# CHAPTER I

# INTRODUCTION

## 1.1. Research Background

The advance of information gathering in the world has become easier by the day, people all around the world could receive information from newspaper magazines, radio, television, and the internet. All this information comes in many forms such as written form, spoken form, images, and video. A video is the most popular way to spread information, it is due to video providing the information in the form of audiovisual which encompasses both sound and visual components. This form of information took interest in people all over the world, the information which comes in the form of audiovisual makes the video the easiest form of information to comprehend by people. As such, learning media such as video is significant in current modern teaching-learning.

In teaching English as a foreign language, media played an important part in arousing students' motivation. The teachers have to evolve as the technological advances, the book is not the only source of learning anymore. The students can learn English from so many media, especially the internet, the internet provides teaching materials that students need. The Internet had many interesting topics and people that teach English using video, all these videos are easy to access and free to watch content making learning English became more fun. However, there is also the bad side of the internet that teachers and students have to be careful with, the internet is a place where

all people with different values and cultured gathered. Students could easily be influenced by the information that they have not understood yet these videos could be incompatible with the school curriculum, inappropriate, not factual, not safe, or suitable to the students' level. It is the teachers' role to filter these media by selecting the good videos or guiding and helping students correctly learn English based on the curriculum agreed upon by the Ministry of Education and Culture of Indonesia.

There are problems that teachers encounter in selecting or making videos for teaching English as a second language. These videos are usually lacking in many areas which are, the videos sometimes not relevant, the topic is not interesting, the sound is not clear, the visual is broken, etc. To select or make a suitable video as teaching material, several things need to be considered. The video needs to be attuned to the school curriculum, it has to be relevant, the topic must be interesting and related to students' logic, the duration is not too long or too short, the difficulty is suitable for the student's level, and clear audio and high definition visual especially during the COVID pandemic which makes the online classroom more challenging than in the real classroom. The teachers also need to watch videos based on the curriculum of the school to meet the objective of a lesson plan.

Based on the explanation above, the researcher thought of an idea to analyze a content video related to teaching English as a second language. There is similar research in 2016 written by Chanelle L. Tolentino with the title "Content Analysis of TeacherTube and YouTube Videos for Instructing English Language Learners", this research examined the content and design quality of videos providing instructional strategies for English language learner (ELL) teachers on TeacherTube and YouTube.

Grounded on that, the researcher is interested in conducting similar but simpler research except to examine the content of YouTube videos as the teaching media for students as a second language and design quality. The researcher analyzed the content of YouTube videos and their compatibility with the current K-13 curriculum, the relevance of the video, the attention-grabbing topic of the lesson, the choice of words used in the video, and the difficulty suitable for student level, and design quality. The research will be conducted by analyzing the videos and making notes on the observation based on the criteria that the researcher decided to collect the data, after that the data will be presented in the form of a table.

## 1.2. Research Question

To option the clarity and consistency focusing on the research, the researcher formulates the problem of this research into specific questions as follows:

➢ How does the content of the YouTube videos compatible with the K-13 curriculum?

➢ How does the content of the YouTube videos suitable for the student's level?

➢ How does the quality of the videos?

## 1.3. Research Purpose

Based on the problem formulated, the purpose of this research is stated as follows:

➢ To find out the compatibility of YouTube videos' content to the K-13 curriculum.

➢ To find out the compatibility of YouTube videos' content to students' level or.

➢ To find out if the quality of the video.

## 1.4. Research Significance

This research may benefit many readers as a reference for their research, but most of the research's contributions are presented to the three parties. They are students of the English Education Study Program, teachers, and the researcher himself. The benefits of this research are as the following statements:

### 1.4.1. For the Students of the English Education Study Program

The benefits of this research for students are as follows: it will be a reference for their thesis writing project; it increases awareness of the importance of YouTube videos as teaching media; it encourages them to be mindful in selecting or creating interactive teaching media and; it prepares them how to be a good teacher in selecting teaching material.

### 1.4.2. For the Teachers

The benefits of this research for teachers are as follows: it helps them in selecting and inventing teaching media that are suitable for the current K-13 curriculum and students' level; it improves their awareness of the importance of internet influences in teaching English and; it encourages them to be more involved in creating high-quality videos in teaching English.

### 1.4.3. For the Researcher

The benefits of this research for the researcher are as follows: it will help him to find out the result of the research; it is a tool for building knowledge and facilitating learning in the future; it is to encourage the reader; It is to promote internet-based media such as YouTube videos to create more innovative learning media; it will inspire the researcher to develop a new interactive and friendly used teaching media.

## 1.5. Scope of Research

### 1.5.1. Research Focus

This study focused on the content of three YouTube videos with the title "Bahasa Inggris Kelas 7-Descriptive Text part 1, Bahasa Inggris Kelas 7-Descriptive Text part 2, and Bahasa Inggris Kelas 7-Descriptive Text part 3" by Miss Nita. The researcher focused to analyze the compatibility of content on the YouTube videos to the K-13 curriculum, the student's level, and to find out the quality of the video.

### 1.5.2. Terminology

To clarify the terms used and to avoid misunderstanding of the topic, the researcher provides the terminology explained as follows:

➢ Content analysis is a research tool used in the study to determine the presence of certain words, themes, or concepts within some given qualitative data.

➢ Compatibility means the quality or fact of being in agreement. In this case, it is the quality and relevance of the YouTube video's content with the K-13 curriculum.

➢ YouTube video is a type of video which is assessable on the website youtube.com by their video creator called YouTuber.

➢ K-13 curriculum is the official curriculum used by the Indonesian educational system in teaching several subjects of education (including English subjects).

➢ The 7th-grade student is the level of education of Indonesian educational grade. And it belongs to middle school.

➢ 'Miss Nita' is a YouTube channel that created several videos teaching English as foreign language.

➢ A descriptive study is a research method that describes the characteristics of the population or phenomenon studied.