, publication or make a product. According to Muhadharah et al (2018) Problem Based Learning is an alternative learning model which can be implemented by English teachers to increase their pupils' speaking ability. It is based on the research conducted by him that the result of students' speaking ability is increased after taught by Problem Based Learning.

a. Characteristics of Problem Based Learning

In education there are many differences in learning modes that can be used by teachers to teach their students. Each learning model has its own character to distinguish one learning model from another. Furthermore, the Problem Based Learning model has its own characteristics. Based on Dinelti Fitria et al (2022) the characteristics of Problem Based Learning explained namely: 1.) Problem becomes a prior aspect in learning, 2.) The problem taken from real life that is unstructured, 3.) Multiple points of view are necessary to solve the problem, 4.) Students' competencies, knowledge, and attitudes are challenged by problems and then necessary the introduction of new learning topics and learning needs to be fulfilled, 5.) Learning to be self-directed becomes a prior thing, 6.) PBL prioritizes on utilization of various knowledge resources and evaluation, it becomes a crucial process in PBL, 7.) PBL model involves communicative, cooperative, and collaborative activities, 8.) In PBL the necessary skills to be mastered are content of the knowledge, developing finding solutions, and problem solving, 9.) Evaluating and assessing in PBL is required to measure students' knowledge and understanding about the learning process and experience, 10.) PBL includes flexible and open learning processes involving integration in learning.

b. Syntax of Problem-Based Learning

In Problem Based Learning students will engage actively in communicating and interacting with their friends, allows students to work in pairs or groups, students also learn to improve speaking, listening, reading, and writing in English.

unconsciously. This is according to the syntax of Problem Based Learning model, which is support students active learning and developing four C skills namently creative, critical, communication, and collaboration skills. According to Hasnawan (2018) Problem Based Learning has syntax consisting of 5 phases that are used to organize the learning process, as follows : 1.) Meeting the problem, 2.) Problem analysis and generation, 3.) Discovery and reporting, 4.) Solution, presentation, and reflection, 5.) Overview, integration, and evaluation.

From explanation above, researcher adapted the procedure of Problem Based Learning to be adjusted to the research that will conduct later. The adaptation of the phases are explained as follows:

a. Phase 1: Orienting Students to the Problem

Teacher prepare and present a relevant material, this stages teacher introduces the problem that will be the focus in learning. The problem must relevan and engaging.

b. Phase 2: Organizing Students to Learning

Teacher explain the learning objectives, guide students in learning activities, and devide students in to several group. The teacher as facilitator, provide things that needed by students. Then, students should follow the steps and begin to analyze and solve the problem.

c. Phase 3: Guiding Group Investigation

Students collect relevant information, work in group discussions, and start to analyze the material being discused. This phase, students actively find solution about problem that given by teacher through discussions with their group.

d. Phase 4: Developing and Presenting the Result

Students share the finding and presenting in front of the class. And students must be able to give feed back or ask question regarding to the material being presented.

e. Phase 5: Reflecting and Evaluating

The teacher evaluate students learning outcome and give feedback. This phase aims to ensure students understanding about learning before move on to the next material and to determine the weaknesses and strenghtness of learning process which can give improvement in future learning.

c. Advantages and Disadvantages of Problem-Based Learning

There are several advantages and disadvantages of Problem Based Learning model in teaching speaking. According to Stit & Nusantara (2023) those advantages are as follow:

1. Problem based Learning help increase the ability of oral communication, because this learning model emphasized on students active speaking in class either giving opinion or doing discussions.
2. Problem Based Learning could improve students intrigue to learn english especially speaking and support teacher to enhance students motivation in learning.
3. Problem Based Learning help students to develop their soft skills such as critical thinking, communication, collaboration and cooperation. Students able to work together with their group to solve the problem.
4. Problem Based Learning give chance and experience for students to learn from authentic problem related to their real life problem and provide knowledge that will be beneficial to them in the future.

Meanwhile the disadvantages of Problem Based Learning based on Hasnawan (2014) that Problem Based Learning required deeper thinking in order to solve the problem, which is often makes it difficult for them to communicate or to explain their ideas since students lack of necessary evidence to reinforce their arguments or statements.

3. YouTube

YouTube was founded in February 2005, originated from United State of America. According to Sari (2019) YouTube is an aplication in the shape of channels, that allows the users to view, upload and share videos that have been created. Based on GMI Research Team (2024) state that “ YouTube application is accessible in more than a hundred nation all over the world and it also accesible in eighty different languages, which means Youtube become one of the biggest videos sharing”. It can be conclude that YouTube is useful for language learners especially people who learn English as Foreign language, because YouTube provides learning videos that are not only limited by one language and authentic

videos from native speaker which is usefull to improve speaking aspect. Based on Kristiani & Pradnyadewi (2021) YouTube provide various videos such as music videos, movies, education videos, tutorial videos. Those videos can be used as learning material especially education videos. In education the untilization of YouTube as learning media is commonly found and give positive impact to developing students skills. According to Hùng Cường (2024) YouTube is very usefull platform to help and support the improvement of speaking ability particularly learner English as Foreign Language.

Based on explanation above there are several advantages and disadvantages of untilize YouTube in teaching speaking. The advantages of YouTube according to Jalaludin in (Kristiani & Pradnyadewi, 2021) namely:

1. Students can practices speaking by watching video that can be access from everywhere and anywhere.
2. Throught YouTube, facilitate students with original video from native speaker. So students be able to developpe their speaking ability especially in aspect of pronunciation.
3. By using YouTube make students more enthusiasm and enjoyable in learning.
4. Youtube provide diverse learning videos that can be adjust depend on the learning material.
5. Allowing students practice many expression that used by native speaker in their daily life.

From the advantages explained above, students will be able to improve both of their speaking and listening ability and developpe better understanding of speaking aspect such as pronunciation, comprehension, fluency, grammar, intonation, and vocabulary through YouTube videos. Meanwhile, there are several disadvantages of untilize YouTube in learning acording to Jalaluddin in (Kristiani & Pradnyadewi, 2021), namely distraction from the advertisement that make students lost focuse and consentration, for several students they might feel difficult to understand the language used in video, and students difficcult to find videos that related to the material being learn. In addition, Ahmad Julianto & Zaitun Qamariah (2023) states that there are several negative impact of youtube as follows:

1. Not all videos on YouTube can be used for learning english, because there are some videos that do not fulfill the standars. For example learning through videos with unclear pronunciation or excessive slang, videos without clear structure or learning objectives such as video about comedy or random prank.
2. The influence of non-standardized language, such as students imitating improper pronunciation effects, making it difficult for students to be fluent and unclear explanation of how to use of slank which makes it difficult for them to express and speak in English.
3. There are many irrelevant videos that can interfere students concentration and the effectiveness of learning.
4. Students English is difficult to develop because of dependence on subtitles on YouTube making it more difficult for them to understand the native language used in the videos.

4. Learning Videos Material

According to Ta'lim et al (2023) videos material is known as learning videos in form of audiovisual material through modern and efective way that presenting learning content to help students manage difficulties between langauge culture, especially in communicative competence. Meanwhile, when use videos material there are several consideration that must be considerate namenly:

1. The videos must relevan with the learning topic, purpose and curriculum.
2. The difficulty level of material according to students level.
3. The duration of videos must appropriate not too long or too short.
4. The presentation way must engaging and able to explain the material in appropriate and understandable.
5. The quality of video such as audio and visual must clear, consist and understandable.

2.2 Previous Research

After conducting a literature review of several journals relate to the research, it turns out that there are several journals that have relevance to the researcher's research. Some of the literature reviewe includes:

1. In Kristiani and Pradnyadewi (2021), with research entitle ” The Effectiveness of YouTube As Learning Media In Improving Learners’ Speaking Skills”. The

purpose of this research was to describe the effectiveness of utilizing youtube as media to support advancing students' speaking skills. According to the researchers the use of youtube facilitated authentic learning videos from native speaker that can be used to help students enhance their speaking skills, learning became more enjoyable and engaging, moreover the video is accessible 24/7. So it can be deduced that YouTube serves as an effective platform to support students learning process in learning language, particularly english language and in term of spoken communication.

2. Improving Student's Speaking Skill Using Youtube Vidio as Media: An Action Research by Anggraini (2021). The goal of this study was to help students' develop their speaking ability by integrating YouTube as tool in learning. This study used qualitative method and Classroom Action Research design that consist of 3 cycles. The use of youtube videos as medium in learning could help and support students to increase their speaking ability.
3. The research from Fahmi et al (2021) entitle "The Use Of Problem Based Learning to Improve Students' speaking Ability". The objective of this research are to search out regardless of problem based learning could increase speaking ability of students at Second Grade Darul Ulum Islamic Boarding, Banda Aceh. This research was experimental research design consist of two class namely experiment class and control class. The research instrument was used test and questionnaires, and to analysed the data the researchers used quantitative approach by comparing mean of t-test. The finding of this research show significant impact on students in experimental class that taught by implementing Problem Based Learning implementing PBL in teaching speaking can give beneficial impact to enhance students' speaking skill and active learning.

Based on the explanation above, this research and previous research have differences and similarities. The differences lay on number of subject, the subject itself, instrument, location, place, and methods used are different. The similarity is that both research have relevance variables, either only one variable or all variables are the same.

2.3 Conceptual Framework

The conceptual framework of this research is show in the diagram below as follow:

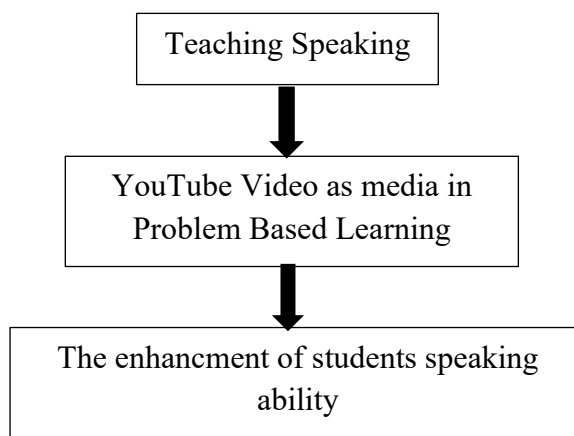


Figure 1 Conceptual Framework

The conceptual framework in this research, for pre-test the researcher gave the students' speaking test. The researcher observe students' speaking ability and then analyze them by using speaking rubric. In treatment, the researcher gave treatment to improve students' speaking ability by using Problem-Based Learning model with Youtube video as learning media. The treatment had been conducted for five meeting. After treatment, the researcher was conducted post-test by giving speaking test for students to know the enhancment of students' speaking ability by comparing mean score of pre-test and post-test.

2.4 Hypothesis

Based on the objectives to be achieved, the researcher made hypothesis as following:

- a. H_a : There is enhancment of students' speaking ability through the use of YouTube video as media in Problem-Based Learning.
- b. H_0 : There is no enhancment of students' speaking ability through the use of YouTube video as media in Problem-Based Learning.

If the result show that significant value (p) lower than alpha value (α) ($0,00 < 0,05$) its mean the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. Meanwhile, when significant value (p) higher than alpha value (α) its mean the null hypothesis is accepted and alternative hypothesis is rejected.