CHAPTER I

INTRODUCTION

In this chapter, researcher discussed the research background, research questions, research objectives, research limitations, significance of the research, and definitions of key terms.

1.1 Research Background

In this modern era, society faces rapid information and communication technology development. This can be seen from the number of gadgets used and the number of internet service users every year. This significant development in communication science has triggered some experts to dub the phenomenon a communication revolution (Zamroni, 2009). Information and Communication Technology (ICT) is a tool for solving problems faced in various sectors of life, including education. The utilization of ICT will have better performance implications (Venkatesh et al., 2003). With the development of this technology, many aspects of life are affected by it, one of which is in the world of education. Where technological developments can increase innovative opportunities to address education and provide solutions to the increasing demand for learning resources. In this case, technology has an important contribution as a source of information that can be accessed anytime and anywhere. This makes the teaching and learning process better, engaging, and time-consuming and helps clarify concepts more easily (Jena et al., 2017). As a result, the impact of significant technological developments on life cannot be avoided (Sagita, 2021). One of them is in the field of education, namely English language learning, which has experienced an increase due to technological advances (Sudarmaji & Yusuf, 2021; Sari et al., 2020).

English is an international language that is widely taught in many countries around the world. Many people in each country use English as a means of communication in various important meetings at the international level. English is the world's lingua franca (connecting language) that has become a means of communication between people from different countries (Syandri, 2023). Some nations, primarily those that were formerly British colonies, consider English to be a second language that comes after their mother tongue (Maduwu, 2016). In Indonesia, English is the first foreign language to be studied as a compulsory subject from junior high school to college. Although English is a foreign language in Indonesia, it occupies an essential position in our daily lives. This is evident in the education system in Indonesia. In improving English proficiency, the Indonesian government introduced English earlier in formal educational institutions, starting from elementary school (Purnaningsih, 2017). English is taught from high school to university level. It aims to make students qualified to master English (Roinah, 2019).

In higher education, student's ability to use English does not escape the teaching process provided by lecturers. As facilitators, lecturers try to provide their students the best teaching and learning process. One of the approaches given by lecturers is using learning media. In order to provide exceptional and innovative learning, learning media serves as a tool or middleman between instructors and students that facilitates educational and learning activities (Hakim, 2018; Sastradika et al., 2021; Dewanti et al., 2021). Learning media is one of the learning components that has an important role in the process of teaching and learning activities. In its role in the world of education, apart from being a teaching aid to

clarify the delivery of information, learning media can also be used as a learning resource which must be utilized as much as possible so that a conducive, effective, efficient, and enjoyable learning atmosphere can be created (Umar, 2014). In fact, in the current era of globalization, where technology is developing rapidly, students can automatically take advantage of existing technology, both as a personal learning medium and as a source of information in understanding the material provided by lecturers. As Briggs (1977) stated, "*Learning media is a physical means to deliver learning content/materials such as books, films, videos and so on*." learning media can be classified into several types. Some of them are audio media, visual media, and audio-visual media.

Audio-visual media is a combination of audio media and visual media itself, which combines elements of sound and images so that it can be received by the senses of sight and hearing. Riyana (2008) suggests that audio-visual media itself is an instructional device used in the classroom to encourage lessons and make them more accessible and more attractive. Meanwhile, according to Novita (2019), learning objectives can be met by students through the use of audio-visual learning media, which act as a mediator by allowing them to absorb information through their eyes and ears. In essence, audio-visual media is an intermediary media where absorption is through the senses of sight and hearing with the aim of providing real educational experiences to students (Duludu, 2017: 51). Furthermore, students creativity and passion can be sparked by the use of audio-visual materials, which can also make learning fun for them (Arisantiani et al., 2017; Susilo, 2020; Muthmainah, 2020)

Audio-visual media is media that follows the development of science and technology, which includes sight and hearing, for example, Television, Videos, and Movies (Suryani & Seto, 2020; Syupriyanti et al., 2019; Winarto et al., 2020). This is in line with Arysad's view (2017: 50), which states that one type of audio-visual learning media is movies and videos. Similar to movies, videos can depict a moving object together with natural sound or appropriate sound. The ability of film and video to depict live images and sound provides its own charm. Both can present information, describe processes, explain complex concepts, teach skills, shorten or lengthen time, and influence attitudes.

One of the video-based audio-visual media that we often encounter is YouTube, which is a new media created due to the evolution of technology. There are various kinds of videos that can be used as learning media and information sources for students. YouTube is defined as a digital media website (video) that can be downloaded, uploaded, and shared throughout the nation (Baskoro, 2009). According to Sianipar (2013), YouTube is a collection of data containing video content on social media and a provider of various beneficial information. By utilizing YouTube as a learning medium, students can understand the material faster than through textbooks (Mujianto, 2019). This is because the learning media on YouTube is made as attractive as possible so that students do not get bored quickly, and it is considered to increase student interest and motivation in learning.

When it comes to content, YouTube is regarded as a valuable online resource for educators and learners. It is not new for adults, teens, and even kids to learn via YouTube; in fact, its popularity is growing. A film regarding English language learning resources can be accessed by students on this webpage. As an

additional resource, using YouTube videos in English classrooms will help students grasp and retain the topics covered in class (Samsidar et al., 2019). It provides many benefits in the learning process, such as attracting students' attention, motivating students, and building relationships with students, fostering creativity, increasing understanding, and eliminating boredom. Tarantino (2011) stated, "*YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe*" (Chien et al., 2020). In addition, YouTube offers a wealth of professionals who freely share their insights and skills on all aspects of schooling. Apart from getting and learning the material faster, students will feel more comfortable & confident in following the lessons. (Sagita, 2021).

Based on the explanation above, the use of YouTube as a learning medium has a significant influence on improving the student learning process, especially in English language learning. This is in line with the results of Zulhijah's research (2020), which states that the use of YouTube media can improve English skills such as writing, reading, listening, and speaking. In fact, research using UTAUT theory for the acceptance of YouTube for English education students as a learning media at the university level is still very rare. Especially the use of UTAUT theory which only uses the gender variable as a moderating effect. This gap is utilized by researchers to find out the acceptance of YouTube as a learning media at the college level with the gender variable as a moderating effect.

In this study, researchers tried to explore the use of YouTube for students to find out whether the UTAUT model has a significant effect on YouTube acceptance among English language education students at Jambi University. UTAUT (Unified Theory of Acceptance and Use of Technology) as the model used by researchers in

this study is a technology acceptance model proposed by Viswanath Venkatesh et al. in 2003 (Venkatesh et al., 2003). The main determining factors to be explored in the UTAUT theory are the Independent variables, including PE (Performance Expectancy), SI (Social Influence), EE (Effort Expectancy), FC (Facilitating Conditions) regarding their influence on the dependent variables, including BI (Behavioral Intention), and UB (Use Behavior), with Gender as a moderator which is positioned as moderating the influence of the four main variables on behavioral intentions and use behavior. Based on the explanation of the research background, the researcher decided the title of this research is: **"EXPLORING FACTORS OF UTAUT MODEL ON THE USE OF YOUTUBE AS A LEARNING MEDIA FOR LEARNING ENGLISH: A STRUCTURAL EQUATION MODEL".**

1.2 Research Question

This study discusses the use of YouTube within the campus as a source of information for students to increase understanding of the material provided by English lecturers at Jambi University. The questions that the researcher wants to discuss in this research are:

1. Is there any significant influence of performance expectancy on behavioral intention to the student's acceptance of YouTube as a learning media for learning English?

2. Is there any significant influence of effort expectancy on behavioral intention to the acceptance of YouTube as a learning media for learning English?

3. Is there any significant influence of social influence on behavioral intention to the acceptance of YouTube as a learning media for learning English?

4. Is there any significant influence of facilitation conditions on use behavior to the acceptance of YouTube as a learning media for learning English?

5. Is there any significant influence of behavioral intention on use behavior to the acceptance of YouTube as a learning media for learning English?

6. Does gender moderate the effect of Performance Expectancy on Behavioral Intention (BI) to the acceptance of YouTube as a learning media for learning English?

7. Does gender moderate the effect of Effort Expectancy on Behavioral Intention (BI) to the acceptance of YouTube as a learning media for learning English?

8. Does gender moderate the effect of Social Influence on Behavioral Intention (BI) to the acceptance of YouTube as a learning media for learning English?

1.3 Objective of the Research

In accordance with the research questions above, the objectives of this study are:

1. To investigate significant influence of performance expectancy on behavioral intention to the acceptance of YouTube

2. To investigate significant influence of effort expectancy on behavioral intention to the acceptance of YouTube

3. To investigate significant influence of social influence on behavioral intention to the acceptance of YouTube

4. To investigate significant influence of facilitation conditions on use behavior to the acceptance of YouTube

5. To investigate significant influence of behavioral intention on use behavior to the acceptance of YouTube

6. To investigate the moderation of Gender on Performance Expectancy on behavioral intention

7. To investigate the moderation of Gender on Effort Expectancy on behavioral intention

8. To investigate the moderation of Gender on Social Influence on behavioral intention

1.4 Limitation of the Research

In this research, there are two determinant models of the UTAUT model that will be discussed, namely the independent variable, which includes performance expectancy, effort expectancy, social influence, and facilitating conditions, and the dependent variable, which includes behavioral intention and use behavior, along with gender as a moderator. The subjects in this research were 492 participants who were active English language education students at Jambi University. The data collected will be differentiated based on the participant's gender (male or female).

1.5 Significance of the Research

Based on the above research objectives, the researcher hopes that this study can have theoretical and practical significance. From a theoretical perspective, the researchers expect that the results of this study can identify and supplement information about UTAUT factors that influence YouTube acceptance. At the same time, in terms of practicality, the researcher hopes that this study will be a form of contribution that provides input to universities on the factors that influence the acceptance of YouTube as a learning website English at university, especially the English language education study program. Also, researchers expected this research can be used as a reference for further research.

1.6 Definition of Key Terms

In order to avoid misunderstandings and prevent confusion of meaning, the researcher explains several terms contained in the title of this research. These terms are explained as follows:

1. **UTAUT Model**

Unified Theory of Acceptance and Use of Technology (UTAUT) is a model used to explore user acceptance of the use of technology, where this theory was developed by Venkatesh et al in 2003.

2. **YouTube**

YouTube is a web-based site that is used to share videos with each other. Apart from that, YouTube is also a video community that allows users to upload and view various kinds of online video clips for free using any web browser (Miller, 2009).

3. SEM

SEM is a multivariate analysis method that can be used to simultaneously describe linear relationships between observed variables (indicators) and variables that cannot be measured directly (latent variables) (Prihandini & Sunaryo, 2011).