CHAPTER I

INTRODUCTION

This chapter presents some of the important points as an introduction of this research. They are background of the research, problems of the research, objectives of the research, scope and limitation of the research, subject of the research, significance of the research, and definition of the key terms.

1.1   Background of the Research

How English is taught and learnt has been one of significant notions in the study of second and foreign language acquisition. As English has become a global lingua-franca, it is necessary for English as Second Language (ESL)/English as Foreign Language (EFL) learners to have accurate language use on it since they will need the language for upwarding mobility in many societies (Peirce & De Wet in Uysal and Bardakci, 2014). They should learn English in appropriate ways in order to acquire it well. Therefore, the ways teachers teach English should always be developed and upgraded overtime, so they can create best learning circumstances and their students can perform best learning results.

The development of English language teaching has always involved the innovation of technology. Many researchers have noted that integration of technology and multimedia has been significantly emphasized in teacher training and professional development. Lawless & Pellegrino (2007) says that technological literacy now become one of the basic teaching skills (Ertmer & Ottenbreit-Ottenbreit-Leftwich, 2009). Even Arnesen (2010) in his article states that pupils and teachers are expected to be using ICTs in class on a regular basis.

One form of technology most used in educational institution is Internet. Internet offers language learners with various materials that can help much to enhance the process of language acquisition. One of sources in the Internet that provides learners this sort of new language input is a video sharing website called YouTube. YouTube is a website in which users can easily view and share video clips. These video clips in certain themes appear as effective means to language learners so they can learn and practice in a more meaningful and independent way. Khalid and Muhammad (2012) say that YouTube provides learners authentic

situations and daily clips which can be used to help them to get better understanding of the lessons. They continue, taking cue of previous studies, researchers asserted that students get positive indicators when they watch nature and real life videos (Maness in Khalid and Muhammad, 2012).

According to Ertmer (2005), nowadays the prerequisites to be success in integrating technology including YouTube are achievable such as increased access to internet, supporting curriculum, and so on. Nevertheless, high-level YouTube use in EFL context is still surprisingly low. It is based on the researcher's experience of discussion with some English teachers in various schools in Surabaya and some other cities. Most of them stated that they rarely use online video clip including YouTube when teaching. This implies that there are barriers, in which one may be at work is concerning teachers' beliefs (Ertmer, 2005).

Obviously, research on teachers' beliefs on classroom instruction has been growing popular these decades. Ellis and Larsen-Freeman (2006) say that lately, there has been an increasing interest concerning foreign language teachers mental images, thoughts and processes which they use while they are teaching; and this interest brought the need to listen to teachers' voices to get better understanding of classroom practices (Tekin, 2013). Furthermore, Tekin takes cue from Clemente (2001), that a holistic approach to teaching will be fully achieved by including the personal side of teaching. Clemente also points out that teachers' choosing and rejecting of certain teaching methods are hidden in their views about teaching. Meanwhile, concerning technology integration, Ertmer (2005) says that beliefs can and do influence a teacher' choice of integrating technology for instructional purposes. In case of YouTube use, it can also be perceived, then, that teachers' beliefs about the benefit of this Video Website will influence how often and in what way teachers use it.

However, studies proved that teachers' beliefs do not always have strong influence on their teaching practices. Some studies clearly showed that there may not always be a direct positive correlation between the two variables, mostly due to the fact that teaching practices may be full of contradictions and ambiguities, and thus cannot directly be attributable to their views and beliefs (Fang in Tekin, 2013).

This contradiction of whether or not teachers' beliefs influence teaching practices is an interest issue to be linked to the use of YouTube as one of technology which can be utilized in EFL context. Moreover, there are only view research about teachers' beliefs about technology integration, specifically YouTube, and their practices. Even in Indonesia, such studies are rarely to find. Therefore, the primary aim of this study was to investigate the beliefs and practices of using YouTube in EFL context by taking the opinions of EFL teachers teaching in Muhammadiyah Senior High Schools of Surabaya on the use of YouTube in their English classes.

Muhammadiyah schools were chosen to be the subjects of the research because Muhammadiyah is the second largest Islamic organization in Indonesia who deals with not only religious area but also conducts development in the field of education, health, economy and so on. For educational field itself, specifically elementary and high school level, by the year 2016 Muhammadiyah has established 5.519 schools. This big number indicates big contribution Muhammadiyah schools have given to the education in indonesia. Therefore, it is important to know the background, the beliefs, the capacity, and the practices of the teachers in Muhammadiyah schools, moreover in the utilization of technology, for they are the practitioners who teach the students. By knowing the teachers' beliefs and practices of technology, it can be analyzed how good the teachers, as well as how far they make use of technology in the classroom. Since as indicated before, technology—specifically YouTube—now become a must in teaching-learning process.

1.2 Problems of the Research

From the background described above, this research was done to answer the following questions:

1.2.1 What are Muhammadiyah Senior High Schools of Surabaya English teachers' beliefs about using YouTube in EFL context?

1.2.2 To what extent do the teachers apply YouTube in their teaching activity?

1.3 Objectives of the Research

This research was done to achieve these objectives:

1.3.1 To describe Muhammadiyah Senior High Schools of Surabaya English teachers' beliefs about using YouTube in EFL context.

1.3.2 To describe Muhammadiyah Senior High Schools of Surabaya English teachers' practices of using YouTube in EFL context.

1.4   Scope and Limitation of the Research

This research was focused on examining teachers' beliefs—in this case is teachers' value beliefs—and practices of YouTube usage and it was limited only on YouTube resources that is used for English Language Teaching (ELT).

1.5   Subject of the Research

This research took Muhammadiyah Senior High Schools English teachers in Surabaya as the subject. It covered 22 teachers in 9 schools.

1.6   Significance of the Research

Considering Muhammadiyah's big contribution to education in Indonesia by establishing thousands schools, it is important to know the background and the competence of teachers who teach in Muhammadiyah schools. Gabillon (2014) says in her article, "Researching teacher beliefs is proved crucial in comprehending schemes teachers' use when implementing their teaching." In line with this, knowing the teachers' beliefs and practices in Muhammadiyah schools specifically in the use of YouTube can help to notice how far the utilization of ICT as teaching media in these schools. This study, thus, will be significant in reviewing and stimulating the use of ICT as supplementary materials and learning media in these schools.

The results of the research can be used to cover the weakness in ELT method in Muhammadiyah schools. It also can be used to generate teachers' ability in integrating ICT in English language teaching. Further, this research will also give contribution on survey design research, as well as research on teachers' beliefs about using technology in teaching.

1.7   Definition of Key Terms

1.7.1 Teachers' Beliefs

Ellis and Larsen-Freeman (2006) indicate teachers' beliefs as mental images, thoughts and processes which they use while they are teaching (Tekin, 2013). As far as the researcher knew, teachers' beliefs comprise pedagogical

beliefs, epistemic beliefs, self-efficacy beliefs, and value beliefs. This research paid focus on teachers' value beliefs which covered teachers' perspectives and views about the value (effectiveness, advantages, and relevance) of tools—in this case is YouTube—that are used and applied in teaching English.

1.7.2 Teachers' Practices

Teachers' practices refer to instructional practices teachers give to students in order to achieve learning goals. In this research, teachers' practices were focused on teachers' activities in teaching English using YouTube as teaching media and material resources in the classroom.

1.7.3 English as a Foreign Language

In Indonesia, English is considered as foreign language, not a mother tongue or second language. Therefore, English as a school subject in Indonesia is taught as EFL (English as a Foreign Language).

1.7.4 YouTube

YouTube is a video portal and video search engine founded by Chad Hurley, Steve Chen and Jawed Karim in 2005. In this research, The term YouTube was limited on YouTube videos that are used by English teachers as material resources or teaching media in English Language Teaching (ELT).