

CHAPTER I

INTRODUCTION

A. Background of the Study

The development of science and technology has significantly impacted the development and improvement of media. One example has been the rapid growth of the internet. The internet has grown extensively and has been used for various purposes, including communication media, information exchange media, and media used for learning. In the teaching and learning process, it has been an integral part, serving as a tool to facilitate learning and as a means for educators to convey knowledge and materials.¹ The need for media used in the learning process has increased. This means that students have developed different interests in education. Students have become more interested in engaging learning processes, such as videos or audiovisual materials, websites, digital images, and others.

In line with the development of the digital world, which has significantly influenced on the increase of learning media in the world of education today, teachers and their roles have become increasingly necessary, especially for the advancement of learning. Currently, one thing that has been in line with the development of the use of media and learning resources for

¹ Sapriyah, "Media Pembelajaran Dalam Proses Belajar Mengajar", *Prosiding Seminar Nasional Pendidikan FKIP*, Vol. 2, No. 1, (2019), p. 470.

the learning process is the utilization of video. Arief S. Sadiman (2009) has stated that video is an audio-visual media that displays images and sound. The message presented can be factual (news or important events) or fictitious (such as stories) and can be informative, educational, or instructional.² Meanwhile, Daryanto (2013) has stated that video media is anything that allows audio signals to be combined with sequential moving images.³ Nowadays, videos, especially videos that have functioned as media and learning resources for students, have been easily accessible or have been found on the internet. However, on the other hand, not all videos have been easily presented as media and learning resources for students. Of course, the role of teachers has not been limited to learning development only, but teachers have also had to pay serious attention to the presentation of media and learning resources from videos, ensuring that the videos in them have been appropriate and good to be used as media and sources to support the student learning process.

One form of educational online sharing that has been provided in the form of videos is Crash Course. Crash Course is an online-based YouTube education channel. Crash Course itself has been recognized as a YouTube channel that has provided quality educational content, as well as innovations

² Arief S. Sadiman, et al., *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya* (Jakarta: Rajawali Press, 2009). p. 74.

³ Daryanto, *Media Pembelajaran: Peranannya Sangat Penting dalam Mencapai Tujuan Pembelajaran* (Yogyakarta: Gaya Media, 2013).

in the field of education. Additionally, the Crash Course video content itself, as the name suggests, has offered quick lessons on various subjects to provide "the basic concepts the average person will ever need to know about the subject." The channel's goal has been to "create educational connections in the hopes that it has been useful to people," including students, teachers, and independent learners.⁴ In addition to its YouTube channel, Crash Course has established a website with the same name, Crash Course (<https://thecrashcourse.com>). On its website, Crash Course has provided a diverse selection of course types that have covered a wide range of subjects in various fields of education, much like the content available on its YouTube channel. Each video on Crash Course's YouTube channel has come with a transcription, as well as numerous playlists that have served as valuable media and resources in the learning process.

In its main field of history, Crash Course has provided more than three playlists that can be used as references. The videos have been hosted by John Green, who has also been known as the author of the best-selling novel, "The Fault in Our Stars." Not only has he explained history well and diligently, but he has also often included additional information that has been very useful to share. In this case, history can have been categorized as a recount text. Students have needed examples as well as materials to learn

⁴ Caitlin Marie Lancaster, "A Crash Course in Liberal Education: An Analysis of Civically Engaged Edutainment Videos", in *A Thesis Graduate School of Clemson University*, (May, 2020), p. 1.

how to create recount texts. Examples of recount texts have been obtainable from videos. According to Pardiyono (2007, as cited in Melalolin, et al., 2020, p. 38), recount text is a type of text that tells the reader about something that has happened or retells past events.⁵ According to Nunan Suryana (2008, as cited in Yenti, 2021, p. 860), recount text as a text to tell what happened and to achieve the purpose of the text or to retell events to inform or entertain.⁶ This recount text learning material has been found in grade 10 of Senior High School. According to the curriculum, recount text has been a mandatory component in the national syllabus that must have been learned. The significance of learning this recount text has been to enable students to comprehend and proficiently retell past events, particularly historical events, comprehensively and coherently. This has been especially crucial when it has involved histories that have been essential to understand, whether they have been domestic or international histories.

The national syllabus has stated that grade 10 students should have been able to analyze the generic structures, language features, and social functions as the learning objectives of this recount text material. Moreover, students must have been capable of comprehending recount text in both

⁵ Melalolin, et al., "Peningkatan Keterampilan Menulis Recount Text Melalui Pendekatan Genre Based", *Indonesian Journal of Instruction*, Vol. 1 No. 1 (June, 2020), p. 38.

⁶ Yenti, "An Analysis of Recount Text Comprehension At the Eighth Grade of SMPN 12 Jambi City", *Jurnal Ilmiah Universitas Batanghari Jambi*, Vol. 21, No. 2, (July, 2021), p. 860.

written and spoken forms, whether presented directly or through various media and sources, such as videos. By employing videos as media and sources in learning recount text, students have had the opportunity and have benefited from further developing their English language skills. Additionally, with the text incorporated into the video, students have been able to perceive the entire presentation as a whole. While watching the video with friends, students have learned extensively by reading the text displayed in the video. They have also gained knowledge if the discussion has been in English and if there have been ideas used in the writing process. This has also assisted students in expanding their vocabulary.

On the other hand, Crash Course videos in the form of history cannot have been classified or categorized as recounts, and it has not been certain whether the videos align with the curriculum (national syllabus) for recount learning for grade 10 high school students. Based on the description above, the researcher has been interested in conducting a study with the title "An Analysis of Recount Text on Crash Course Videos." In this study, the focus has been on conducting a content analysis of the video content on the Crash Course YouTube channel, encompassing generic structures, language features, and social functions. The significance of analyzing the videos on the Crash Course YouTube channel has been to determine whether the videos can be classified as recounts that align with the national syllabus for recount

text learning. Consequently, these videos can potentially be utilized as media, sources, and examples in teaching recount texts to grade 10 high school students. Furthermore, the analysis has provided additional insight into how the alignment between the videos and the characteristics of recount texts may offer potential pedagogical value as supplementary learning media for teaching recount texts to tenth-grade students.

By conducting this research, the researcher has aimed to assist teachers in making wiser decisions when selecting media and learning resources for use in the learning process. Moreover, it has been crucial to determine whether the Crash Course videos have been suitable and viable as media and learning resources, particularly for English teachers when providing recount text learning materials. Additionally, the research has been expected to provide broader benefits by disseminating new information, especially to those unfamiliar with the Crash Course YouTube channel. It has aimed to highlight the availability of numerous educational videos, not limited to historical themes but spanning various fields of education, that have served as learning media accessible from anywhere and at any time. This has also extended to individuals in general who have aspired to learn English as a new language through Crash Course videos. Consequently, this exposure has been anticipated to boost motivation and enthusiasm for learning English.

B. Research Focus

The focus of this research is limited to analyzing two historical-themed Crash Course videos:

1. Maria Stewart: Crash Course Black American History #14, and
2. Black Lives Matter: Crash Course Black American History #51.

This study specifically examines the recount text elements found in the videos, including:

- Generic Structure,
- Language Features, and
- Social Functions,

as well as their relevance to the national syllabus for Grade 10 recount text materials. In addition, the research has also focused on identifying the potential pedagogical implications of the analyzed videos based on their textual characteristics and their alignment with the syllabus. The focus has been limited to content analysis of the video transcripts taken from the official Crash Course YouTube channel, and it has not involved classroom implementation or empirical investigation with teachers or students.

C. Research Questions

The researcher has been guided by three questions that have formed the primary focus of this study. The questions can be stated as follows:

1. How are the generic structures, and language features of the Crash Course videos?
2. How are the social functions of the Crash Course videos?
3. How is the content of the Crash Course videos in accordance with the recount that follows the syllabus?
4. How do the analyzed Crash Course videos provide potential pedagogical implications for the teaching and learning of recount texts in English language learning?

D. Objectives of the Study

The researcher has determined the research objective based on the research questions as follows:

1. Analyze the generic structures and language features of the Crash Course videos.
2. Analyze the social functions of the Crash Course videos.
3. To determine whether the Crash Course video content can be categorized as a recount in accordance with the national syllabus of learning Recount Text for students in the 10th grade.
4. To identify and describe the potential pedagogical implications of the Crash Course videos for the teaching and learning of recount texts in English language classrooms.

E. Significances of the Study

In general, through this research, the researcher hopes that the results have contributed and provided benefits for the following people:

1) For teachers, especially English subject teachers

The results of this study have been expected to provide information to recognize new learning resources and media to be presented to students in the learning process so that teachers can also later provide interesting learning for their students. Apart from that, teachers can also find out more about good and appropriate historical-themed videos in Crash Course to be used as examples for students to learn to recount text.

2) For students

The results of this study have provided additional knowledge of new media and learning resources, especially in learning English. From here, students have been able to explore further about Crash Course and have found many interesting and useful things to learn and use as a learning resource.

3) For readers

To have provided new information to readers, especially those who have not known about the Crash Course YouTube channel. Many videos from this Crash Course have been used as educational materials not only for

historical themes but also for many videos with other themes in other fields of education.

4) For another researcher

This study can have helped another researcher to do similar things and have provided initial information or different research designs to help teachers and students in multiplying media and resources for the English language learning process in the future.

F. Previous Study

In this study, the researcher has reviewed several previous studies related to Crash Course and has also reviewed recount texts to enrich the data on the analysis of this recount text.

The first previous research has conducted a study by Darma R. S. entitled “The Analysis of Translation Errors on Educational Crash Course Media Literacy of YouTube: Lexical, Syntactical, and Semantic Errors.” This research has been quantitative research with a descriptive method. The purpose of this study has been to identify the types of errors in the output of the translation engine and to select the most frequent errors in the translation engine. The types of translation errors have been categorized as follows: Lexical, Syntactic, and Semantic Errors. In this study, the researcher has used 3 Crash Course Literacy Media videos as data. The study has found that the translated products have still produced some errors, and all types of errors

have been found in the translation. Lexical errors have been caused by wrong word choice, untranslated words, overly literal translations, and wrong pronoun usage. Syntactic errors have been caused by structural differences between Indonesian and English, adverbial time errors, and tense errors. Semantic errors have been caused by Google Translate's inability to understand idioms, thus translating them too literally.⁷ This study has used the same research object as the research conducted by the researcher, and the research object has been a video taken from the Crash Course YouTube channel. The difference has been in the methodology; the method used in this study has been descriptive quantitative with the focus of the research on translation errors, while the researcher has used a qualitative method with content analysis, and the focus of the research has been to analyze the recount on Crash Course videos with historical themes.

The second research has been conducted by Riana Sianipar with the title “An Analysis of Recount Text in English Textbooks Used by Tenth-Grade Students.” This research has used a qualitative descriptive method. The purpose of this study has been to investigate the extent to which the recount texts in the two selected English textbooks have fulfilled the criteria of recount texts and to find out the similarities and differences of recount texts between the two selected English textbooks. The researcher has found

⁷ Darma Rezky Surya, “The Analysis of Translation Errors on Educational Crash Course Media Literacy of YouTube: Lexical, Syntactical and Semantic Errors”, in *A Thesis Jambi University*, (2021).

that, in some cases, most of the recount texts from the two selected English textbooks have met the criteria of recount texts in terms of generic structure, social purpose, and linguistic elements. The recount texts from the two textbooks have also shown differences and similarities. The recount texts in Textbook 1 and Textbook 2 are similar in terms of linguistic elements and process types. However, the recount texts in textbooks 1 and 2 have differed in terms of social purpose and general structure because two of the three texts in textbook 1 have not provided a resolution, while textbook 2 has achieved these criteria. The results of the analysis have shown the overall findings in detail as follows: (1) four forms of recount texts in English textbooks have fulfilled the criteria of generic structure, namely orientation, events, and reorientation; (2) one of the four recount texts has fulfilled the social purpose; and (3) all four recount texts have fulfilled the linguistic elements. In summary, the recount texts in English textbooks have been similar in terms of linguistic elements and process types, while differences have been found in terms of social purpose and generic structure.⁸ This research has been different from the research that the researcher conducted, and the difference has been in the research method used. This research has used descriptive qualitative method, while the researcher has used qualitative method with content analysis. Additionally, another difference has been in the object of

⁸ Riana br. Sianipar, et al., "An Analysis of Recount Text in English Textbooks Used by Tenth Grade Students", *Journal of Languages and Language Teaching*, Vol. 8 No. 2 (April, 2020).

the research; this research has used textbooks, while the researcher has used videos as the object of the research.

The third previous research has been conducted by Ayu Firmala entitled "An Analysis of Generic Structure on Recount Text Written By Tenth Grade Students of SMA 8 Jambi in The Academic Years 2017/2018." This research has been a qualitative type of research. In this study, tests have been used as a method to collect data. The purpose of this study has been to find out how the generic structure of recount text written by tenth-grade students of SMA 8 Jambi in the academic years 2017/2018. The researcher has found that most of the students have written the recount text well based on the generic structure, and some of them have still had to improve their knowledge about the generic structure of the recount text. The class average of the student's test results has been 20.12. The highest and lowest scores of the generic structures have been 26 and 8 out of 32 students. The average of students' test results for each generic structure consisting of orientation has been 7.71, events 5.87, and re-orientation 6.53. The highest percentage of students' knowledge has been in orientation, 38.35%, and the lowest percentage of students' knowledge has been in events, 29.19%. It can be concluded that students have understood more about orientation than events

and re-orientation.⁹ This research has been different from the research that the researcher conducted, and the difference has been in the data collection used. This research has conducted tests as a method and form of data collection, while the researcher has conducted content analysis on videos as a method and form for data collection. Additionally, another difference has been in the research object; this research has used recount text written by students, while the researcher has used videos as the research object.

G. Organization of Writing

This paper has been divided into five chapters, which have contained several points that have described the chapter.

Chapter I is Introduction. This chapter has consisted of the background of the study, research focus, research questions, objectives of the study, significances of the study, previous study, and organization of writing.

Chapter II is Theoretical Review. This chapter has consisted of theories from some experts with whom we have conducted the research for this research.

Chapter III is Research Methodology. This chapter has consisted of the methodology of the research, which has included the research method, instrument, technique of data collection, technique of data analysis, and technique for checking data validity.

⁹ Ayu Firmala Sari, "An Analysis of Generic Structure on Recount Text Written By Tenth Grade students of SMA 8 Jambi in The Academic Years 2017/2018", in *A Thesis Batanghari University*, (2018).

Chapter IV is Research Finding and Discussion. This chapter has consisted of a description of the data and discussion of findings.

Chapter V is Conclusion and Suggestion. This chapter has presented the conclusions of the overall content of the research and suggestions given by the researcher to the readers.