

CHAPTER I

INTRODUCTION

A. Background of Study

Technology has advanced rapidly in the information age. As a result, development Technology is crucial in education, particularly in English instruction. Due to significant technological improvements, finding the right teaching and learning resources have become more difficult for educators and students. As a result, there are many new teaching and learning materials available, particularly in English. Development of video-based teaching materials is one example. One of the applications that is frequently used for learning is YouTube. A study shows that using video talk shows on YouTube is effective to improve students' English skills, especially listening (Fadhillah et al., 2021).

It is also implied in the Al-Qur'an surah Al-A'raf verse 204 :

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ
تُرْحَمُونَ ﴿٢٠٤﴾

According to Ibn Katsir's interpretation can be found in the book "Tafsir al-Qur'an al-'Azhim" by Ismail bin Umar bin Katsir, explained that when the Al-Qur'an is read, Muslims are ordered to listen attentively and silently. This is so that they can meditate on the verses of Allah and receive

mercy from Him. Ibnu Katshir also emphasized the importance of respecting the reading of the Al-Qur'an by listening and paying attention to it without making a sound or doing anything that could disturb concentration. This verse relates to this research, because listening well helps in understanding and absorbing the meaning of what is heard. In the context of this verse, by listening to the Qur'an calmly, a person can better understand the messages and teachings contained in it. Good listening skills also involve the ability to capture and understand the information conveyed.

The most crucial ability that everyone needs to acquire before they can master reading, speaking, and writing is listening. In order for pupils to go on to the next level of the learning process in the classroom, language and communication must first be produced. The ability to read and write is crucial. Students learn about hearing rather than listening comprehension in the classroom because the teacher just administers listening examinations and does not instruct in listening (Ferdiat et al., 2021). The ability to listen is crucial for learning a foreign language. Every word, sound, and speech pattern must be understood before one may start speaking. The ability to listen is the most important component of language learning.

As stated by Chen (2013), understanding is quickly lost due to the listener's limited working memory and linguistic proficiency. Several other things that become problems in listening are foreign to several accents in English conversation or at high speed can be difficult to understand, and then lack of mastery of vocabulary and its pronunciation, lack of practice in

listening, and lack of exposure to various speaking styles can hinder listening skills , and also loss of concentration when listening. Sometimes it is difficult to maintain concentration on a conversation due to external distractions or lack of interest in the topic being discussed. Language is made up of sounds, structures, meanings, and words, as well as the rules for how to combine them. As a result, in order to master listening, children need to be able to recognize subjects, make educated guesses and predictions, and analyze spoken words. They also need to develop their working memory and language skills.

Moreover, using video talk show can assist viewers in comprehending various concepts and refining the words that are used. Video talk show gives viewers audio and visual reinforcement so they may be confident they are not forgetting the quotes they heard from people while reading the content. Students thereby benefit from both acoustic and visual exposure through video in addition to enjoying audio. In that instance, students can benefit from learning English through video since it gives them the chance to see conversations between fluent English speakers and practice key grammatical structures. It assists users in more effectively translating and visualizing foreign language (Ismaili, 2013). As a result, using video talk show to reduce misunderstanding and provide clear information about how to use the language and reduce ambiguity in listening is a good idea.

As a result, students can benefit from watching video talk show to improve their listening skills. During their spare time, students can watch videos for enjoyment and to practice listening while focusing on the video's

meaning. Harmer (2003) asserted that prolonged listening can affect pupils' language acquisition. Renandya & Jacobs (2016) found that frequent exposure to a language helps students become more adept at word identification, increase their listening vocabulary, overcome fast speech tests, and absorb language more accurately and fluently.

Recent research reveals that when it comes to experimenting with Learn English Videos from Voice of America (VOA), an American worldwide broadcaster, students have their preferred method during the practice of continuous listening duties. Most students participate in these activities more than once per week, which is more than the recommended amount of time. In addition to finding pertinent information, students can have fun and develop their language abilities (Rahmaningtyas & Al Mardhiyyah, 2021).

Study after study demonstrates how much students value using English videos on YouTube to practice listening. Sakkir et al (2020) found that most students at Makassar State University Indonesia's Department of English Language Education had a favorable opinion of and are eager to use YouTube in EFL classrooms. Additionally, it has been found that students use YouTube to complete their homework and course assignments. Pamungkas (2015) found no connection between watching English video chat shows and students' listening skills, despite the fact that previous studies have demonstrated a favorable attitude toward using English videos on YouTube as a listening exercise. However, there is a growing trend of Malang State University's English Department students using YouTube.

Using YouTube to find legitimate movies is a common practice among English students at State Universities Malang, Komalig (2020). Students frequently seek out learning resources other than what they receive in class in order to improve their English accent, pronunciation, and vocabulary. Students, particularly in listening classes, frequently to improve their listening skills, look for video chats between native speakers. Students at the Department of English at the State University of Malang learn listening skills over the course of four semesters. The purpose of listening in this course, according to the course profile, is to aid students in developing their theoretical competency and understanding of diverse spoken English dialects. Different voices, accents, and styles of speech can all be distinguished through listening skills. Since they can hear and follow conversations with native speakers by watching English talk show videos, some students prefer to do so.

Additionally, practicing listening skills by watching YouTube can be beneficial. However, there is no proof that students are against using YouTube videos from English talk shows. Furthermore, little is known about whether watching English YouTube talk show videos encourages them to get better at listening. This has the effect that the study investigates how students see utilizing English-language talk programs on YouTube to hone their listening abilities. Although there haven't been many studies on how State University of Malang EFL students perceive YouTube, there isn't much information available from watching English-language video talk shows. Therefore, the goal of this study is to close that gap. In order to improve their performance

listening skills, this study aims to find the perception of how students watching YouTube videos including English conversation for their listening skills.

B. Definition of Key Terms

Several terms related to the research are clarified to avoid misconceptions.

1. Student perceptions refer to the ways in which students view and understand various aspects of their educational experience, including their learning environment, the teaching methods used, their own abilities and strengths, and the value of the content they are learning. In this research will examine how student's perceptions of using video talk shows on YouTube for their listening skill.
2. Talk show is show in which famous people converse informally with one another and are asked questions about various topics on Youtube. In this study, researchers chose video talk shows that were educational and interesting for students to find out student's perceptions about whether video talk shows can be a tool for students' listening skills, as long as they are used in a thoughtful and intentional way as part of learning, larger language learning programs.
3. Listening Skill refers to the ability to accurately receive, interpret, and comprehend spoken language. It involves the capacity to focus on and understand the content, tone, and intent of what is being communicated by a speaker. In this study, the listening skills referred to are listening extensive

and intensive to the talk show videos watched by students to practice their listening skills, the use of video talk shows for Listening Skill.

C. Research Questions

1. What are students' perceptions of the use of video Talk Shows for listening skill?
2. How do the students use Video Talk Show on YouTube for Listening skill?

D. Objectives of Study

According to the research questions, the research aims to investigate:

1. To describe students perceptions after watching English talk show videos.
2. To find How do the students use Video Talk Shows on YouTube for listening skill.

E. Significance of Study

This research will be useful for students, teachers, practitioners, and researchers. Given the importance of listening skills for teachers and students of English as a second language. It is hoped that this research can help lecturers study the problems students commonly face and the strategies they use to solve these problems. And for students, additional information and new ideas can be given on how to overcome listening difficulties, which may be useful for students who have difficulty speaking.

This research is expected to be a guide for other researchers working on similar topics. Additionally, all readers will find value in the study's findings.