

CHAPTER I

INTRODUCTION

This chapter explains the research background, research questions, objectives of the research, significances of the study, and several theories of this study based on the problem. This chapter also shows related previous research that parallel topic with this study.

A. RESEARCH BACKGROUND

This study is intended to describe process of teaching listening English slang words through watching YouTube videos and to know students' perception of listening English slang words through watching YouTube videos. In this era, technology has influenced every part of our lives. The use of videos in teaching learning process became popular around 21st century as students spent more of their time with audiovisual than printed materials (Balbay & Kilis, 2017). Modern students have faster access to get high-quality web services everywhere, and YouTube as a video clip server is being used by English students today (Ghasemi, Hashemi, & Bardine, 2011). Therefore, English learning process nowadays is often assisted by technology to convey material easier, especially using videos through YouTube channel.

Meanwhile, one of the skills to be implemented in English lesson is listening skill. Students get information while learning a language through receptive skills, one of those is listening (Brown & Palmer, 1995). Listening is a necessary skill for student's language development. Etman (2012) cited in Ayu (2016) explains that listening is the basis to get primary contact with the target

language. Thus, learning English as a foreign language, students are required to have good listening ability.

However, there are problems that appear in the environment based on the pre-observation in one of the state senior high schools in Bandung. Some students find it difficult to learn English particularly in listening because they think it is hard listening to English sound from a foreign speaker. In addition, students need to distinguish formal and informal language in EFL, because some slang words are found when students do writing assignments in the sentences such as words, *wanna*, *gonna*, etc. Therefore, they need more practice to become accustomed to listening the new language being learnt.

Watching English videos through YouTube channel could be applied in the process of teaching listening. English videos through YouTube channel can better stimulate students' learning enthusiasm with the story, colorful pictures, actor's emotion and sound effect than learning by printed English teaching material, as well as improve their learning interest (Chun & Meng-ji, 2015). In learning English, YouTube can be used to improve accents, pronunciations, vocabulary, listening, reading, writing, and speaking (Chhabra, 2012). Thus, Youtube channel designates videos as a method of teaching-learning of listening skill using high technology.

Students should be able to differentiate between the formal and informal situation in employing slang words in English as Foreign Language (EFL). Video through YouTube channel is one of audiovisual methods implemented for learning students' listening, particularly to know slang words that could be utilized

for communicating in informal situations. Slang is a highly informal word or phrase or sentence and is often used in daily speech and kinds of speech variety referring to diversification form of speech by a speaker or a group (Zhou, 2013). In learning slang words, the students could distinguish formal and informal words for academic writing and the other skills in English.

Several previous researches discuss the potential of YouTube for learning teaching process, YouTube for learning a foreign language, and some researches about improving students' speaking and listening (Jalaluddin and Ayu, 2016). Also, some researchers analyzed slang words in social media, teenage magazine, and movie script (Nor Gemilasari, Jufriзал, Muhd Al Hafidz, 2013). They focus on general aspect on YouTube for learning English lesson, not specific students or subject, and unnamed channel.

Meanwhile, this research chooses to use "*Learn English with Let's Talk – Free English Lesson*" YouTube channel for teaching listening slang words in senior high school level. *Learn English with Let's Talk – Free English Lesson* YouTube channel combines audio and video lessons with different native teachers and materials available to help you in learning English (Jessica Wei, 2017). This research focuses on listening slang words through watching videos on "*Learn English with Let's Talk – Free English Lesson*" YouTube channel. The students are given some videos from the channel and write some slang that they hear and comprehend. Finally, the title of this research is "STUDENTS' PERCEPTION OF WATCHING "*LEARN ENGLISH WITH LET'S TALK – FREE ENGLISH LESSON*" YOUTUBE CHANNEL IN LISTENING SLANG WORDS."

B. RESEARCH QUESTIONS

The formulations of the problems in this research are as follows:

1. How is the process of teaching listening by using “*Learn English with Let’s Talk – Free English Lesson*” YouTube channel?
2. How is the students’ perception of listening slang words on “*Learn English with Let’s Talk – Free English Lesson*” YouTube channel?

C. OBJECTIVES OF THE RESEARCH

This study is aimed at:

1. Describing the process of teaching listening by using “*Learn English with Let’s Talk – Free English Lesson*” YouTube channel.
2. Describing the students’ perception of listening slang words on “*Learn English with Let’s Talk – Free English Lesson*” YouTube channel.

D. SIGNIFICANCES OF THE STUDY

This study is expected to give several significances. Theoretically, the result of this study could give information that YouTube channel might help the students to learn the listening skill to find out slang English words. Furthermore, the result could increase the wide knowledge of slang words in English as a foreign language for the reader, particularly, the teachers and the students.

Practically, this research could be beneficial to be applied in the listening learning process through videos on YouTube channel simply and comfortably. This research could provide an alternative material for teaching English in the listening lesson. In addition, by the use of the YouTube channel, it may increase the students’ listening ability in understanding English sound directly from native

speakers. Thus, the technology could be utilized in learning teaching process, especially for listening skill.

Professionally, this study is also expected to inspire the teachers to be creative in selecting the appropriate material to engage the students in listening activity and to assess the students' language in a formal and informal situation using slang words.

E. RATIONALE

Listening is an important skill for student's language development in English lesson. Many researchers have defined listening. Morley (2001) in (Gilakjani & Sabouri, 2016) says that listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. In the same manner, listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy (Gilakjani & Sabouri, 2016). Similarly, listening is a process, involving more than mere hearing of sounds and noises, as it includes identifying, understanding and interpreting spoken languages (Asemota, 2015). Obviously, listening is a process of receiving the information that is said by the speaker.

Likewise, according to Rost (2009), listening helps us to understand the world around us and is one of the necessary elements in creating successful communication. Jafari and Hashim (2015) emphasize that listening is a channel for comprehensible input and more than 50 percent of the time learners spend in

learning a foreign language is devoted to listening (Gilakjani & Sabouri, 2016). Therefore, to make a communication successfully and comprehensively could be used the listening skill.

In listening activities, media is needed to deliver the information or the message from the speaker to the listener. YouTube is seen as an online media in which trainers and learners learn through videos anywhere and anytime as long as there is available internet connection (Educause, 2006). YouTube video is accessible and free from any charge fee which makes students easy to access it (Alwehaibi, 2015). In learning English, YouTube videos can be used to improve vocabulary, accents, pronunciations, listening, reading, writing, and speaking (Chhabra, 2012). Furthermore, Khalid and Muhammad (2012) as cited in Ayu (2016) propose that YouTube implementation in classrooms will provide students with better comprehension of the lesson. YouTube stimulates the students to learn pleasure in English lesson, particularly in listening because they can understand the information using listen and watch the videos.

Seilstad (2012) study illustrates using YouTube clips as a new method for teaching English language students in Morocco. The research pointed out that using YouTube videos is a relatively simple strategy to create relevant and specific teaching material. Whithaus and Neff (2006) find that teachers can use videos as a Web-based model of teaching and give them the opportunity to use videos as a means of learning. In addition, videos can produce interactivity between students that supports social pedagogy (Almurashi, 2016).

Effect of social communication extends variations of languages. Finegan (2008) says that social processes bring out language varieties that are characteristic of particular situations of use, for example, people generally speak (and write) in markedly different ways in formal and informal situations. Through watching YouTube videos, students could find daily conversation and different situations to use slang words in the English language. Therefore, students are able to differentiate utilizing slang words to communication in EFL through listening slang words in YouTube videos.

Moreover, slang is a highly informal word or phrase or sentence and is often used in colloquial speech and kinds of speech variety refers to diversification form of speech by a speaker or a group (Zhou, 2013). Social contacts increased one consequence for language rapidly spread of innovation, for example, new slang words, are ephemeral (Wardhaugh & M.Fuller, 2015). Slang is new words that are used by people in a group or community to make a different sign, or it is defined as words that appear in a social environment to make easier understanding of the meaning and it can be positive or negative based on people who use and create that words.

Furthermore, this research aims to investigate the students' listening ability in listening slang words on videos of *Learn English with Let's Talk –Free English Lesson* YouTube channel. Additionally, *Learn English with Let's Talk – Free English Lesson* channel is used as the authentic material of listening teaching to stimulate the students' listening ability. YouTube provides authentic up-to-date materials of everyday English used by every people and it becomes the challenge

as well. Students may enjoy watching these clips, but poor sound quality, pronunciation, and slang can make these short videos even more difficult to understand (Ghasemi, Hashemi, & Bardine, 2011). *Learn English with Let's Talk – Free English Lesson* YouTube channel combines audio and video lessons with different native teachers and materials available to help you in learning English lesson (Wei, 2017)

Some reasons are addressed to the use of *Learn English with Let's Talk – Free English Lesson*, i.e., it is an online media that provides 1.067 videos in English lesson with different materials and it is also popular for the English students and educators with 2.526.512 subscribers. Aakash Kadam (2017) comments that *Learn English with Let's Talk – Free English Lesson* channel has more than 1.200 quality English learning video, which keeps you engaged and you are learning from videos and the trainers are simply great. Thus, this channel is chosen to become a media in listening to slang words activity.

F. RELATED PREVIOUS RESEARCHES

The use of videos YouTube channel is researched in English language classroom to know the student's ability listening slang words. There are some cases that ever been researched before, the first is *Using YouTube to Enhance Speaking Skills in ESL Classroom* by Mohammad Jalaluddin (2016). The research shows that YouTube videos can be used to make the students aware of the varieties of English spoken around the world and to provide them with authentic materials for speaking skill. This research suggests various ways of using YouTube to teach English speaking skill. It is different from the current research,

it maintains to enhance speaking skills while this research is to find out students' ability in listening to slang words.

The next research is *YouTube Videos in Teaching Listening: The benefits in Experts' Views* by Lidia Puspa Ayu (2016). The findings are that YouTube enables teachers to create activity attempting an improvement on students' listening ability as well as helping them identifying vocabulary, contraction, speed, and tempo of speech Mayoral et al. Furthermore, YouTube provides both audio and visual to the learners which give students an opportunity to figure out the speech or words they heard while learning the subject content as well as to improve their language abilities. The differences are in the process of teaching listening. The previous research is experts' view YouTube listening (journal research) and the current research is watching videos through YouTube channel in listening slang words.

Another research is *An Analysis of Word Formation of Slang Words Found in Short Stories in Teenager Magazines "Aneka Yess!"* by Nor Gemilasari, Jufrizal, Muhd Al Hafidz (2013). The finding is showing that word formation of slang words in short stories in teenager magazines *Aneka Yess!* From 2002 to 2012 have types of word formation: acronym, abbreviation, blending, clipping, coinage, compounding, multiple processes, borrowing, reduplication, and affixation. The divergences are in media, between teenage magazines "*Aneka Yess!*" and YouTube channel "*Learn English with Let's Talk – Free English Lesson*". The processes also are different, an analysis of word formation of slang words, and watching YouTube videos in listening to slang words.