

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research question, the purpose, the scope and the significance of the study.

1.1. Background

In the present era, the rapid progress of science and technology poses both opportunities and challenges for the realm of education. It offers the potential to enhance convenience in human daily activities and fosters increased opportunities for socio-cultural exchanges among people from diverse countries and backgrounds (Calle Díaz, 2017). In this context, education faces two challenges: getting the advantages of transformation to enhance educational practices and equipping students with skills that hold crucial significance for both present and future aspects of their lives. In order to prepare citizens for the challenges posed by globalization and the fourth industrial revolution in the 21st century, educators and experts must effectively instill 21st-century skills in students. This preparation is essential to equip the upcoming generation with the abilities they need to navigate the complexities of the future successfully. The skills required to thrive in the 21st century are referred to as 21st-century skills (Griffin et al., 2012). The researchers from the Assessment and Teaching of 21st-century skills (ATC21S) have categorized these skills into four groups: ways of thinking, ways of working, tools for working, and living in the world (Griffin et al., 2012).

One of the skills categorized as 'living in the world' is citizenship. It denotes the ability of students to actively and responsibly engage as informed citizens in both local and global communities, acknowledging the variations in contexts between different countries (Binkley et al., 2014). This skill involves being aware of diversity, engaging in appropriate interactions, and demonstrating awareness of global issues (OECD, 2018). In addition, Fullan & Scott, (2014), citizenship entails students' capacity to be deeply connected with their surroundings, understand and value their origins, as well as appreciate the societal values, beliefs, and historical context of their community.

Citizenship has been placed as a key educational objective by 2030, particularly highlighted in goal 4.7 of the Sustainable Development Agenda (UNESCO, 2016). It was highlighted that education should targeting cognitive and non-cognitive aspects of learning to attain the goal, it implies that students must cultivate knowledge, skills, and attitudes concerning to citizenship. In this context, the term 'competency' is preferable to 'skills' to encompass the multi-layered dimensions of citizenship, which include knowledge, skills, attitudes, and values (Barrett, 2021).

Within the context of Indonesian education, citizenship has been integrated into the educational domain through a program known as "Profil Pelajar Pancasila" (PPP) as one of the primary goals of the latest curriculum called "Kurikulum Merdeka.". The implementation of PPP aims to address the question of what type of students will be the output of the educational system in Indonesia (Kemendikbud, 2019).

Through PPP, the students are expected to actively engage in sustainable global citizenship and effectively tackle the challenges posed by globalization and the fourth industrial revolution in the 21st century. The program seeks to instill in students the qualities of religiosity, global unity in diversity, mutual cooperation, independence, critical thinking, and creativity as essential attributes they are expected to acquire (Hartanto et al., 2022). These profiles can be developed in English language learning as it is dynamic and fluid, providing opportunities for learners to engage in the selection of texts or types of learning activities.

English language learning helps students develop the Pancasila Learner Profile (PPP) through written texts, visual materials, spoken texts and activities developed in the teaching and learning process (Kemendikbud, 2019). The rationale for including citizenship in the teaching practices of existing subjects is also in line with the expected outcomes of the objectives of the latest curriculum entitled the Merdeka Curriculum, where students can build intercultural competence to understand and appreciate the cultural perspectives, practices and products of Indonesia and other nations.

As a compulsory subject in secondary education, the study of English as a Foreign Language (EFL) is intended to provide students with citizenship learning opportunities. Díaz (2017) argued that the EFL classroom presents an excellent environment for nurturing citizenship competency in students, as it allows them to explore diverse identities and cultures. In that way, the provision of pertinent learning materials to support citizenship learning becomes a prerequisite. To incorporate citizenship in learning material, teachers must provide the suitable learning media to be used in schools.

According to Oppong Frimpong (2021), learning materials play a crucial role in facilitating teaching and learning activities as they serve as tools for educators to impart knowledge about the relate topics. Additionally, he pointed out that students' enthusiasm and motivation can be influenced depend on how the materials are presented. Therefore, in choosing materials, teachers need to know the needs of their students, and they have to properly select and identify the materials to support the student's learning process. YouTube is the best perspective in English language learning as it has become a very important instructional tool in today's classrooms (Ogirima et al., 2021).

For over decades, YouTube has been utilized as a video repository to assist in the teaching and learning process (DeWitt et al., 2013). YouTube can also be used as learning media as there are many educational videos in every level, starting from beginner, intermediate, and even for advanced level (Khaliq & Nasution, 2019). In EFL context, the site allows the user to to get materials, share materials, and practice their skills (Husna et al., 2019). YouTube provides an opportunity to understand the different spoken varieties of the target language around the world (Jalaluddin, 2016). In another study Styati , (2016) analyzed it similarly that by using YouTube students could access authentic material in learning the four skills in English mastery. This website offers students access to everyday videos and real-life situations, which can help them in enhancing their comprehension and performance in English language lessons.

In addition, Interpersonal text is a material that appears in Kurikulum Merdeka for seventh grade, in particular in the Merdeka curriculum book entitled "English for Nusantara"(Kemendikbud, 2022). The interpersonal text in the module

includes greeting and saying goodbye, asking and giving information, and giving instruction how to do something. According to Celce-Murcia et al., (1995) interpersonal conversations commonly involve expressions such as greetings and farewells, introducing oneself, extending, accepting, and declining invitations and offers, creating and canceling plans, conveying gratitude, offering compliments, showing attention, interest, surprise, sympathy, happiness, disbelief, and disappointment.

The phrase "interpersonal conversation" refers to the way two individuals interact, which includes sharing information and expressing thoughts or emotions, whether face-to-face or through various mediums like phones, emails, or social media. Thus, YouTube is considered beneficial for teaching interpersonal text in junior high school, as it provides examples of interpersonal conversations that can be found on the platform.

To start using YouTube in teaching interpersonal text, teachers need to carefully choose appropriate videos. The vast number of YouTube videos available online covers a wide range of themes, styles, and settings. However, not all of them are incorporated with citizenship competencies for learning interpersonal text. Therefore, analyzing YouTube content before deciding to use it is crucial to ensure that the selected videos are relevant and include the desired citizenship competencies for learning interpersonal text.

Several studies have examined interpersonal conversations present in learning materials to assess their alignment with the required learning requirements. Nuha (2014) examined the interpersonal conversation in the English textbook "Sky

2" and found that it aligns with the standard Speech Function content. Additionally, Anggraeni (2020) conducted an analysis of the interpersonal text in the textbook titled "Let's Learn English" to assess its compliance with the core and basic competencies of the 2013 curriculum. In another study, Ardani and Agustina (2022) investigated the correspondence between the language functions of interpersonal text in podcasts and the standard competencies of the 2013 curriculum for teaching interpersonal texts in junior high school. Most of the mentioned studies primarily focused on textbook analysis, whereas research analyzing the same issue in the context of YouTube is relatively rare. Maida & Dewanti, (2021) highlighted the incorporation of global competence in English for foreign language learners, which can also be found in learning materials designed for senior high school students.

Only few studies explored the integration of citizenship competency for learning interpersonal texts from textbooks and podcasts (Maida & Dewanti, 2021) (Ardani & Agustina, 2022) (Anggraeni, 2020). This study focuses on the incorporation of citizenship competency in interpersonal text on YouTube based on *Kurikulum Merdeka* for junior high school student.

1.2. Research question

The study is conducted to answer this research question: How is the citizenship competence incorporated in YouTube for learning interpersonal text towards seventh-grade students of junior high school?

1.3.Purpose of the Study

Based on the research questions above, the study aims to describe the incorporation of citizenship competency in YouTube, which potentially can be used for learning interpersonal text for seventh-grade junior high school students based on the *Kurikulum Merdeka*.

1.4. Scope of the Study

This study focused on analyzing the incorporation of citizenship in YouTube content that potentially can be used by seventh grade of junior school students for learning interpersonal text. To analyze which YouTube can be used and are suitable for seventh grade of junior high school students learning interpersonal text, this study uses a framework according to Morain & Swarts, (2012). The criteria consist of six aspects, namely (1) Accessibility, (2) Accuracy, (3) Confidence, (4) viewability, (5) completeness, (6) self-efficacy, (7) timing (8) pertinence, and (9) engagement. In addition, this study uses a framework developed by Council of Europe's Reference Framework of Competence for Democratic Culture (RFDC) by Barrett, (2021) as the indicators to analyze the incorporation of citizenship competency on YouTube for learning interpersonal text for seventh grade student of junior high school. There are four competencies of citizenship, namely values, attitudes, skill, and knowledge. By adapting the framework, this study will analyze the values and attitudes competences incorporated on YouTube. Moreover, this study also uses a framework by Celce-Murcia et al., (1995) for interpersonal text framework. This is similar to the criteria for interpersonal text requested by Merdeka curriculum that is written in the English Teacher's Handbook

for seventh graders of junior high school, with details as follow: (1) Introducing myself (2) Greeting & saying goodbye (3) Asking and giving information about food and ingredients (4) Giving instruction how to do something (Kemendikbud, 2022).

1.5. Significance of the Study

The results of this study are expected to make significant contributions at both the theoretical and practical levels. Theoretically, this research can be a reference for future researchers to support the study related to the incorporation of citizenship competence on YouTube as a learning media for interpersonal text learning. Furthermore, it can inspire them to conduct further research with a different focus or learning media. Practically, the findings provide insights for teachers to consider using YouTube as a learning media to teach interpersonal text and at the same time, promote citizenship competence.



*Mencerdaskan dan
Memartabatkan Bangsa*