

CHAPTER I

INTRODUCTION

A. Background of Study

Technology has become integral to every facet of life due to the growing demand and reliance on it. This need for technology remains consistent, especially in education, where it serves as a means to improve both learning and teaching processes (Dabamona & Yunus, n.d, 2022). According to (Nguyen, 2023), Among all the four language skills, speaking skill is considered as the most important skill in order to communicate well in this global world. Speaking is among the actions individuals undertake to engage with others in fitting, facilitating the exchange or communication of ideas and emotions (Lohing & Ibrahim, 2022).

In the modern digital age, YouTube has become a very popular source of information and entertainment around the world. Almost everyone knows about the app. YouTube videos have proven to be a valuable resource in educational settings, as they offer interactive and engaging learning experiences that foster the enhancement of speaking abilities. YouTube brings numerous advantages to learners. For instance, it encourages active class participation, fosters social interaction, promotes critical thinking, enhances subject comprehension, and facilitates independent learning (Tahmina, 2023). The development of science and technology has led humanity to the conclusion that the universe is vast, and

Allah SWT wants us as humans to observe, contemplate, and reflect on everything around us by acknowledging His creations. This is mentioned in Surah Al-Baqarah, Verse 164

يَنْفَعُ بِمَا الْبَحْرِ فِي تَجْرِيْنَ الْتَّيْ وَالْفُلْكِ وَالنَّهَارِ الَّذِيْلِ وَالْخِلَافِ وَالْأَرْضِ السَّمَوَاتِ خَلْقِ فِيْ إِنَّ

دَّابَّةٍ كُلِّ مِنْ فِيهَا وَبَثَّ مَوْتَاهَا بَعْدَ الْأَرْضَ بِهِ فَأَحْيَاهَا مَاءٌ مِنَ السَّمَاءِ مِنْ اللَّهِ أَنْزَلَ وَمَا النَّاسَ

يَعْقِلُونَ لِقَوْمٍ لَآيَتِ وَالْأَرْضِ السَّمَاءِ بَيْنَ الْمُسَحَّرِ وَالسَّحَابِ الرِّيحِ وَتَصْرِيفِ

This verse shows that Allah created various natural phenomena and means of life (such as ships) that benefit humans. In the modern context, technology such as YouTube can be considered as a form of means of progress that Allah allows through science. Through YouTube, people can access knowledge, preach, learn languages, and even watch educational dramas, including speaking lessons. This is in line with the spirit of the verse: that everything that is beneficial to man is a sign of Allah's power, and should be utilized for good by those who think.

YouTube's popularity has grown significantly, especially among the youth. YouTube serves as a video-sharing platform where users can discover, view, and share videos. It offers a valuable resource for educational purposes,

granting access to instructional content created by individuals or media companies. (Dabamona & Yunus, n.d.). YouTube brings numerous advantages to learners. For instance, it encourages active class participation, fosters social interaction, promotes critical thinking, enhances subject comprehension, and facilitates independent learning (Tahmina, 2023). So, YouTube video can open opportunities to enhance English speaking skills and facilitate the learning process. The utilization of technology like YouTube in education is becoming increasingly vital.

The positive outcomes identified in this study align with the findings of (Zanah et al., 2023), who employed interactive video media to enhance Indonesian speaking proficiency within a comparable classroom action research framework. Their research emphasized the influence of interactive video content, which not only improved fluency but also elevated students' motivation and engagement in the learning process. Through engagement with the videos, students may connect theoretical information to practical application, which is crucial in language acquisition. This method not only aids students in retaining patterns of language but also promotes their practice of speaking in authentic circumstances. The findings from both research indicate the efficacy of utilizing audiovisual media, especially YouTube, to enhance language proficiency in an engaging and significant manner. Enabling students to observe and engage with content that simulates real-world situations enhances their ability to practice and

internalize language skills more efficiently, they can practice and internalize language skills more effectively.

In addition to the benefits of YouTube, the role of drama and role-playing activities, integrated through video media, has also been found to positively impact the development of speaking skills. (Huang, 2021) illustrates that collaborative vlog projects can markedly improve the speaking performance and engagement of English as a Foreign Language (EFL) learners. This study includes students collaborating in groups to produce smartphone-based videos featuring speaking tasks pertinent to classroom subject. The collaborative nature of these video projects encouraged students to actively engage in conversation and practice speaking in a supportive group environment. This hands-on, task-based approach to language learning fosters not only speaking skills but also group collaboration, critical thinking, and creativity, which are essential components of modern language acquisition.

Drama, as an educational technique, has long been recognized for its ability to stimulate communicative competence. Through role-playing, storytelling, and improvisation, drama offers learners the chance to practice language in dynamic and emotionally engaging contexts (Benaired et al., 2024). When drama is combined with digital platforms like YouTube, its impact is further amplified. The drama videos produced by Syarifah Irnina are particularly noteworthy because they simulate everyday conversations and present situational dialogues that mirror real-life communication. These videos

often feature expressive intonation, body language, and a range of linguistic expressions that can serve as a rich model for language learners. However, despite their pedagogical potential, such media-based resources are still underexplored in empirical research, especially in how they contribute to the development of speaking elements and features (Nazgul et al., 2024).

Speaking proficiency is an essential element of English language acquisition, especially within the framework of English as a Foreign Language (EFL). The capacity to communicate smoothly and accurately in English is universally acknowledged as a primary objective for EFL learners. Achieving proficiency in speaking is a complex endeavor, necessitating mastery of intonation, accuracy, fluency, and pronunciation. To tackle these issues, educators have investigated diverse tactics and mediums to improve speaking skills, including the incorporation of digital platforms like YouTube. According to Goh and Burns (2012), speaking performance refers to the ability to produce spoken language effectively and appropriately within a communicative context. It involves not only the mechanical aspects of speech, such as pronunciation and fluency, but also cognitive and interactional dimensions, including turn-taking, topic development, and the use of discourse markers. The YouTube channel Syarifah Irnina showcases English theatrical videos executed by pupils. These videos exhibit pupils participating in scripted dialogues, performing situations, and employing English in a significant and contextual. Speaking proficiency is a

fundamental ability in acquiring the English language. Diverse techniques have been employed to enhance pupils' speaking abilities, one of which involves drama. Drama offers a genuine context, enabling students to hone their speaking skills with suitable expression, tone, and vocabulary. YouTube, as a digital platform, offers several video materials for educational and research purposes, like the channel "Syarifah Irnina," which features short dramas in English. This research seeks to assess the speaking performance of the performers in the short drama by examining their fluency, accuracy, pronunciation, and intonation. The researcher chose Nguyen (2023) as a GAP because it proves that drama activities can improve fluency, pronunciation, and accuracy in classroom settings, but it does not address how these skills appear in drama performed through short YouTube videos. This difference creates a clear gap that my study fills by analyzing drama-based speaking performance in a digital context rather than a traditional classroom. Speaking ability remains a challenge in English language learning, particularly in terms of fluency, accuracy, pronunciation, and intonation. Drama videos from the Syarifah Irnina YouTube channel present natural and contextual dialogues, making them relevant for analyzing speaking performance.

B. Definition of Key Terms

1. Speaking Performance

Speaking is one of the language skills that students consider highly important. (Hidayat et al., 2023). Speaking performance refers to how well someone communicates verbally in a specific context. It's often used in education, language learning, public speaking, and job assessments. Speaking performance which focuses on one's ability to communicate in English using Drama in the prose and poetry course. In this research, speaking performance is examined through students' verbal responses to short drama videos from the Syarifah Irnina YouTube channel, focusing on how the videos support fluency, pronunciation, accuracy, and intonation.

2. Drama

A drama video is a short or long video that tells a story through acting. It usually includes characters, dialogue, emotions, and a plot (a beginning, middle, and end). Drama engages students in interactive and simulated contexts that provide opportunities to practice and develop their English communication skills (Roviyanti & Harpian, 2024). The goal is to entertain, share a message, or show realistic or emotional situations. Drama videos are used as the main source of spoken input, allowing students to observe natural dialogue, and intonation patterns that support their speaking development.

3. Youtube Channel

YouTube is a widely accessible and engaging digital platform that enables learners to encounter authentic English through various types of video content, including native speaker interactions, everyday conversations, pronunciation models, and interactive learning materials (Linggandani et al., 2025). A YouTube channel is a dedicated space on the YouTube platform where users can upload, share, and manage their own video content. There is a wealth of material and knowledge available to learn from on YouTube. In this research, the focus is on one channel, namely: Syarifah Irnina Youtube Channel.

C. Research Questions

1. How are the speaking performance of the students in the short drama uploaded on the "Syarifah Irnina" channel?
2. What aspects are the strengths and weaknesses in the students' speaking performance?

D. Objectives of Study

1. Analyze the students' speaking performance in the short drama video on "Syarifah Irnina" channel.
2. To identify the strengths and weaknesses in the aspects of fluency, accuracy, pronunciation, and intonation.

E. Significance of Study

This research is expected to provide benefits both theoretically and practically for several parties as follows:

1. For Students

This research aims to enhance students' awareness of their speaking performance, particularly regarding fluency, pronunciation, correctness, and intonation. Through observing and contemplating their own dramatic performance, students can discern their strengths and pinpoint areas for enhancement. It also promotes the development of speaking skills through a more engaging and creative approach.

2. For Teachers and Lecturers

The results of this research can provide a reference for English language educators to develop more engaging speaking activities. Drama-based assignments disseminated via sites such as YouTube may enhance student engagement and facilitate real-time communication opportunities. Educators may employ the criteria and analytical methodology from this study to evaluate students' speaking performance with greater objectivity.

3. For Future Researchers

This research can be a useful reference for those who want to conduct further studies related to speaking performance, digital learning media, or the use of drama in English language teaching. It offers a model of how content analysis can be applied in speaking assessment and opens

opportunities to explore other aspects such as vocabulary development, motivation, or digital collaboration.