

## **CHAPTER I**

### **INTRODUCTION**

This chapter discussed about background of the research, limitation of the problem, formulation of the problem, the objective of the research, significaness of the research, and research hypothesis.

#### **A. Background of the Research**

Technology that has developed rapidly has an important role in the development of education in the world, especially in teaching languages. Technological developments supposed to make teachers more active and innovative in choosing learning media. Currently, there are many applications that can be used as learning media, one of which is YouTube. YouTube is an application that contains many videos of various types, such as vlogs, videos about education, information about the world, music videos, tutorial videos ranging from tutorials on making food to tutorials on making something, and other entertainment videos. Several studies (Silviyanti, 2014: Brunner, 2016: Alwehaibi, 2015: Nofrika, 2019) shows that many students are more interested in learning English by using YouTube. Similar to Yuyun (2021) students are more interested in learning English by using YouTube because they can practice their English by watching native speaker, so it is easy for students to understand the topic.

There are many videos that we can find on YouTube, arts and humanities is one of the most popular categories, in arts and humanities there are several types of videos that we can find such as English talk shows video. Talk show is a television program in which someone or groups get together to discuss various topic with a relaxed but serious atmosphere guided by a moderator. According to Morissan (2010) who was quoted in his book *Journalistic Television* Muthair said that a talk show program or conversation is a program that displays one or several people to discuss a particular topic guided by Master of ceremony. According to Eva Arifin (2010) a talk show program is an interactive program or dialogue, in which television broadcasting presenta a public figure, in the fields of politics, health, economics, psychology related to the theme of the program presented on the talk.

Video talk shows in English are suitable learning media to be used as listening material because they are authentic and fun. According to Fadhila (2021) English talk show video is a specific type of video that can help English foreign students learn English, English talk show video is suitable as listening material for it is authentic and amusing, watching videos of English talk shows can help students practice listening in accurate, unscripted, spontaneous, conversational English. Shafwati (2021) state that teaching listening by using English talk show video make learning become more interesting and students become motivated

Pamungkas (2016) finds that in talk show videos people could find formal and informal language and new vocabulary useful to introduce various things in English. Here are several famous English video talk show chanel that we can find

on YouTube with a million of subscribers. Based on YouTube data for 2023, some of them are The Tonight Show Starring Jimmy Fallon with 30.6 million subscribers, Ellen Show with 38.3 million subscribers, Late Late Show with James Corden with 28 million subscribers, and many more. With that many subscribers, you can be sure that for each video, the total viewers for the talk show channel are usually more than one million, this proves that English talk show videos on YouTube are quite a trend nowadays. The talk show program also invites celebrities to be guest stars. This allows students to find video talk shows that match their interests. Using video talk shows can train students' listening skills through conversations of native speakers.

Ayu (2016) said that using videos effectively improves students' English language skills, especially listening. Listening is one of the skills that needs to be mastered by someone who is learning English. Listening is the activity of listening to a conversation between two people, a sentence spoken by someone or a video that displays pictures and sound. Renukadevi (2014) argues that listening involves students' awareness of the language spoke. She also states that listening does not represent a simple word by word translation, but it involves a deeper understanding of the meaning. According to Chen (2013) comprehension breaks down quickly because of the listeners lack of working memory and linguistic knowledge, Included in linguistic knowledge are sounds, structures, meanings of words, and the rules for constructing them. To master listening students must have skills of identifying the topic, predicting, guessing, and interpreting spoken words.

The students also should improve their working memory and linguistic knowledge.

According to Rost (2011) there are three listening practice namely interactive listening, intensive listening, and extensive listening. Interactive listening requires students to interact and listen to a collaborative conversation. In Intensive listening students need to listen closely to precise sounds, words, phrases, grammatical units, and pragmatic units to study the target language. Meanwhile extensive listening refers to an extended period of listening to the target outside the time given in the classroom. In extensive listening students can choose their listening materials based on their preferences and listen to understand the material's meaning. Extensive listening is listening by watching videos, students can practice listening by watching videos in their spare time which they can understand by watching videos. Renandya and Jacobs (2016) found that repeated exposure to language through extensive listening increased students' ability to develop rapid and automatic word recognition skills, increased their listening vocabulary to cope with fast speech rates, and processed language more fluently and accurately.

In learning language, there are fourth skills such as, listening, speaking, writing, and reading. In learning those fourth skills, of course students have a difficulties. Especially listening, it is caused the lack of listening practice for students in schools, students are not familiar with English, students don't know much vocabulary, students have difficulty with different language accents, lack of interest in English, the teaching method and strategies that teachers uses are not

interesting and boring, and lack of motivation for students. According to Hijriyah (2016) every student is expected to be able to listen properly and correctly but in reality, students are still not able to listen properly and correct. This is caused by a lack of concentration and listening to symbols-sounds symbol correctly. Based on the results of interview researchers with teachers in the field of Indonesian at SMA Cerdas Murni that students' listening ability in terms of concentration and listen to the sound symbols correctly still low and still there are students who have not been able to listen well. This is seen from students test results in listening to the text that showed 40% of students are in the good and 60% is in low category of the 38 students.

Learning by using videos can help students more easily understand various contexts and interpret the words spoken. With video, students can view images (visual) and listen (audio) so they can find out what speech or words they hear when watching content. Watching English videos appears to be beneficial for students because they can see interactions between native speakers and practice important linguistic structures. This can help students contextualize the language and describe foreign cultures more effectively (Ismaili, 2013). For learning listening, video is the right medium because watching videos can train students to listen directly to what is being said and videos that display pictures can help students to consider exactly what they have heard.

Based on the background above, it can be concluded that the title of this study is "Effectiveness of Using English Video Talk Shows on Youtube to Improve Listening Skills of Elenth Graders at SMK N 1 OKU"

## **B. Problem of the Study**

### **1. Limitaton of the Study**

YouTube is a platform that contains many videos with various content, such as podcasts, talk shows, videos related to education, and many more. Video is one of the media that can be used for the learning process. Teachers can use videos on YouTube as learning media. In this study, the researcher will use English talk show video and will discuss about the effectiveness of using English talk show videos on YouTube to improve listening skills of eleventh graders at SMK N 1 OKU

### **2. Formulation of the Study**

Based on the research background, the formulation of the problem in this study is "Is it Effective to Use English Talk Show Video on YouTube in Improving Students' Listening Skills of Eleventh Graders at SMK N 1 OKU?"

## **C. The Objective of the Study**

Based on the formulation of the problem, the purpose of this research is to find out the Effectiveness of Using English Talk Show Video on Youtube to Improve Listening Skills of Eleventh Graders at SMK N 1 OKU.

## **D. The Significances of the Study**

The results of this study are expected to provide benefits for other researchers, students, and English teachers.

### **1. For the Researcher**

Through this study, researchers can find out that video talk shows in English can be considered as an alternative method in improving students' listening skills.

### **2. For the Students**

This study can help students to explore their learning styles and improve their listening skills by using English video talkshows from YouTube in the learning process.

### **3. For Other Researchers**

The results of this study can provide inspiration for other researchers to conduct research in the same field regarding the effectiveness of using English video talk shows from YouTube in improving the listening skills of eleven graders of SMK N 1 OKU and this study can be used by other researchers as basic consideration for further research

### **4. For the TEFL**

The results of this study are expected to be a reference material for the development of teaching and learning English as a foreign language.

### **E. Hypothesis**

According to Tavakoli (2012) a hypothesis is a tentative statement of the relationship between two or more variables and its validity still needs to be tested. The null hypothesis and the alternative hypothesis are two types of hypotheses that compete with each other. There are two hypothesis of the study:

- Alternative Hypothesis ( $H_a$ ) : there is a significant effective of using English talk show video on YouTube to improve listening skill of eleven graders at SMK N 1 OKU.
- Null Hypothesis ( $H_0$ ) : there is no a significant effective of using English talk show video on YouTube to improve listening skill of eleven graders at

#### **F. Hypothesis Test Criteria**

- If the significant value is  $t\text{-test} < 0.05$  then  $H_0$  is rejected, it's means that it is effective to use English talk show video on YouTube to improve listening skill of eleven graders at SMK N 1 OKU.
- If the significant value is  $t\text{-test} > 0.05$  then  $H_0$  is accepted, it's means that it is no effective to use English talk show video on YouTube to improve listening skill of eleven graders at SMK N 1 OKU.