

CHAPTER 1

INTRODUCTION

In this section, the researcher provides the introduction of this research, consisting of background of this study, the formulation of the problem, operational definitions, aims of this study, and the significance of this study.

1.1. Background of the Study

In this era, technology has an essential role in human life. There are numerous advantages to technology in several fields. It is also helpful for the educational field. Raja & Nagasubramani (2018) state that “the use of technology can help students understand and retain concepts better” (p. 34). Following the development of technology, many applications are helpful for teaching and learning processes. YouTube as one of the technology is frequently used as instructional media in teaching English (Arianti et al., 2018; Hakim, 2019; Justin & Jaisankar, 2019; Mutoharoh et al., 2021; Pratama et al., 2020; Suwastini et al., 2023).

In the Indonesian context, English is well-known as a foreign language. Thus, many challenges faced by students in Indonesia in learning English, especially in learning to write. When writing, most EFL students struggle with coherence and cohesion (Belkhir & Benyelles, 2017). In addition, Huy (2015) states that the usage of numerous components of language in writing, such as grammar, is a factor that underpins students' issues with writing, and they frequently have problems with punctuation when writing. Moreover, Abderraouf (2016) states that learners have difficulty starting to write and developing thoughts. According to Sitorus (2017), says that “using YouTube video media makes the students pay attention to the topic discussion, each of student can express and exchange their ideas, imagination, feeling and information freely” (p. 8). Furthermore, Azurah (2018) reveals that using YouTube videos can help students organize their ideas.

Several studies have investigated the use of YouTube as an instructional medium in teaching writing (Felanie, 2021; Nasution, 2019; Pratiwi, 2011). Felanie (2021) has found that YouTube videos as a medium for teaching and learning in the classroom are thought to have influenced students' writing achievement. In line with the research conducted by Pratiwi (2011), which found that YouTube videos can help students improve their writing skills significantly. In addition, Nasution (2019) shows us that when teaching, YouTube may be a terrific resource for students to use for inspiration, learning resources, etc. All of the previous research states that YouTube positively impacts improving students' writing skills. Moreover, Sakkir et al. (2022) researched students' perceptions of using YouTube in the classroom. The result shows us that the use of YouTube in EFL classrooms is interesting to the students.

The use of YouTube as an instructional medium was found in one of the junior high schools in Tasikmalaya. Based on the preliminary interview, one of the teachers uses YouTube videos to help students develop ideas when writing English text. She uses YouTube videos at the beginning of the teaching and learning process. For example, when the teacher teaches procedure text, she first shows a YouTube video about making cupcakes. After watching the video, students are asked questions related to the material in the video such as, the goal, the ingredients, and the steps to encourage students to think, stimulate their minds, and activate their learning focus. After that, the teacher becomes a facilitator in providing reinforcement related to the material about procedure text. Following that, the teacher asks several students about their idea if they have to write a procedure text. Lastly, the teacher assigns tasks to the students.

Although more study has been conducted on the use of YouTube in the teaching and learning process, most of these studies have been on how YouTube may be used as a learning tool to improve specific English skills. Furthermore, there has not been enough study on students' and teacher's perceptions of using YouTube-based brainstorming activities in writing

English text. As a result, to fill this gap based on the phenomenon found and the previous studies, this research tries to discover about the teacher's and students' perceptions of using YouTube videos as an instructional medium for finding ideas when writing English texts. This research conducts a qualitative case study design involving semi-structured interviews to collect the data. The participants are three students and one teacher from a junior high school in Tasikmalaya. Thematic analysis (Braun & Clarke, 2006) is utilized to analyze the data.

1.2. Formulation of the Problem

Based on the background above, the researcher addresses the following question, "What are the perceptions of the teacher and students about the implementation of YouTube-based brainstorming activities during learning English writing?"

1.3. Operational Definitions

To avoid misunderstanding the terms set out in this study, the researcher provides three definitions related to this study as follows:

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| 1.3.1. YouTube-based Brainstorming Activity | : This refers to an activity where the teacher gives several YouTube videos at the beginning of the teaching and learning process in order to help students in developing ideas. |
| 1.3.2. English Language Writing | : English language writing means the students learn to write an English text, especially procedure text. |
| 1.3.3. Teacher's and Students' perceptions | : The teacher's and students' feelings, opinions, and interpretations toward their experience in using YouTube videos when learning how to write an |

English text, especially when finding ideas by watching YouTube videos

1.4. Aims of the Research

This research aims to discover the teacher's and students' perceptions about the implementation of YouTube-based brainstorming activities during learning English writing.

1.5. Significance of the Research

1.5.1. Theoretical Uses

This research reviews previous studies towards the use of YouTube in teaching and learning English as a foreign language. Nevertheless, this problem is often studied by researchers. Thus, this research aims to investigate the border problem in YouTube-based brainstorming activities in learning English writing.

1.5.2. Practical Uses

1.5.2.1. For students : This research gives insight to students about the use of YouTube videos in learning to write, especially in the stage of brainstorming activity.

1.5.2.2. For teachers : This research gives insight to teachers that YouTube videos can be used as an instructional medium in language teaching.

1.5.3. Empirical Uses

This research informs an empirical understanding of using YouTube videos in teaching and learning English language writing.