

CHAPTER I

INTRODUCTION

A. Background of the Study

Covid-19 has been declared a pandemic by the World Health Organization has posed a significant danger to mankind in recent years. This pandemic has spread around the world. Several operations, including educational activities, were successfully shut down internationally, resulting in a major crisis-response migration of universities to online learning as the educational medium (Olasile, 2020).¹ Online learning will be more sustainable, and educational activities will become more hybrid, if the obstacles encountered during the epidemic are thoroughly investigated and turned into opportunities (Emrah, 2020)

This pandemic has forced the global physical closure of businesses, sports activities and schools by pushing all institutions to move to online platforms. Online learning is the use of the Internet and certain other essential tools to create content for instructional, educational and program management purposes (Fry, 2001).² According to Hrastinski (2008), two types of online learning, namely asynchronous and synchronous online learning, are heavily compared; however, for online learning to be effective and efficient, instructors, organizations, and institutions must have a thorough understanding of the benefits and limitations.³ This requires action or massive changes related to policy learning

¹Olasile Babantunde Adedoyin & Emrah Soykan, *Covid-19 pandemic and online learning: the challenges and opportunities*, *Interactive Learning Environments* (UK:2020), p.1

² Fry, K, *E-learning markets and providers: Some issues and prospect*, (Education+ Training: 2001), 233–239.

³ Hrastinski, S. *Asynchronous and synchronous e-learning*. (Educause Quarterly: 2008). 31(4), 51–55.

models, and this pandemic is a big challenge for the education system (Daniel, 2020). Efficient online education consists of online teaching and learning, as well as the promotion of various research works, concepts, prototypes, hypotheses, ethics, and the evaluation of benchmark concentrations on quality online course design, teaching, and learning (Hodges et al., 2020; Bozkurt & Sharma, 2020), since it has been established that efficient online learning is a byproduct of careful instruction design and planning, as well as the use of an organized model for designing and developing instruction (Branch & Dousay, 2015).⁴It is critical that it be developed as part of an effort to achieve large learning outcomes in the COVID-19 pandemic. In response to this emergency, the government issued directives via university policymakers, directing the transfer of lectures over the internet network (Warganita, 2020).⁵

With recent technological innovations, the environments for language teaching and learning are no longer limited to schools. Much informal learning occurs outside of the physical borders of language classrooms. Informal learning is defined as "learning arising from everyday life activities related to work, family, or leisure" (European Commission 2001, 33; see also Greenhow and Robelia 2009).⁶ Informal learning is relevant to the rise of lifelong learning (Stickler and Emke 2011), in which learners are portrayed as autonomous, social agents constantly seeking learning tools, resources, and opportunities in their

⁴ Bozkurt, A., & Sharma, R. C. *Emergency remote teaching in a time of global crisis due to Corona Virus pandemic*. (Asian Journal of Distance Education: 2020). 15(1),

⁵W. Wargadinata, I. Maimunah, E. Dewi, Z. Rofiq, *Student's Responses on Learning in the Early COVID-19 Pandemic*, (Malang:2020),

⁶Greenhow, C., and B. Robelia. "Informal Learning and Identity Formation in Online Social Networks." *Learning, Media and Technology*,(2009), 34: 119–140.

surrounding environment (Kalaja et al. 2011).⁷As multitasking and students' short attention spans have become the norm in the digital age (Mokhtari, Dellello, and Reichard 2015), how to better explain students' informal, out-of-class language learning in these virtual spaces remains an important area of research (Merchant 2009).⁸ YouTube is a significant virtual space. Since its official introduction in 2005, it has grown to become the most popular site for viewing, sharing, uploading, and commenting on videos (Chau 2010).⁹ The site's popularity has resulted in a group of content producers called YouTubers. Much of the study on YouTube in the field of applied linguistics has focused on the comment exchanges between YouTube viewers, and the results demonstrate the global, dynamic, and complex nature of YouTube discourse (e.g. Benson 2015, 2017; Boyd 2014).

This research focuses on English teaching through YouTubers'. More specifically, the writer was interested in language learning, which MTSN 2 Sungai Kanan students organized for themselves by watching this YouTube video of teaching English. Furthermore, this technique is expected to improve students' understanding of learning English. A “THE IMPACT OF ENGLISH SELF LEARNING IN ONLINE CLASS BY THE STUDENTS’ OF MADRASAH TSANAWIYAH NEGERI 2 LABUHAN BATU SELATAN”.

⁷ Kalaja, P., R. Alanen, Å Palviainen, and H. Dufva, *From Milk Cartons to English Roommates: Context and Agency in L2 Learning Beyond the Language Classroom*, In *Beyond the Language Classroom*, New York: Palgrave Macmillan (2011), p.47–58.

⁸ Merchant, G. *Web 2.0, new Literacies, and the Idea of Learning Through Participation.*” *English Teaching: Practice and Critique* 8, 2009. P, 107–122.

⁹ Chau, C. *YouTube as a Participatory Culture*, *New Directions for Youth Development*: 2010. 128: p, 65–74.

Impact is simply defined as influence or effect. According to Augusta (2018), he states that impact can be divided into two meanings: positive impact and negative impact.

Positive impact is the desire to persuade, convince, or influence, with the aim that they follow their good expectations. However, the negative impact is the desire to persuade, convince, or influence, with the aim that they follow or support their bad desires or wishes or expectations and cause certain consequences.

Therefore, based on the explanation above, this study raises the impact which refers to the influence and consequences received by respondents while carrying out self-learning English through YouTube. In this case the researcher makes a standard to facilitate researchers in analyzing the impact studies received by respondents which will be used as the results of this research.

The reason the researcher chose this title due to the students can use this online system to do self learning and develop the ability of self-learning them and the next lay a good foundation for language skills. And through YouTube media, learning English on YouTube considered to be more flexible, more interesting, and more interactive than formal learning in the classroom. Self learning have the impact for the students of Madrasah Tsanawiyah Negeri 2 Sungai Kanan that is by watching videos that contain English learning material that is done alone or outside of school

is almost a cause for student interest in learning. This interest in learning is very influential on learning activities in English. A strong interest in learning creates motivation in students.

Therefore, this study identify the impact of English self-learning using theory by Lai and Gu (2011) state that self-learning divided into six types: (1) goal commitment, (2) resource, (3) affection, (4) culture learning, (5) meta cognition, (6) and social connection.

B. Problem of the Study

1. What is the impact of MTsN students using YouTube for their English learning videos?
2. How can self-learning English through YouTube improve their ability to learn English?

C. Objective of the Study

1. To find out the impact of MTsN 2 Sungai Kanan students using YouTube for their English learning videos?
2. To find out the self-learning English through YouTube improve their ability to learn English?

D. Scope of the Study

This study focuses on the impact experienced by MTsN 2 Sungai Kanan students on learning English independently through the YouTube application using the theory of Lai and Gu (2011).

E. Significance of the Study

The researcher expected the result of this study can give significances as follow:

A. Theoretical Significance

Theoretically, researchers hope that the results of this study can provide useful information and broad knowledge for readers, especially about the impact of self-learning through the YouTube application.

B. Practical Significance

a. For the students

This result of the study can obtain some knowledge and find about the impact of self-learning through the YouTube application. This study's findings can be used as a reference.

b. For Teacher

Hopefully, this research is expected to foster teachers' insights in creating media and creative learning strategies. In addition, the use of the YouTube application is very helpful in the learning process of students and teachers can use this application in the teaching process of students, whether online classes or not.

c. For the Researchers

The results of this study are expected to provide useful information and references for other researchers who wish to undertake research, as well as to serve as a reference for future research.