

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Today, social media usage happens quite quickly. This is due to its utility in facilitating online user interaction and communication with each other. One of the most popular and widely used social networking sites is YouTube. Live streaming, trends, entertainment, tutorials, talk shows, vlogs, music, and other intriguing content are all available on the video-sharing website YouTube. Additionally, YouTube facilitates users to upload, share, and comment on videos so that interactions can occur with other users. YouTube offers two primary user functionalities, namely, youtuber/content creator and viewer/content seeking (Balakrishnan & Griffiths, 2017). Youtubers try to get viewers by producing and delivering interesting content. Because the content of YouTube is diverse, adaptive, and profitable, people's behaviors have recently switched, and now they prefer to watch it over television.

Basically, the use of social media sites like YouTube is intended for entertainment, but there are many youtubers who produce instructive and informative content that may be used as learning resources for students. According to DeWitt et al (2013), YouTube is capable of being used as a learning tool in educational contexts. Students frequently use YouTube to obtain additional knowledge and explanations. For language learners, YouTube is a good resource to learn a language because there are so many youtubers and viewers from many countries who bring their language and culture. They can brush up on existing language abilities and learn new ones. Through research conducted by Nofrika (2019), English Foreign Language (EFL) learners confirm that they are getting improvements in English skills such as listening, speaking, pronunciation, grammar, and vocabulary. Apart from that, there was also an increase in unfamiliar words and added new knowledge (Hendriwanto et al., 2022). Additionally, a lot of youtubers, both

native speakers and non-native speakers, are fluent in the English language and use it in their content to communicate, which motivates learners to study the language and become as proficient as them. This leads to the conclusion that EFL learners can use YouTube and focus on the youtubers and their content to learn, enhancing their motivation to study English via youtubers and their proficiency in English.

From youtubers, language learners also can get knowledge about English idioms because it is often found and used by them, especially youtubers who are native speakers. Idiomatic mastery can improve communicative proficiency (Khan et al., 2014) and the ability to sound like a native speaker (Schmitt, 2013 cited in Nguyen et al., 2022). EFL learners who are accustomed to using English are expected to have a better mastery of English idioms because they are experienced and quite familiar. However, research conducted by Al-Khawaldeh et al (2016), shows that the idioms competence of EFL learners is very poor due to several difficulties encountered. Some reasons due to lack of knowledge of idioms, lack of practice, cultural differences (Abdillah, 2020), and a tendency to avoid (Tran, 2013). Ignorance of idioms can cause misunderstanding in capturing the meaning in a conversation so EFL learners must aware of and overcome the obstacles they face by using a learning strategy, so that goals and objectives are achieved and successful (Hardan, 2013).

The researcher conducted pre-observation before beginning this research, specifically by looking at several social media sites to find which English idioms are frequently used. YouTube is quite widely used by social media users and there are many English idioms uttered by youtubers in their content. A wide range of intriguing video content has been produced by youtubers on YouTube, including learning material. Language learners can take advantage of this because it can be an opportunity for them to hone their English skills and knowledge to the fullest. So, they are capable of becoming good learners.

Based on the background above, the researcher is interested in investigating learning English idioms from youtubers' content that has been

done by Indonesian EFL learners. The researcher set the limitation only to investigate learning English idioms. The subjects of this research are three Indonesian EFL learners who used to watch English content on YouTube and are interested in English idioms. The focus of this research is the experiences and the perception. The experiences regarding learning strategies used to understand the meaning of English idioms. Their experiences of learning English idioms also can be used to reflect their learning, such as knowing the strengths and weaknesses also determining valuable lessons so that further learning can be maximized. The perception comes from the participants who learn English idioms from youtubers' content according to an overview of what they have experienced. Based on the explanation above, the researcher is interested in conducting research entitled **“Learning English from Youtubers: Personal Reflection”**.

1.2 Rational Research

According to the background above, the researcher is curious to investigate the learning strategies used by Indonesian EFL learners to learn English idioms from youtubers' content. Additionally, the researcher was interested in discussing how Indonesian EFL learners' perceptions of learning English idioms from youtubers' content based on their experiences and opinions. In this research, the researcher is interested in English idioms because it is one of the important parts of English language, and EFL learners should learn it. According to Hamid (2022), students can develop their English abilities and become proficient by understanding English idioms. EFL learners are expected to be able to master English idioms. Unfortunately, numerous studies show otherwise. One of the reasons is that they are often ignored it. With such an attitude of neglect, it made them not understand very well. Due to this, it is possible that the conversation can fail to be understood and can cause misunderstanding between the listener and the speaker.

Learning English idioms can be obtained from anywhere and in any way. Even now, social media can be used for learning purposes. As previously stated, YouTube can serve as a learning resource because youtubers make a lot

of interesting and informative content and contain English idioms in their conversations. In this research, the focus of the discussion is on the experiences and opinions of Indonesian EFL learners in learning idioms from youtubers' content. From the experiences, the participants share the learning strategies they usually use to learn and understand the meaning of English idioms that they find from youtubers. As for opinion, the participants conveyed their perceptions about learning English idioms from youtubers' content. The researcher uses a qualitative method with a narrative inquiry approach. According to Johnson & Christensen (2014), narrative inquiry is the approach used to tell the life and experiences of someone. Therefore, this is in line with the focus of the research. The interview technique is used to collect the data and gather the required information. To process the data, the researcher uses narrative analysis. By this, the researcher retells the stories of the participants in narrative form.

1.3 Urgency of the Research

There are several previous similar studies used by the researcher as references in this study. First, Nguyen et al. (2022) investigate the difficulties encountered and learning strategies used by Vietnamese EFL learners to learn idioms. The findings show that two points namely learners struggle to understand the meaning of idioms without being specific and attempting to guess the meaning of idioms, learning idioms through keywords, and learning from multiple sources are the most commonly used strategies. Second, Nadeem & Almowalad (2022) investigate the difficulties and effective strategies that can be used to help Saudi EFL learners comprehend idioms. The results show that the learners need a strategy to acquire and understand idioms. Guessing the meaning from context, learning idioms outside the classroom, and separating parts of idioms and then translating them into L1 are several strategies that are considered quite effective. Third, Luân & Đạt (2021) investigate the strategies for teaching idioms and the perceptions of teaching and learning idioms. The results show two points, namely first, several

strategies used such as guessing the meaning from context, using idioms in sentences, looking up unfamiliar idioms from the dictionary, communicating in English outside the classroom, translating the literal meaning into their L1, memorization, learning idioms that are used in different media, and reading from many sources. Second, both teachers and students are enthusiastic and interested in idioms, they also wish to have idioms reference material, especially in teaching IELTS speaking.

From previous research above, it is found that EFL learners have several challenges that prevent them from understanding idioms. Idioms are important for EFL learners to master, but those who face similar difficulties can try some of the strategies described above to overcome their problems. However, research that discusses learning English idioms conducted by EFL learners from youtubers' content is still rare. Therefore, the researcher will discuss it by using the personal experiences and perceptions of Indonesian EFL learners at a private university in Cirebon by presenting it in a narrative form. From here, the researcher hopes that EFL learners will be more aware of learning English idioms and can overcome difficulties in understanding idioms by using some strategy. By mastering idioms, many benefits can be obtained, including avoiding misunderstandings in conversation.

1.4 Research Question and Objective

1.4.1 Research Question

In this research entitled "Learning English from Youtubers: Personal Reflection" and based on the background of the study above, the researcher formulates the research questions as follows:

1. What are the strategies used by Indonesian EFL learners in learning English idioms from youtubers' content?
2. How are Indonesian EFL learners' perceptions of learning English idioms from youtubers' content?

1.4.2 Research Objective

In this study, the researcher aims to investigate the following:

1. To find out the strategies used by Indonesian EFL learners in learning English idioms from youtubers' content.
2. To find out Indonesian EFL learners' perceptions of learning English idioms from youtubers' content.