

Chapter One

Introduction

This chapter discusses several parts. The first part talks about the background of the research. Then, it is followed by the research question, limitation of the research and purpose of the research. This chapter is ended by an elaboration of significance of the research.

Background of the Research

Students these days have various behaviors. They are free to spill out their feeling about anything in various different ways. Students are sometimes reckless and having so much attitudes in devote on social media or in their school. Al Samadani and Ibnian (2015) stated that attitudes are divided into positive and negative attitude. In this research, the researcher need to find out what are the students' attitude when receiving a new media in learning such as English talk show videos on YouTube. Students' attitudes in watching English talk show videos on YouTube may play an important role for their listening ability.

Many researchers like Bozorgian and Pillay (2013) mention that listening is one of the most difficult skills to learn. Bozorgian and Pillay (2013) also stated that listening is a basic skill for first language acquisition which is crucial for second or foreign language (ESL/EFL) learning. Griggs (2009) added that listening is one of the most loving things that could be done for another human being. Based on the researcher's observation, students often said that listening is hard to learn and they usually being passive when doing a listening test. This kind of attitude is raising a question to the researcher, if their attitudes are correlated with the media that the students use in learning listening and what are their attitudes if use YouTube to increasing students' English listening skill.

YouTube is a media that equip million videos in any genre such as music, film, and education. Prensky (2001) defined a term named “digital native”. Digital native is the one who already familiar with technology and the researcher believes that every digital native knows about YouTube. Million people upload and watch video on YouTube everyday (Terantino, 2010). Beside for entertainment, YouTube could be used for educational purpose. Alwehaibi and Abdulrahman (2013) stated that “YouTube is arguably even more useful than in other educational contexts” (p.936).

The digital native students will be more interest in learning English by using YouTube. They can download then learn the English video from YouTube in any genre for students’ importance in learning English. For example they can download video that shows the host interviewing students’ favorite actor or actress on a talk show. Nejati (2010) concluded that talk show videos on YouTube give students many advantages in learning English such as knowing formal and informal languages, also introducing students to a daily vocabulary. Teacher can consider this to attract students’ attention in increasing listening skill as well.

In English Education Department (EED) of UMY, it is a necessary for the students to master listening skill. Since Bozorgian and Pillay (2013) mentioned that listening skill is hard to learn and some students having negative perception about listening skill, the researcher need to find out the students’ attitude towards watching English talk show videos on YouTube. By watching these videos, the students may pay attention to pronunciation, vocabulary, grammar and the content in the interview. By paying attention to those components, the students listening skill may improve. After that, the students’ negative attitude about listening skill could be decreased.

In EED of UMY, there are no previous studies about the correlation of watching English talk show videos on YouTube and listening ability. Then no fact has been revealed that YouTube have such relations in the process of learning English at EED of UMY. Therefore the researcher would like to have study entitled “The Correlation between Students’ Attitude towards watching English Talk Show Videos in YouTube and Listening Ability of Students at EED of UMY Batch 2015 to enrich the students and the lecturers’ knowledge about the use of English talk show videos for learning listening.

Statement of the Problem

Terantino (2011) stated that “YouTube is used for varying purposes, the majority of which are not educationally relevant. For example, many people use YouTube simply as a form of entertainment” (p.10). It is clearly seen as one of the problem when trying to use YouTube for the educational tools. In fact, most people who browse YouTube videos is only for the entertainment form like music, film, comedy and any other entertainment videos. Furthermore, it is rare to see that YouTube video is used by the teachers to teach listening skill.

There is another problem which was found by the researcher in listening skill. The teachers never use English talk show videos on YouTube as the media to teach listening skill in the class. Besides that, students do not care about listening skill. Nunan (1997) as cited in Bagheri and Karami (2014) found “listening is a Cinderella skill which has been ignored by another skill such as speaking, reading and writing” (p.1387). This can be evidence that listening skill is like unimportant skill since it is rejected by other skills. There is still a small number of people who use YouTube as the media for improving listening skill.

Limitation of the Research

The scopes of the study are limited to the subject and object investigated. The subject of this study is limited only on English talk show videos on YouTube such as The Ellen Show, The Late Late Show with James Corden and Oprah Winfrey Show. The Indonesian talk show videos like Sarah Sechan or Kick Andy are not counted as a subject in this research.

The skill that being a measurement is limited only on receptive skill like listening skill so that the other skill such as speaking, reading and writing skill is not included as the ability measurement. The object of this study is limited only the students at EED of UMY batch 2015 from all classes. The place of this study is only on Universitas Muhammadiyah Yogyakarta major of English Education Department (EED).

Research Question

Based on the background of research above, the question of the research is as follows:

1. What are the attitudes of the EED UMY Batch 2015 students' towards watching English talk show videos on YouTube?
2. How is the EED UMY Batch 2015 students' listening ability?
3. Is there any correlation between students' attitude towards watching English talk show videos on YouTube and their listening ability at EED UMY Batch 2015?

Purpose of the Research

Based on the research question, this particular research aimed at finding out:

1. The students' attitude towards watching English talk show videos on YouTube at EED UMY in academic year 2015/2016.
2. The students' listening ability at EED UMY in academic year 2015/2016.
3. If there any correlation between students' attitude towards watching English talk show

videos on YouTube and their listening ability at EED UMY Batch 2015.

Significance of the Research

The result of the study is expected to be used both pedagogical and theoretical implication. In pedagogical implication, the result of this research is expected for the lecturers to be able to expand the knowledge of lecturers in using YouTube talk show videos in order to improve student's listening skill. It also could give students more knowledge that YouTube videos could also be the media for learning listening.

In theoretical implication, this study is expected to enlighten the other researchers who want to study the YouTube videos more deeply for the importance related to teach listening. For the researcher, could be more aware that English talk show videos on YouTube could be a media for learning listening skill.