

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Learning languages has a vital role these days. People need to learn their mother tongue and international languages like English, as English is the most used language in the world (Caplan, 2020). It is the first foreign language in Indonesia (Kirkpatrick, 2011). In addition, Indonesian people are usually bilingual or multilingual as they speak in Bahasa Indonesia and their own vernacular, or as known as mother tongue. For example, Javanese people are able to speak both in Javanese language and in Bahasa Indonesia, and the same goes for Sundanese, Balinese, and many more since Indonesia has lots of cultures.

In this era, learning activities, especially learning a language like English, has more variety of ways to do it. There are a lot of ways to learn other than conventional teaching and learning processes at school. Moreover, books are not so efficient anymore. Technology has taken part in this area, especially the internet. Therefore, it enables students to simplify the preparation for classes, and not only that, but it also provides educators with many resources to make their classes much more alive, where all students have the opportunity to participate. Thus, people, especially educators, start to improve in their own ways to make learning English more fun, less boring, and more understandable. They start to

come up with the idea of making an English lesson in the form of videos with its diverse contents starting from grammatical, tenses, or even vocabularies. Using videos as the media to teach English in this generation has become a great opportunity for some people to look for money, etc. People globally distribute their teaching videos through social media, so people all around the world might have the chance to see it. One of the most used social media to distribute the videos is called YouTube.

YouTube has been known as a website, or tool, to afford people with much information in the form of videos, including language learning and teaching (Brook, 2011). YouTube has more than 2 billion users (YouTube, 2019) which makes it a great place to share knowledge, experience, and information with other YouTube users as known as YouTuber. According to Cambridge Dictionary(2020), YouTuber is the person or user who actively uses the YouTube site, especially those who often appears and upload videos to it. One of the well-known YouTubers who share English learning in Indonesia is Sacha Stevenson. With more than 1 million subscribers she has, Sacha weekly shares English learning videos for use on a daily basis.

The writer chose Sacha Stevenson's videos because of not only her videos are educational and funny at the same time, but when the writer looked at her background, she represents a good example of a native speaker to be followed especially for English as a foreign language(EFL) learners, like in Indonesia.

Sacha Stevenson was born in Halifax, Nova Scotia, Canada in 21st of January 1982 (Stevenson, 2011a). Looking through her biography, the writer found out that she took a course in teaching English back when she was 17 years old (Stevenson, 2011b). Sacha got hired as an English teacher in Jakarta, Indonesia, when she was 19 (Stevenson, 2011b), and from that time on, she started to live in there and learn Bahasa Indonesia and also its culture. Her videos in her YouTube channel titled 'How to Act Indonesian' are proofs that she really knows how Indonesian people behave and her Bahasa Indonesia is very fluent. In addition, Sacha has her own trademark videos titled 'Seleb English.' In the 'Seleb English' videos, she shows us a short clip when the Indonesian celebrities talks in English; then she starts to give a comment or compliment based on how the celebrities' English in that clip and gives a correction when there is something wrong with their English. Hence, the writer is encouraged to conduct a study on how the students in the Faculty of Language and Arts, Soegijapranata Catholic University, perceive Sacha Stevenson's videos as a medium to learn EFL since using English is a must in this faculty.

A previous study conducted by Brent Kelsen in Taiwan had a similar issue with the writer—wondering how the students' perception toward learning English using videos on YouTube. However, the participants from both research came from different kinds of departments. Kelsen's research participants came from chemistry majors from the Department of Chemical Engineering and Material

Science(2009), while the writer's research' participants were English literature major from English Department. Another difference was the videos that were being used as the tool for conducting the research. Kelsen applied two videos that had a similar material from the conversation class's book he taught, while the writer used videos from a native English speaker YouTuber who lives in Indonesia and also fluent in Bahasa.

This research used a quantitative method using a questionnaire to get the data. This study discussed the students' perception on using videos on YouTube as the medium to learn English. The videos are taken from Sacha Stevenson's videos from her own YouTube channel. The study aimed to discover the students' perception of learning English through videos and find out which English language skills and aspects did the students learn the most.

1.2 FIELD OF THE STUDY

This study is related to the field of Applied Linguistics.

1.3 SCOPE OF THE STUDY

The scope of the study focuses on the students' perception of learning English through videos and what kind of English language skills do the students learn the most from the videos. Videos from Sacha Stevenson's YouTube channel have been selected by the writer to be used as the tools in order to collect the data.

1.4 PROBLEMS FORMULATION

In this study, the writer formulates two questions as follows:

1. How do the students perceive Sacha Stevenson's video as a means of learning English?
2. Which language skills and aspects do they learn most from Sacha Stevenson's videos?

1.5 OBJECTIVES OF THE STUDY

This research is conducted to achieve the following objectives:

1. To find out the students' perception on learning English through Sacha Stevenson's videos.
2. To figure out which language skills and aspects the students learn the most through the video.

1.6 SIGNIFICANCE OF THE STUDY

By doing this research, the writer hopes that the research entitled 'An Analysis on Students' Perception of Learning English through Sacha Stevenson's Videos on YouTube' will be 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 the material.

1.7 DEFINITION OF TERMS

There are some terms that are commonly used in this proposal as mentions below:

1. YouTube

YouTube (www.youtube.com) is an online place, or people known as website, to share, comment, or view in the form of videos. On this website, users, a.k.a youtubers, can upload their own videos, write the title and the description of the video's content, and join a particular topic or issue to see other youtubers' videos.

2. Web 2.0

The word 'Web 2.0' is coined by Tim O'Reilly(2005)(as cited in Conole & Alevizou, 2010a). The former terms can be defined as a place or site where people can socialize, create, share anything, or other possibilities to other people all around the world via online network communication (Bower et al., 2010; Brook, 2011; Conole & Alevizou, 2010b; Harinarayana & Raju, 2010)

3. Perception

"Perception is a process which involves the recognition and interpretation of stimuli which register to our senses" (Oomes, 2001, p. 1).

4. Video learning materials

Video learning materials can be seen as an educational video used in teaching and learning process by the teacher, especially when learning new languages, to give the students mental images to see the cultural background and emotional attitudes of native speakers (Bajrami & Ismaili, 2016)

