

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The ability to communicate effectively in English has become essential in today's globalized world, especially for those who want to succeed academically and professionally. One of the most important language skills for developing interpersonal interactions and expressing ideas with confidence is speaking. Speaking is the simplest form of communication in life that many aspects, including international activities, studying abroad, technology, science development, and collaboration between countries have become easier because of English (Ariyanti & Apoko, 2022). To keep up with the development of globalization, many countries include English as one of the subjects in schools even though English is not the native language.

In Indonesia, speaking ability is considered an important communication skill and should be actively developed. In *Merdeka* Curriculum, it emphasizes the importance of students being able to express themselves effectively in English and other languages, according to their needs and interests. The development of speaking ability is expected through various communicative activities that actively involve students in verbal interactions. Therefore, teachers are encouraged to create a supportive learning environment where students feel comfortable speaking and are given opportunities to practice and develop their speaking skills. In *Merdeka* Curriculum, learning to speak focuses not only on

the technical aspects of language (such as pronunciation and grammar), but also on students' ability to convey ideas clearly, logically, and creatively. It means that, speaking ability is not only seen as an important aspect of verbal communication, but also as a tool to express thoughts, ideas, and emotions. Meanwhile, many students struggle to improve their speaking skills due to low motivation, lack of practice opportunities, and fear of using English in everyday situations.

Based on the observation conducted at UPT SMP Negeri 10 Medan, it was found that students' speaking ability in the classroom was still relatively low. This finding is supported by the school's Minimum Completeness Criteria (*Kriteria Ketuntasan Minimal/KKM*) for English, which is set at 75, while a number of students have not consistently reached this standard, particularly in speaking performance. The observation was carried out through audio recording and observation video when students were asked to introduce themselves in English in front of the class or say a word to answer the question. The results indicated that several students experienced noticeable difficulties in speaking a word or to introduce themselves. For instance, student K and student N, as recorded in the observation data, were still hesitant and spoke in a halting manner when introducing themselves. They frequently paused, showed uncertainty in word choice, and demonstrated inaccurate pronunciation in several basic expressions. And then, student A still makes a mistake when pronouncing the word "Started" while answering a question in front of the class. These patterns reflect limited fluency and lack of confidence in speaking. Such

difficulties not only indicate insufficient mastery of basic speaking skills but also contribute to students' low participation during classroom activities. Consequently, many students tend to remain passive, which further affects the overall effectiveness of the speaking learning process. This is contradictory with the curriculum; according to the Ministry of Education and Culture (*Merdeka Curriculum: Competency-Based Learning Guidelines*) explains that the learning approach used in the *Merdeka Curriculum* encourages students to be active in the learning process, build confidence in speaking, and improve their communication skills through relevant and meaningful practical experiences. Therefore, the students' problem needs to be noticed because it can influence students' motivation to improve their speaking skill in English.

Motivation is an important factor in the learning process, because according to Gardner (2010), motivation plays an important role in achieving success in language learning, as students have different goals and reasons for learning a language. In other words, students' success in the classroom, especially in language learning, is greatly influenced by their level of motivation or in a sense, comes from their reasons, goals and desires. Dornyei (2001) emphasizes that enthusiasm, commitment and perseverance are very important determinants in mastering a foreign or second language. It can be assumed that students who have high motivation in learning English tend to be more successful, courageous, and confident compared to students who have low motivation. This is also in accordance with Restiana's (2019) opinion, students' success in acquiring English speaking skills is strongly influenced by their level of

motivation, because it is a key element in the language learning process. In Deci and Ryan's Self-Determination Theory/SDT (2000) explains that being motivated means being moved to do something. Someone who feels no drive or inspiration to act is categorized as unmotivated, whereas someone who is energized or moved to achieve a goal is considered motivated. Most people who work or play with others, are certainly concerned with motivation, in that they will face the question of how much motivation others, or themselves, have to perform a task which distinguishes which people around them have more motivation and people also not only have different amounts of motivation, but also different types of motivation. Therefore, the theory explains how motivation works, by classifying it into two types of motivation: intrinsic and extrinsic.

Intrinsic motivation refers to students learning a language for personal satisfaction and enjoyment, while extrinsic motivation is driven by external rewards, such as getting high grades to fulfil parental expectations. Based on preliminary data at UPT SMPN 10 Medan which were gathered by distributing questionnaires to 20 out of 30 students at grade IX, the researcher obtained information that each student has different motivations in learning to speak. It showed that students tend to be identified as having intrinsic motivation type in which 70% of them stated that they learnt to speak English because they believed that it would be beneficial for their future. This shows that most of the students were personally driven by the usefulness and long-term value of speaking English and 20% of the students mentioned that they were motivated by their interest in communicating with foreigners or because they liked the

language. Meanwhile, only 10% identified as having extrinsic motivation, stating that their motivation was related to academic achievement or meeting parents' or teachers' expectations. It suggests that the majority of students are motivated by internal factors, such as personal interest, satisfaction, and future aspirations or mostly have intrinsic motivation. These findings are in contrast with the result of the researcher observations, where students' English language skills are still very low. Therefore, due to the small number of respondents that the researcher got, this research should be continued to get more data in order to find out what type of motivation they have further.

To shape learning as a lifelong habit, students need motivation that can positively influence their behavior and academic journey. Motivation guides students' perseverance and engagement during the learning process, because when students are truly motivated, they will be more likely to be active in classroom activities, which will ultimately affect their overall performance and success at school. This is in line with Ryan and Deci's (2000) Self-Determination theory where a student can be highly motivated to do homework because of his curiosity and interest or, alternatively, because he wants to gain recognition from teachers and parents or a student can be motivated to learn a new set of skills because he understands their potential usefulness or value, or it could be because learning the skills will result in good grades and privileges. Therefore, there is a need for media that can develop students' motivation to practice speaking anywhere and anytime.

Hasyim and Torihoran (2024) stated that YouTube has become one of the most widely used digital platforms in EFL learning, allowing users to access, share and upload various educational videos. This makes learning easier and more interesting for students, as the material is authentic and easy to understand. Therefore, the researcher feels that YouTube is beneficial in English Language Teaching (ELT). Catapano (2020) highlights several advantages of using YouTube in the classroom. Firstly, YouTube provides a platform for teachers to explore and improve their teaching methods through various video resources. Secondly, the engaging and entertaining nature of many videos can capture students' attention and increase their interest in learning. Thirdly, since videos can be accessed anytime and anywhere with internet access, students can learn flexibly. Lastly, YouTube offers a wide variety of content created by experts that can inspire students to deepen their understanding of the material.

Based on the observation at the school, given that the students' speaking motivation was low, but the students tend to be more motivated when learning to speak using digital media compared to using textbooks, this was found from the initial data. Previously, a small questionnaire was also conducted regarding what digital media they often use to learn speaking. Based on the preliminary data collected from 20 students, it was found that 14 students liked learning English through YouTube videos, 8 students enjoyed using language apps (such as Duolingo), 6 students liked Instagram, and 8 students liked TikTok. From this it can be seen that students predominantly like and are motivated to learn through YouTube videos. Then from here the researcher wants to know what type of

motivation and motivation level they actually have towards those who dominantly use YouTube as learning speaking.

Based on the explanation above, the researcher realized the importance of investigating the type of students' speaking motivation through YouTube-based videos and the level of students' motivation in their speaking ability is still relatively low. This study was conducted because speaking is a crucial skill that needs to be improved among junior high school students. Moreover, the current digital era provides various platforms to support learning. By understanding students' motivation level and the type of motivation of students' speaking ability through YouTube, teachers can choose better strategies and media that suit students' interests. In addition, this study is expected to contribute to the development of effective speaking learning practices in English by utilizing technology-based resources that are engaging and easily accessible to students.

1.2 The Problem of the Study

Based on the background, the researcher formulates the problems as follows:

1. What are the types of students' motivation in Speaking English through YouTube-Based Videos in Grade IX SMPN 10 MEDAN?
2. What is the level of students' motivation in Speaking English through YouTube-Based Videos in Grade IX SMPN 10 MEDAN?

1.3 The Objective of The Study

In line with the problems of the study, the objectives of this research are:

1. To explain the types of students' motivation in speaking English through YouTube-Based Learning Videos at Grade IX SMPN 10 Medan.

2. To analyze the level of students' motivation in speaking English through YouTube-Based Learning Videos at Grade IX SMPN 10 Medan.

1.4 The Scopes of the Study

This study is limited to investigating the types and the levels of students' motivation in speaking and the underlying factors contributing to their low speaking ability, despite having high internal motivation. The research focuses on ninth-grade students at SMPN 10 Medan who have experienced learning English through YouTube-based videos. The analysis is based on the ARCS model of motivation (Attention, Relevance, Confidence, Satisfaction) and concentrates specifically on speaking skills as one of the productive aspects of English language learning.

1.5 Significant of the Study

The result of this study was expected to be theoretically and practically.

1. Theoretically

The result of this study provides answers to questions on the problems of the study. In addition, this research provides a useful contribution to readers regarding the importance of intrinsic-extrinsic and level of motivation for students in learning speaking English through YouTube-Based Learning Videos.

2. Practically

a. Teachers

This research is useful for teacher because they will know students' speaking motivation, which make it easier for them to understand each student so they

can find efficient ways to increase students' motivation of YouTube learning videos.

b. Students

This research is useful for students because they will know their motivation in learning speaking of YouTube media and will try to find the best way to increase that to get a better understanding or results regarding English.

c. The next researcher

This provides information that is needed or can be used by future researchers as a reference in completing their research.

