

CHAPTER I

INTRODUCTION

A. Background of the problem

English is the most widely spoken language worldwide, thus recognized as a means of international communication across various regions. This global engagement stems from its extensive and rich vocabulary, which is key to its status. As a result, a large number of people, including Indonesian citizens, communicate using English.

Speaking is a fundamental skill in the process of learning English, because it serves as the main means of communication. Speaking is an aspect of oral communication used to socialize with others. According to Aziz and Kashinathan (2021), speaking is the most significant skill because it encompasses the ability to engage in conversation. This skill is productive, encompassing thought processes and linguistic elements such as words, phrases, and sentences. These linguistic elements are utilized to convey information efficiently to listeners. Brown (2004) defines speaking as directly observable and influences the speaker's listening ability, which in turn influences the accuracy of oral assessments. According to Hornby (1995), speaking is defined as the pronunciation of words with valid pronunciation and the skilled use of everyday language. Furthermore, the academic syllabus requires students to demonstrate professional speaking skills, thus emphasizing the importance of speaking practice in the context of English language education in high schools. Harmer (2001: 269) explains that achieving

fluency in speaking requires intensive mastery of the elements of language, as well as the competence to process information and language spontaneously. Furthermore, speaking plays an essential role in conveying messages, information, opinions, and emotions in everyday life.

Based on several previous studies, English speaking skills remain a major concern for high school students in Indonesia. This is due to a lack of exposure to authentic English conversations, adequate language input, and sufficient speaking practice, which often hinders students' speaking development. A similar situation is suspected to be occurring at MAN 1 Solok.

To address this issue, one alternative solution is to utilize conversational videos available on YouTube. These videos provide authentic, real-life language, natural expressions, and interactive visual contexts that can support speaking practice. Students can observe how native or proficient speakers use the language in everyday conversations, which helps them understand pronunciation, intonation, and communicative expressions more effectively.

In this study, English conversational videos supported educators in facilitating communication and distributing educational materials to students. These videos offered several benefits, such as optimizing student motivation, providing authentic listening practice, encouraging practical language application, and raising students' awareness of specific linguistic elements or other aspects of communication. The use of conversational videos from YouTube plays a crucial role in English language learning, particularly in optimizing students' speaking skills. These videos provide authentic examples of language use, expose students

to new vocabulary and practical sentence structures, and improve their listening and speaking skills. Furthermore, these videos can increase student motivation and active participation by providing engaging and contextually relevant material. As noted by Richards (2002: 135), they are an effective method for developing students' oral expression and providing opportunities for students to practice speaking authentically through media. Several reasons support the use of conversational videos in speaking instruction: First, the audiovisual component of the videos captures students' attention. Second, these videos provide authentic resources that include correct pronunciation and vocabulary for practice. Third, conversational videos provide interaction and body language between speakers.

During the researcher's teaching internship (PPL) at MAN 1 Solok, the English instructor used animated conversation videos as a medium for teaching speaking skills. These videos provided contextual material, and students focused on the dialogues shown, rewriting sentences in the dialogues, and then practicing speaking in pairs based on the video content. However, students still experienced difficulties with pronunciation, vocabulary use, motivation, and their attitudes towards English.

However, conversational videos have a different impact. They engage students, provide authentic pronunciation models, and visually depict social interactions. This aligns with Richards' (2002) view that students should receive exposure to authentic input through multimedia, as well as Heinich's (2002) opinion that videos significantly influence students' ability to process information more efficiently through audio-visual media.

Based on observations of students' conditions and the difficulties they faced, researchers sought to examine the impact of using YouTube conversation videos on students' speaking skills at MAN 1 Solok. The primary objective of this study was to analyze how using these videos can improve students' speaking skills, motivation, and confidence in learning English.

B. Identification of the problem

The previous section focused on the observation that students' speaking skills were still inadequate. This section will discuss the challenges associated with speaking skills in more detail. Students have difficulties in pronunciation, vocabulary, motivation, and attitude toward English. In terms of pronunciation, students have difficulty pronouncing English words. This happens because their English is heavily influenced by their first language, which makes their pronunciation sound inaccurate. In terms of vocabulary, students have limited word knowledge. Sometimes, they seem afraid to speak English not because they lack ideas, but because they do not know the English words to express those ideas. In terms of motivation, students tend to show low interest in learning English.

Furthermore, many factors influence students' speaking skills throughout the educational process. These factors include the students themselves, the teachers, and the material being taught.

C. Formulation of the problem

Based on the background of the study, this research problem is formulated as follows: “Is there a significant effect of using conversational YouTube Videos on students' speaking skill at MAN 1 SOLOK?”

D. Purpose of study

In line with problem identification, this research aims to find out The Effect of Using Conversational Videos on YouTube Towards Student's Speaking Skill At MAN 1 SOLOK.

E. Significance of The Research

This study provides both theoretical and practical significance, particularly in the context of English learning at Madrasah Aliyah Negeri (MAN), as follows:

- a. **For Students AT MAN**, this study helps improve their speaking skills through the use of interesting and contextual conversational videos. This media fosters students' motivation and increases their confidence in speaking English.
- b. **For English Teachers AT MAN**, this study offers an innovative and interactive learning medium for teaching speaking skills. Conversational videos serve as a valuable supplement to make the learning process more engaging and effective.
- c. **For Future Researchers**, this study serves as a reference or foundation for further research related to the use of digital media, especially interactive videos, in improving students' English-speaking skills.
- d. **For Curriculum Development in Madrasah**, this study will provide input on the importance of integrating technology-based materials into the English learning curriculum, particularly to strengthen students' speaking skills.

F. Definition of Key Terms

1. Speaking

There are many definitions of speaking proposed by several experts in language learning. According to Cameron (2001), speaking is the active implementation of language to express ideas so that others can understand it. According to Thornbury (2001), oral communication is a two-way process and requires skills to share control over who speaks and when. Furthermore, skills indicate that the characteristics of verbal exchanges indicate that the structure of spoken language can differ in many important ways from written language. According to Harmer (2001: 46), interaction occurs when two individuals are involved in a conversation. It is clear that interaction aims to convey ideas or share messages and information.

Based on the explanations above, researchers conclude that speaking is a skill necessary for communicating with others. It can also be defined as the process of expressing and interpreting what one wants to convey to others.

2. Conversational Video

Conversational video is a type of audiovisual learning media in the form of videos, which display conversations or dialogues in English. The content is structured according to the specific learning context and topic. This media aims to help students understand English conversation.

Research by Muhammad Arbain, Fitra Ramadani, and Novika Hartatya (2023) shows that the use of conversational video can improve students' understanding of English dialogue and improve their language skills.

Furthermore, Charlotte Beal and Rolf Steier (2024) state that conversational video in collaborative learning serves not only as a tool for delivering material but also as an intermediary medium that facilitates dialogue beyond the constraints of time and place through direct (synchronous) or indirect (asynchronous) interaction. Thus, conversational video can be considered an audiovisual medium that presents authentic or semi-authentic dialogue and supports the development of language skills more effectively than traditional learning methods, whether through direct practice or through technology-supported collaborative interaction.

3. YouTube

Arianti et al. (2021) explained that video is an interesting tool for explanation, which can be used for the learning process to convey material through various themes and attractive images. Videos can be obtained by purchasing them in stores or downloading them through the YouTube application. Amaliyah et al. (2021) emphasized that YouTube is an application that is easily accessible via smartphones, functioning as a learning resource used in the modern era that attracts many students, especially in language learning.

As YouTube Is an effective social media that makes a great impact on people, a good number researchers conducted various studies in different aspects of it. The study results showed that language instructors had a positive attitude toward using YouTube to develop students' anxiety, accelerate learning, and motivate students to maintain attention over long periods.

Sukma, Patahuddin, and Badaruddin from Muhammadiyah University of Parepare concluded that using YouTube videos as an educational platform significantly improved students' speaking skills. Furthermore, students reported improvements in confidence and enthusiasm for speaking English, demonstrating that YouTube videos minimize the shortcomings of traditional media and enhance the visual and interactive learning experience.

The platform's primary advantage lies in its audio-visual features. These features facilitate understanding the cultural context of the target language, help students master correct vocabulary pronunciation, and allow students to observe the facial expressions and body language of native speakers. Thus, YouTube serves not only as a source of learning materials but also as a platform for visualizing concepts, bringing an authentic language environment directly into the classroom or students' independent learning spaces. This two-way communication with authentic videos helps bridge the gap between the language learned in the classroom and the language used in real life.