

## **CHAPTER I**

### **INTRODUCTION**

This study is intended to examine the EFL students' mastery goal orientations in learning speaking from YouTube video. This chapter depicts the study's background, the study, the scope of the study, the research question, the study's purpose, the study, the significance of the study, and the definitions of key terms.

#### **1.1 Background of The Study**

With recent technological advancements, language teaching and learning contexts are no longer bound in classrooms. Much informal learning is taking place beyond the physical boundaries of language classrooms. Defined as 'learning resulting from daily life activities related to work, family or leisure' (European Commission 2001, 33; see also Greenhow & Robelia 2009), informal learning is germane to the rise of lifelong learning (Stickler & Emke 2011), where learners are depicted as autonomous, social agents who actively seek learning tools, resources, and opportunities available in their surrounding environment (Kalaja et al. 2011). This line of research is valuable because its findings can help us better understand the array of learning opportunities available in a wide range of physical and virtual spaces (Reinders & Benson 2017). They also provide alternative insights into the meanings and processes involved in language teaching and learning (Benson & Reinders 2011).

The study of the use of technology (e.g. YouTube) in English language teaching has been an issue of great interest in recent years (Bakar & Sahidol, 2019; Benson, 2015; Miller, 2017; Wang & Chen, 2019). As a technological tool in English teaching, YouTube provides an authentic environment for language teaching and learning activities and builds communicative language teaching (Bastos & Ramos, 2009). Scholars argue that teaching using technology might help students build their autonomy and problem-solving. Other scholars emphasise that technology needs to be incorporated with pedagogical issues (Alwehaibi, 2013; Al Jawad et al., 2021). Therefore, technology and pedagogy in language learning are beneficial for students in building their language learning skills.

As YouTube has changed the landscape of the digital world, research on this platform has been quite extensive. For example, Su's (2017) study shows that YouTubers in the beauty industry in Taiwan have a strong impact on their followers' purchasing behaviours. Another example is Cayari's (2011) case study of a teenage musician, which demonstrates how YouTube changes how people consume, create and share music. He concludes that YouTube is a technology that 'allows listeners to become singers, watchers to become actors, and consumers to become producers creating new original works and supplementing existing ones'. On YouTube, everyone can be part of the participatory culture (Jenkins, Ito, & Boyd 2016), where voices are heard and faces are seen (Cayari 2011). Even by contributing comments to YouTube videos, the viewers are an important part of

the YouTube culture as they help to shape YouTubers' charismatic personalities (Cocker & Cronin 2017).

Investigating Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube (Chun & Cheryl, 2019). This study examined the self-regulated language learning of EFL university students on YouTube outside of the classroom. It illuminates the students' purposes in watching the English-teaching videos produced by YouTubers and their actions after viewing. The results indicate that students need to take a more active role and embrace the social nature when they view tutorial videos online.

Regarding the Exploring The University Students' Experiences In Learning English From Youtubers (Ramnita, Tifani & Hendriwanto, 2021). This study showed learning from YouTubers has a pivotal role as a learning media and learning platform for students. Students can learn to use English with various language variations, such as English from Singapore and India. It is widely perceived that English does not only belong to a native speaker who authorises the use of English in spoken and written communication. However, using YouTube, students can learn various topics autonomously. This allows teachers and teacher educators to use YouTube to learn English.

In addition, students' perceptions Of using YouTube as an educational tool for learning and tutorials (Tinashe, Parson & Eugene, 2020). This study seeks to investigate student perceptions of YouTube as a learning platform through watching video tutorials. It could be concluded that using YouTube in a formal

learning environment was positively received. Furthermore, most notably, the relationship between the student attitudes towards using YouTube and behavioural intentions was significantly strong, possibly suggesting that this e-platform is successful with student learning at the tertiary level. The results support all the postulated hypotheses, and managerial implications of the findings, limitations of the study and suggested future research were discussed. This study contributes new knowledge to the existing body of education management, instruction and learning literature in the African setting, a research context often neglected by academics.

In the Indonesian context, Analysis on Students 'Perception of Learning English through Sacha Stevenson's Videos on YouTube, Prajitno (2020). This study was found. The video is taken from Sacha Stevenson's videos on her YouTube channel. The study was clarified to discover the student's perception of learning English through videos and find out which English language skills and aspects the students learn the most useful to all readers, especially for teachers who are teaching English to give them some information in using videos as a medium to teach, and also for English learners who do self-learning, Sacha's videos can be the option to be material.

Investigated EFL university students' self-regulated language learning on YouTube outside the classroom (Chun & Cheryl, 2019). The previous study explores how students self-regulate to learn language as their L2. This research investigates EFL students' mastery goal orientation in learning to speak from

YouTube videos. Therefore, this study examines how students can improve their competence in learning English, especially speaking, by using YouTube accounts on the YouTube platform to achieve their goals. This study involved third-semester EFL students who had experience learning to speak from YouTube videos. The result of this study can give useful knowledge about how to apply teaching videos from YouTube to improve their competence in terms of improvement by learning to speak using YouTube.

### **1.2 The Scope of The Study**

This study focuses on investigating the EFL students' mastery goal orientations in learning speaking from YouTube videos, especially the students in the fourth semester of the academic year of 2021/2022, majoring in the English Education Department program at one of the higher Islamic education institutions at Southeast Sulawesi, Indonesia. The data in this study is from three EFL students who have experience learning to speak from YouTubers. Regarding the students' mastery goal orientations in learning to speak from YouTube videos, this study provides comprehension to improve competence in terms of improvement by learning to speak from YouTube videos.

### **1.3 The Research Question**

Based on the background above, the writer formulates a research question: *“How do the students master goal orientation in learning to speak from YouTube Videos?”*

#### **1.4 The Objective of The Study**

Dealing with the statements of the problem above, this study aims to investigate EFL students' mastery goal orientations in learning speaking from YouTube video.

#### **1.5 The Significance of The Study**

The findings of this study can be used as a reference to investigate students' mastery goal orientations in learning speaking from YouTube video. Moreover, this study creates awareness to explore more learning resources and search the appeal of learning English, especially learning to speak from YouTube videos. As a result, studying English from YouTube videos, especially speaking, is considered more flexible, interesting, and interactive than formal classroom learning.

#### **1.6 Definition of Key Terms**

This part is aimed to define some important terms in this study as in the following :

*EFL students* refer to those who learn English in non-English-speaking countries where English is not the dominant language. In this study, English as a foreign language ( EFL) refers to three students from the English Education Department at one of the Higher Islamic Education Institutions in Southeast Sulawesi, Indonesia, who have experience learning to speak from YouTubers.

*Mastery goal orientation* refers to performance behaviours. Individuals who possess mastery goal orientations engage in academic performance behaviours because they desire to develop competence. In this study, mastery goal orientation refers to three EFL students who have experienced learning to speak from YouTube videos.

*Learning from YouTube videos* refers to implementing YouTube-based videos in teaching speaking, which can improve the students' speaking skills and motivation. In this study, three students learned to speak using the YouTube platform while mastering the content from YouTube videos.

