

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is an essential ability for students to have. According to Erya and Pupita (2019), Indonesian students should learn English so that they can read books related to their studies or careers. Reading has been embedded in our daily lives and is now a required skill for students studying English as a foreign language. Reading activities can help students improve their language skills, experience, comprehension of literature, and mental health (Ayu, Diem, & Vianty, 2017). What they read and require to know will provide them ideas and information (Sasalia & Sari, 2020).

Ayu, Diem, and Vianty (2017) define reading comprehension as a connection between the reader and the text with the goal to obtain meaning from it, which requires advanced technique, word knowledge, and world knowledge. Furthermore, deriving meaning from text is a part of reading comprehension. The ultimate goal of reading education is to assist readers in comprehending literature (Melsandi, 2018). It argues that if a reader is unable to pick out meaning from the text, their ability to comprehend words is irrelevant. On the other hand, the goal of reading is to understand and extract meaning from written words.

Digitalisation in education means using information and communication technology (ICT) to improve how education is taught and managed. It involves using digital tools, online platforms, and multimedia resources to make the learning experience more interactive and efficient. Khomsin (2004) in (Visnhu Pradana &

Mario Pratama, 2022) States that digitisation is the process of converting graphical data contained on paper into a digital format. Digitalization is a key term today, especially in education during the 21st century. Over the last hundred years, we have seen a big change in how we access and share knowledge.

Additionally, Technology is now a part of our daily lives, making education easier and more engaging. With online learning platforms, educational apps, and interactive videos, students can learn at their own pace and in ways that suit them best. Teachers also use data to customize lessons and track student progress, helping to create a more personalized learning experience. The advantages of using Technology or so-called digitization in education include various important things, including: increasing students' competitiveness, both in dealing with machines and in self-development; enabling training that is more tailored to individual needs; enlarging access to information quickly and widely; providing the information needed in sufficient quantities; and developing intellectual, spiritual, and moral potential in the younger generation. It also helps students plan and carry out tasks more efficiently (Marchenko et al., 2021) In this digital age, using technology in education not only improves the learning experience but also prepares students for a future where digital skills are essential. The Georgian government claims that technology-enabled digital learning allows students to have control over their schedule, location, route and speed. (Hans & Crasta, 2019).

And also in English language learning, the use of digitalization is very influential as one of the aspects of digital learning. Some Learning Management Systems (LMS)

platforms such as Moodle, Google Classroom, and Canvas allow instructors to create, manage, and deliver courses online. Furthermore, Teaching English as a foreign language is increasingly important today due to globalization and world interconnectedness. In teaching English, four components must be understood by students, namely listening, speaking, reading and writing. With technology, teachers can utilize a variety of online resources and tools that make the learning process more fun and interactive. This approach allows students to learn in a way that best suits their needs, with an emphasis on practical conversation rather than mere memorization.

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information but also enriches cultural knowledge, making it a flexible and enjoyable tool for self-study.

However, YouTube's use in education goes beyond simple multimedia instruction. Instead, YouTube is a diverse platform that has a distinct impact on teaching and learning in several ways. For instance, YouTube's social media design enables anyone to post videos. This characteristic has resulted in an enormous and ongoing expansion of publicly available content with widely varying quality levels (Shoufan & Mohamed, 2022) Students can use YouTube videos to enhance their learning experience by gaining a lot of benefits and motivation. Furthermore, it can be a helpful tool for teachers to use in their lessons.

According to Berk (2009) in (Fleck et al., 2014) Provided several examples of how media helps students engage with course material. For example, using a video can emphasize a specific concept and help keep students focused on it throughout the entire presentation. Additionally, using media in the classroom offers benefits such as access to diverse resources, the effectiveness of hands-on learning, and relevance to the target audience. In addition to mastering the four English skills mentioned earlier, mastering vocabulary is also very important because it will affect speaking, reading, listening, and writing skills. If students do not master vocabulary, it will be difficult to establish communication. In line with that, (Sari & Margana, 2019) Her research states that with YouTube students can learn more related vocabulary to give opinions and discuss a certain topic which makes them more confident in learning languages. In other hand, (Almurashi, 2016) Those who viewed brief YouTube videos participated in an online

survey. According to the study's findings, over 85% of participants said YouTube may help them become more proficient and understand English.

All of the previous research have proven that YouTube videos are an effective way to learn English. However, research on the usefulness of YouTube videos on eighth-grade students' reading comprehension. To fill gaps in earlier research, this study focuses on the effectiveness of YouTube videos on eighth-grade students' reading comprehension in junior high school.

Based on the observations at SMP Negeri 8 Bukittinggi, researchers find that teaching English in the classroom still relies on conventional media such as whiteboards, markers, books, dictionaries, and others. As a result, students feel bored and less interested in learning in class. This has led to students' abilities in English tend to be low, including a low mastery of vocabulary. This is evident when teachers interact with students using English, students respond slowly, and some remain silent because they do not understand what the teacher is saying. From the explanation above the researcher is interested in conducting the research entitled “The Effect of YouTube towards Students’ Vocabulary Mastery at SMP Negeri 8 Bukittinggi”. The Researcher want to find out whether the use of YouTube can improve students’ reading comprehension at SMP Negeri 8 Bukittinggi.

B. Identification of the Problem

1. Students have difficulty when composing words.
2. Students have difficulty expressing their ideas/thoughts.
3. Students' English scores tend to be low.

4. Students are not focused when learning.

C. The Limitation of the Problem

Based on the problems outlined above, the researcher should consider restricting the problem. The researcher limits the research to only focusing on how YouTube affects students' reading comprehension.

D. The Formulation of the Problem

The problem formulated in this research is: Does YouTube have a significant effect on students' reading comprehension?

E. The Objectives of the Research

The purpose of this study is to determine the effect of YouTube on the student's reading comprehension of eighth-grade students at SMP Negeri 8 Bukittinggi.

F. Significance of the Research

The researcher hoped the result of this study could be useful for:

1. The Students

For the students, hopefully the result of this research is expected that YouTube short movie can improve their reading comprehension, and it will give more motivation to learning English vocabulary in a fun way

2. English Teacher

The researcher expected to the teachers who can adopt this way to teaching and learning to improve students' English reading comprehension in class as one of the alternative strategies and get a new experience in teaching English

vocabulary in a more fun way using YouTube short movie in the classroom as a media

3. The Researcher

For the researchers who are interested in this research. It can help them to get more information about learning English using YouTube short movie to improve student's reading comprehension

G. Operational Defenition

1. Youtube: YouTube, in this research, refers to the video-sharing platform used as a learning medium to enhance English vocabulary acquisition.
2. Media: In the context of this research, media refers to the various channels and tools used to facilitate the delivery of educational content to students
3. Reading comprehension: constructing meanings from transactions with printed materials. That is, reading is a transaction between the reader and the text.