

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The advancement of information and communication technology has brought significant positive impacts to the field of education. Such advancements can be seen in the widespread availability of digital devices, the growth of internet connectivity, and the creation of interactive educational software and applications that have expanded the possibilities for innovative teaching and learning methods (Goyal, 2024). These developments have influenced teaching and learning by enabling teachers to integrate digital tools into classroom activities. Technology has become an essential requirement for teachers to manage learning effectively and facilitate students' engagement in the learning process. In line with this, Bamrara (2020) states that the integration of information and communication technologies in education has transformed teaching and learning, allowing teachers to create more effective and interactive learning environments.

In the context of learning, media plays an important role in supporting the success of the learning process. Media helps teachers to convey instructional content more clearly and assists students in understanding lessons, especially when the material is abstract or complex. Lubis, Febriani, Yana, Azhar, & Darajat (2023) highlight that the use of media in the classroom contributes to better student understanding and encourages active learning. This shows that media is not only a complement, but a necessity in creating meaningful and engaging learning experiences.

However, while general media usage is common, research focusing on how specific audiovisual platforms support students' comprehension in reading, particularly narrative texts, is still limited. Previous studies mostly examined the use of general teaching media, while less attention has been given to digital platforms that are popular among students, such as YouTube.

In recent years, YouTube has emerged as one of the most popular platforms that can support learning activities, including English language learning. Studies have shown that YouTube provides a wide range of educational content that can be adapted for classroom purposes (Greeves & Oz, 2024). Specifically in teaching narrative texts, the choice of video content is crucial. Narrative text relies heavily on cultural context, plot visualization, and character emotion. Therefore, the use of localized content, such as Indonesian folklore animations translated into English, offers a unique potential to bridge students' local knowledge with English reading skills. This adaptability allows educators to tailor video resources to meet diverse learning needs and preferences, enhancing overall student engagement and comprehension.

In learning English, students are expected to master four skills: listening, speaking, reading, and writing. Among these skills, reading is considered one of the most essential because it provides access to knowledge and develops comprehension abilities. Morellion (2007, as cited in Sumirat et al., 2019) explains that reading is an active process that requires practice and skill, as students must engage continuously to construct meaning from texts. This highlights the importance of using interesting and relatable materials, such as narrative texts, to help students improve their reading proficiency.

In education, students' perceptions significantly affect their engagement, motivation, and academic performance. Nutriyanto (2020) states that perception is a process of acquiring information through sensory receptors and changing it into what we think, smell, taste, touch, see, and hear. It means perception can be defined as a response to the stimulus received by someone. Understanding this perception is vital because, as Robbins and Judge (2013) suggest, individuals behave based on how they perceive their reality, not on reality itself. A teacher needs to know student perceptions related to the stimulus that the teacher provides in order to be able to evaluate it in learning. It is important for teachers to know how students actually perceive the use of learning media so that they can take corrective steps and become a guide in making decisions.

Previous studies support the use of YouTube videos as an effective tool in English language learning. Siahaan, Santoso, & Pulungan (2019) investigate the effectiveness of using YouTube in teaching and learning, particularly in writing narrative texts, and find that it helps students improve their writing skills by making the learning process more engaging and interesting. However, the focus of their research was on effectiveness, not on students' perceptions. Another study by Gracella and Nur (2020) look at students' perceptions of learning English through the YouTube application. They found that students enjoyed learning through YouTube because it was more flexible and fun. While these studies show that YouTube can help students learn English, not many have looked at students' opinions about using YouTube in reading narrative texts. Therefore, this research focuses on students' perceptions of using the YouTube videos to learn narrative reading. It aims to understand how students respond to learning through this platform and whether it helps them enjoy and understand narrative texts better.

Based on the researcher's observation at SMAS HKBP Sidorame, the researcher saw the English teacher at SMAS HKBP Sidorame used media like slide shows and videos to illustrate the teaching content. However, during the use of videos to teach narrative text reading material, Students often still struggled to understand the material being shown. Students still struggle with understanding difficult vocabulary, following the plot of narrative texts, identifying the main idea, and interpreting the moral values conveyed in the story. This condition is influenced by several factors which researcher will investigate. Other research concerning the use of YouTube videos often focuses on teaching effectiveness from the teacher's perspective, while students' perceptions of its use in learning reading, particularly narrative texts, remain underexplored. This phenomenon raises a question do the students perceive the YouTube videos as helpful tools that align with their learning needs (The Perceiver), or do they find the specific content (The Target) and the classroom setting (The Situation) hindering their comprehension. This situation indicates a gap that needs further investigation, which this study seeks to address. This highlights the urgency of improving students' awareness and motivation, especially in developing reading skills.



Figure 1. 1 YouTube Video

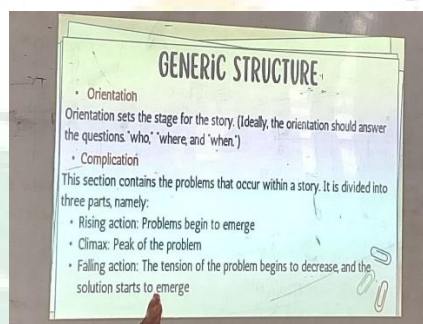


Figure 1. 2 Slideshow

Based on the problems and explanations above, the researcher conducted the study entitled "Students' Perception on the Use of Youtube Videos in Reading Narrative Texts at SMAS HKBP Sidorame" which discusses students' perceptions of using YouTube videos in learning narrative text reading.

1.2 Problem of the Study

Based on the background above, the problem of the study is formulated as follows: What are students' perceptions on the use of YouTube videos in reading narrative texts at SMAS HKBP Sidorame?

1.3 Objective of the Study

Based on the problems above, the objectives of this research is to find out the students' perceptions on the use of YouTube videos in reading narrative texts at SMAS HKBP Sidorame.

1.4 Scope of the Study

In order to achieve the expected goal of the research, the researcher limits the problem to the following terms: This research was conducted in the grade X students of SMAS HKBP Sidorame. The researcher aims to analyze the students' perception on the use of YouTube videos in reading skills based on Robbins & Judge's theory (Perceiver, Target, and Situation).

1.5 Significance of the Study

The findings of this study will be expected to provide information which may have theoretical and practical contributions, as follows:

1. Theoretically, this research can help to get prior information about the students' perception in reading skills. and enrich the literature on the application of the Robbins & Judge theory in an educational context.
2. Practically this research can be useful as follows:
 - a. For teachers, the researcher expects that this research can help English teachers carry out learning and achieve higher quality of the learning process because it can stimulate students to learn interactively and independently. In addition, it can be used as a reference to improve students' reading skills.
 - b. For students, the researcher expects that this research can help students gain more knowledge about English using YouTube videos. The research also tells students that they can learn English from home using YouTube videos.
 - c. For researchers, this research can be a reference for them to make their research be more complete or better in the future.