

# **EFL STUDENTS' PREFERENCES IN USING YOUTUBE CHANNEL FOR IMPROVING THEIR SPEAKING ABILITY**

## **THESIS**

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# THESIS

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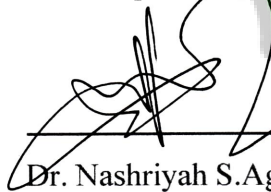
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**EFL Students Preferences in Using Youtube Channel for Improving Their Speaking Ability.**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 14 Juli 2024

Saya yang membuat pernyataan



Auzanil Hakim Roellisa

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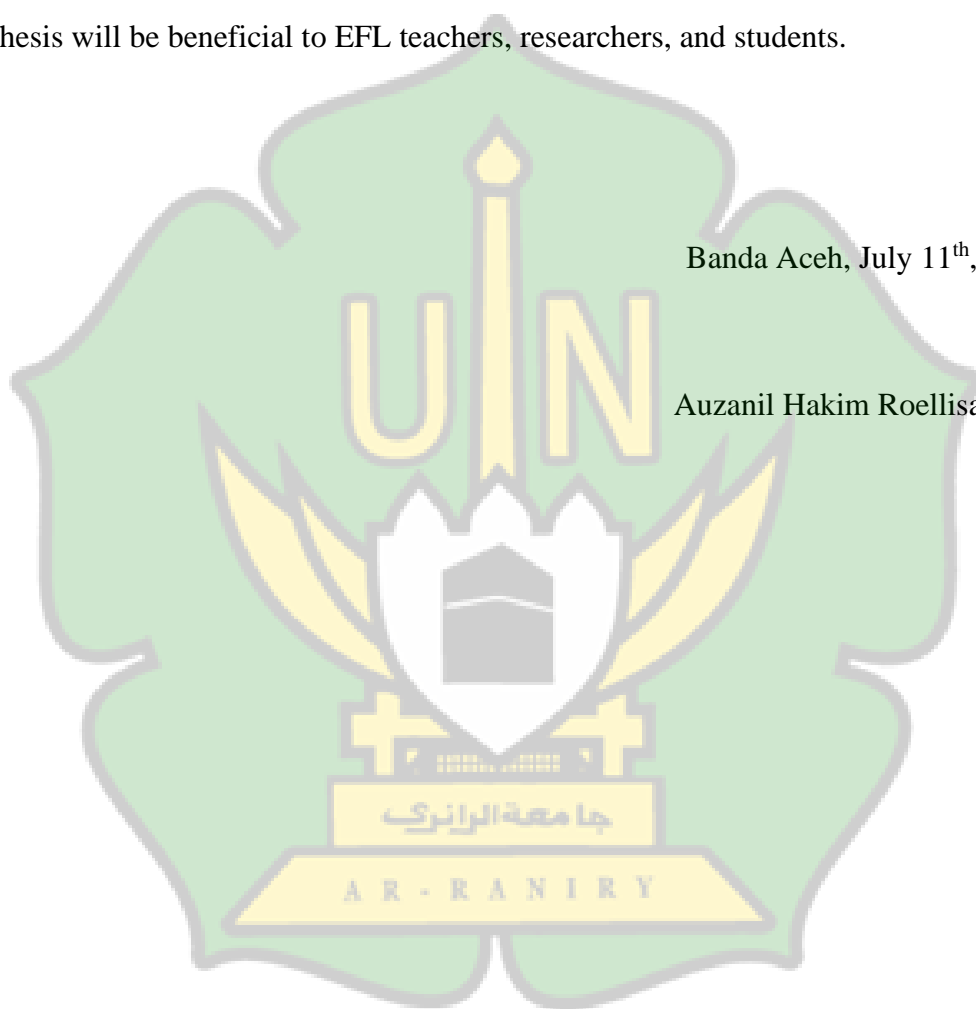
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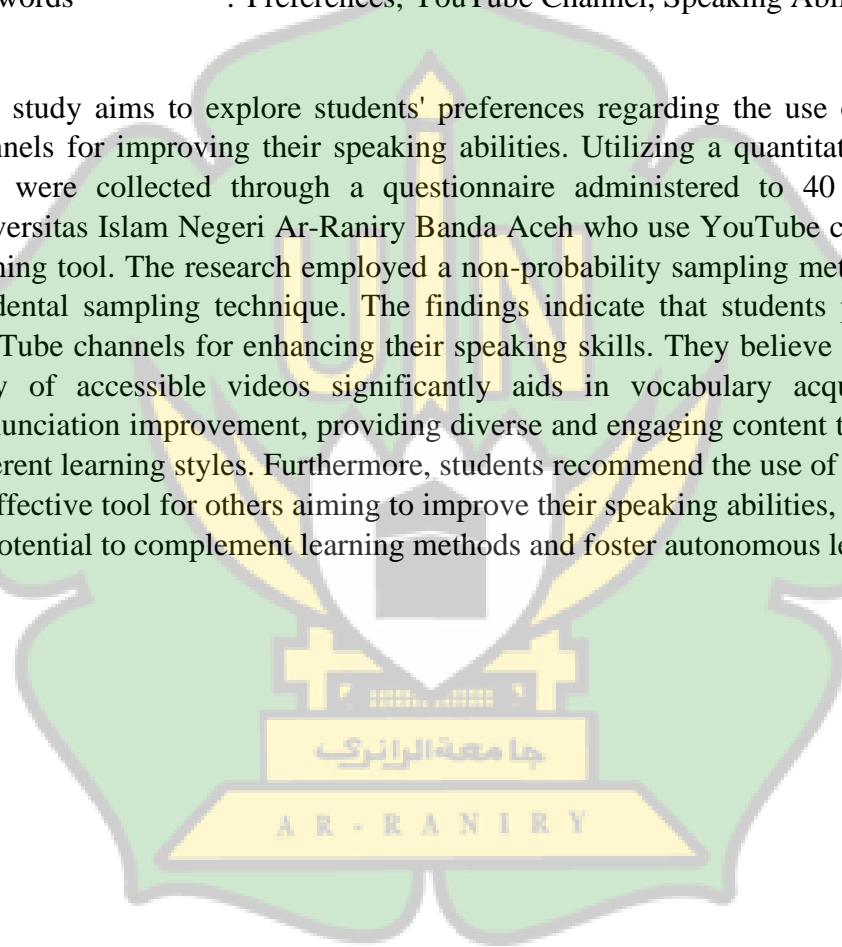
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## ABSTRACT

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This study aims to explore students' preferences regarding the use of YouTube channels for improving their speaking abilities. Utilizing a quantitative method, data were collected through a questionnaire administered to 40 students at Universitas Islam Negeri Ar-Raniry Banda Aceh who use YouTube channels as a learning tool. The research employed a non-probability sampling method with an incidental sampling technique. The findings indicate that students prefer using YouTube channels for enhancing their speaking skills. They believe that the vast array of accessible videos significantly aids in vocabulary acquisition and pronunciation improvement, providing diverse and engaging content that caters to different learning styles. Furthermore, students recommend the use of YouTube as an effective tool for others aiming to improve their speaking abilities, highlighting its potential to complement learning methods and foster autonomous learning.



# **CHAPTER I**

## **INTRODUCTION**

This chapter includes an overview of the study's background, research question, purpose, significance, and terminology.

### **A. Background of Study**

In the modern era, social media has the solution to many problems. In the educational field, for example, social media can be used to learn language skills such as speaking, writing, listening, and reading. This research focuses on communication skills. It is considered that students must be fluent in English, especially in speaking, to communicate with others globally and demonstrate their language proficiency. Speaking has been incorporated into various school curriculums. For example, in the 2013 curriculum, teachers have implemented speaking practices where students are expected to actively participate in lessons. This approach ensures that English is not only studied theoretically but also used directly for communication (Fujiati, H., et al. 2020).

Furthermore, speaking is a common way to communicate with others to express opinions, questions, etc. However, students frequently experience or encounter difficulties in improving their speaking skills. According to Aleksandrak (2011), the students faced several prevalent issues in the speaking learning process, which included inhibition, fear of making mistakes, using their native languages, and having nothing to say. The students want to be able to use English, but they discover it challenging.

Based on the researcher's experience in classroom activities, the researcher discovered several issues that students face. First, students' speaking abilities are low, unsatisfactory, and far below expectations. Students in this class, on average, lack motivation and interest in learning. Students are not paying attention in class. They are embarrassed, nervous, and lack of confidence when answering teacher questions or giving presentations. Second, they cannot express their ideas fluently by using proper vocabulary and grammatical form; students can only pronounce the first two or three sentences, and then become stuck and speak in their native language to make a clear distinction during the presentation; Additionally, they frequently feel hesitate to pronounce the words, and the majority of them mispronounce the words. Third, the class atmosphere did not encourage any speaking activity. The teachers used a monotonous teaching style that bored the students and caused them to lose interest in the subjects, affecting their abilities. The teacher also rarely creates instructional media to assist students in speaking. As a result, the students were hesitant and unmotivated to speak up.

Technology can provide students with a wide range of online materials, such as study websites, as well as a variety of sources of information experience, some of which are packaged in the form of communication media. Communication media is a tool to convey messages from communicators to audiences.

Social media enhance classroom education by providing an educational platform that utilizes several free software and web applications to improve

learning, interaction, and engagement. Unlike conventional instructional techniques, which give learners limited opportunity to develop and maintain their learning activities, learning platforms based on social media provide students control over their learning. However, YouTube has many internet-based materials that can be incorporated into conventional English lessons (Almurashi, 2016).

YouTube is an appealing medium for teaching and learning English. Many videos are on YouTube that can be used as student learning resources. Students can learn English by watching English short videos, films, and tutorials. Researchers frequently cite YouTube as an alternative method to improving learners' speaking ability. One of the conducted researches by Riswandi (2016) aimed to describe the impact of using YouTube videos on developing students' speaking skills, which showed that YouTube can help students improve their speaking skills, particularly by increasing their knowledge of vocabulary, grammar, and English pronunciation through the provided videos. As a result, it can be assumed that YouTube can be an effective learning medium to enhance students' language skills that teachers can use, particularly in developing students' speaking skills.

While numerous studies have explored the benefits of multimedia resources for language learning, the unique potential of YouTube— with its vast array of authentic, real-time content and interactive features—has not been thoroughly investigated. Existing research often focuses on traditional classroom techniques or other forms of digital media, leaving a gap in

understanding how YouTube's specific characteristics, such as user-generated content and community engagement, can be optimized for improving speaking proficiency. Addressing this gap is crucial for developing innovative, evidence-based strategies that leverage YouTube's full potential in language education.

This research was supported by several previous studies. The first previous study examined teaching using YouTube tutorial videos to improve students' speaking skills by Jati, Saukah, and Suryati (2019). The study sought to discover how YouTube tutorial videos can help students improve their speaking skills and performance in performing procedure text. The study included junior high school students from Jombang Regency in East Java. The study found that teachers used YouTube tutorial videos to teach improved students' speaking abilities. Accuracy, fluency, and performance were among the aspects of students' speaking ability that improved. Firstly, the improvement of students' speaking accuracy because of a YouTube tutorial video that provided vocabulary and demonstrated a great speaking model.

Secondly, the improved of the students speaking fluency because the video provided the students with pronunciation and additional vocabulary simultaneously, which could be learned and made them more confident in presenting their procedure text. These contents from YouTube improved not only students' speaking accuracy and fluency but also their performances because the videos served as a model for performing in public. Students could also learn about eye contact and body gestures when doing presentations. Meinawati, Harmoko, Rahmah, and Dewi (2020) conducted a study to discover

how students' speaking skills could be improved by using YouTube. The participants were 10th-grade students from SMA IT Rahmadiyah. The study found that YouTube was an effective alternative teaching medium, especially for language instruction. When students were taught using YouTube, their average speaking test scores improved from 64 to 77. The researchers also discovered that students could speak expressively and confidently. They were able to imitate the native speaker's pronunciation that they heard in the video.

YouTube is one of the alternative media that all areas and both teachers and students require to achieve their goals. YouTube is an alternative media that offers numerous advantages, including the ability to be accessed anywhere and at any time, and it is one of the media that supports internet-based learning by visualizing good learning techniques and materials. Students can load, share, and watch videos for free on YouTube. According to Riswandi (2016), YouTube is an alternative medium for improving students' speaking skills. Therefore, using YouTube in the learning process will improve students' language comprehension and mastery.

Based on the previous research, the writer intends to use the YouTube channel to teach students speaking skills. To boost students' confidence when communicating with others, including native speakers. To gather further data, the researcher will conduct the study titled EFL Students' preferences for Using YouTube Channel to improve their speaking ability.

## **B. Research Question**

To complete this study, the research question must be addressed: What are EFL students' preferences in using YouTube channels to improve their speaking ability?

## **C. Research Aim**

This study aims to investigate the students' preferences toward the role of learning English in using YouTube channel to improve their speaking ability.

## **D. Significance of Study**

This research is very significant for the teachers or lecturers. Having knowledge and understanding of how to use YouTube as a medium to teach speaking classes related to improving students' speaking ability will aid them in advancing the media in the teaching-learning process. It will also be a reflection for teachers to have a sophisticated view and innovation in developing teaching materials.

Furthermore, the findings of this study are essential not only for teachers and lecturers but also for students. Students need to be informed about how to use the internet for learning purposes. It will encourage them to use YouTube or other similar social media wisely to support students' English skills, particularly in developing their speaking abilities by obtaining information and knowledge from this research.

Last but not least, this research looks forward to furthering expectations. The researcher believes that this study will be beneficial for future research on

using internet-based materials as media for teaching speaking. It will provide new information for researchers to examine and develop in greater depth in further research on the role and impact of using YouTube channels for educational purposes as helpful reference material.

## **E. Terminologies**

### **a. Students' Preferences**

According to Dictionary, O. E. (1989), a preference is described as a bigger interest or desire for someone or something over someone or something else. Students' preferences in this context refer to students' feelings of interest in a particular thing, such as learning media, learning methods, learning styles, and so on. This word is used in their preferred media in this study to improve their speaking skills.

### **b. YouTube Channel**

YouTube is a social media site that is often used and is phenomenal among the public. According to Baskoro (2009), YouTube is a digital media site (video) that can be downloaded, uploaded, and shared throughout the country. People use YouTube for various purposes, including viewing the latest news, looking for information, and even for entertainment, such as watching movies, listening to songs, or watching various tutorials. Sianipar (2013) also stated that YouTube is a database containing video content that is popular on social media as well as a provider of various helpful information. YouTube has a function to search for video information or view videos directly. It is designed as a video-sharing site that is very popular, especially among the younger generation, and

even YouTube as a site for sharing information in today's digital era.

### c. Speaking Ability

Speaking is one of the language-productive skills that goes along with listening. People produce spoken words, and it has to be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn English sounds. Speaking has been regarded as merely implementation and variation outside the domain of language and linguistics proper. Linguistic theory has developed in abstraction from the context of use and source of diversity. Therefore, Clark and Clark (cited in Nunan, 1991) said that speaking is a fundamentally instrumental act. Speakers talk to have some effect on their listeners. It is the result of the teaching-learning process. Nunan (1991) stated success in speaking is measured through someone's ability to carry out a conversation in the language. We confess that many proponent factors influence teaching speaking success, and many factors cause it not to run well.

## **CHAPTER II**

### **LITERATURE REVIEW**

The research's theoretical framework is explained in this chapter. It includes a quick explanation of YouTube and speaking skills.

#### **A. Student's Preferences**

According to the Oxford Dictionaries, a preference is defined as a stronger interest or desire for someone or something over someone else. Students' preferences refer to their level of interest in a specific topic, such as learning media, learning techniques, learning styles, and so on. This word is employed in their chosen medium in this study to help them enhance their speaking abilities. There are several aspects to be concerned about students' preferences, including learning environment, teaching-learning media, teaching methods, and assessments.

Students' choices for the learning environment may differ depending on their personality, learning style, and cultural background. Some students prefer a calm and structured workplace, while others prefer a more engaging and collaborative setting. However, it is essential to remember that these preferences might shift over time and be influenced by external factors such as course type, instructor teaching style, and resource availability.

Secondly, several studies have shown that using social media in higher education is an appealing and modern approach to teaching and learning.

Facebook, Twitter, and Instagram have all been used to collect and disseminate information, collaborate on learning, and make online social and professional relationships. Blogs and new media can also be utilized as teaching tools, supplementing existing educational strategies and techniques to promote student participation, personal reflection, communication, and the development of critical thinking and writing abilities. Effective education connects students' knowledge to the course's learning objectives, and using media engages students, promotes information retention, encourages interest in the subject, and demonstrates the connection of numerous concepts.

Thirdly, students' preferences for teaching methods can differ depending on their learning style and topic matter. Some students prefer lectures, while others prefer hands-on experiences or group projects. However, different teaching approaches can be helpful for different types of learners, thus instructors should try to employ a variety of ways to suit diverse learning styles.

Moreover, students' evaluation choices differ depending on their learning style and subject content. Some students like tests, while others favor essays or projects. However, different sorts of assessments can be helpful for different types of learners, and instructors should try to employ a variety of ways to accommodate diverse learning styles.

## **B. Media**

Media plays a crucial role in enhancing the learning experience by providing diverse ways to present information. Traditional methods of teaching often rely on textbooks and lectures, which may not engage all students effectively. However, the integration of media such as videos, interactive simulations, and digital games can cater to various learning styles, making the content more accessible and engaging (Mayer, 2014). By incorporating media, educators can create a dynamic learning environment that encourages active participation and improves understanding.

Moreover, media in learning helps to bridge the gap between theoretical knowledge and real-world application. For instance, educational videos can demonstrate complex scientific experiments or historical events, allowing students to visualize and comprehend concepts that might be difficult to grasp through text alone. According to Clark and Mayer (2016), the use of multimedia can significantly enhance learning outcomes by providing contextual understanding and enabling students to see the relevance of their studies in real life. This connection between theory and practice is essential in fostering critical thinking and problem-solving skills.

Additionally, the use of media promotes collaboration and communication among students. Digital platforms, such as educational apps and social media, offer opportunities for students to work together on projects, share ideas, and give feedback in real-time (Johnson et al., 2016). This collaborative learning approach not only deepens understanding but also helps students develop important social and communication skills. In today's interconnected world, the ability to

collaborate effectively is crucial, and media in learning plays a vital role in preparing students for future challenges.

### **C. YouTube as Media**

Learning media is essential in facilitating the learning process, especially during times like the current pandemic. It can capture students' attention during lessons, making learning more engaging and meaningful. As a result, students are less likely to become bored and more motivated to learn. Additionally, it helps teachers deliver material more effectively by making the learning process more engaging and easier to understand. One effective online learning tool that can be used is YouTube (Rahmatika, R. 2021).

YouTube is an example of how communication media is evolving in this age of globalization. YouTube is a website that hosts a variety of video types, including video clips, TV clips, music videos, movie trailers, and other content, such as video blogging, short original films, and educational videos (Jalaluddin, 2016). It has transformed how people consume media, making it an effective tool for education, entertainment, and social interaction. The platform has allowed users to share their knowledge, creativity, and experiences with the rest of the world, spawning new kinds of content creation, such as vlogging, gaming, and live streaming. YouTube has been utilized as a tool to help students improve their English skills, including speaking skills. It is in line according to Ajiza and Puspitasari (2023), YouTube provides millions of accessed videos that can be highly useful for the teaching and learning process, and using it for educational reasons can be a strategy for improving students' speaking abilities. It allows users to upload, view, rate, share, and comment on videos. However, only

registered users can add videos to their channels. According to Nasution (2019), YouTube can deliver entertaining videos and be utilized as a learning medium to find instructive videos at the beginner, intermediate, and advanced levels. Furthermore, he claims that YouTube provides language learners with a wealth of resources to assist them improve their target language.

Videos on YouTube provide a variety of services such as uploading, downloading, watching, and sharing among users. These clips are accessible anytime and anywhere, featuring high-quality content and the ability to pause, repeat, or resume at any time. YouTube videos deliver multimedia content by incorporating both visual and verbal elements, thereby enhancing many educational skills (Pratama, S. H. H., et al, 2020).

The use of video as a medium for learning foreign languages in the classroom has risen quickly due to the rising emphasis on communicative strategies. YouTube offers a wide range of videos, including those focused on learning English. This allows both teachers and students to easily access the videos they need for educational purposes (Gunada, I. S., & Wayan, I. (2017). Canning-Wilson's large-scale survey (in ÇAKIR, 2006) found that students prefer using video to learn languages. Students enjoy the video because it is engaging, challenging, and fascinating. In addition, Bastos and Ramos (2009) found that students are more interested in the process of teaching and learning using video, which consists of sound, graphics, and animation, than textbooks, worksheets, slides, projectors, and films, indicating that YouTube is likely to contribute a significant number of benefits to improving students' English ability. As previously said, YouTube provides a wide range of videos, including English

learning videos. Teachers and students can easily access the relevant movies for learning and teaching purposes.

The teacher can choose to use or assign a film that is appropriate for the lesson's topic and objectives. YouTube not only makes it easier to find different types of videos, but it also offers students information about the numerous English dialects that exist around the world. It also promotes other supporting features such as vocabulary and numerous other abilities, as indicated by

Watkins and Wilkins (2011), in which it plays a part in improving students' pronunciation and can improve students' reading, writing, speaking, and listening skills. Kaboocha and Elyas (2018) also claim that YouTube has a significant impact on students' vocabularies. As a result, YouTube is described as an online resource that provides a variety of videos that should be selected before being used for teaching and learning in the classroom. Sari and Margana (2019) also believe that YouTube is a learning medium that allows students to practice their speaking skills and receive feedback from a large number of people. As a result, YouTube is an effective learning tool for boosting students' English language skills, particularly their speaking abilities.

YouTube's video blogging can be used as learning media to improve English proficiency, especially speaking ability. Video blogging offers audiences a variety of English vocabulary, speech patterns, and accents from various content creators. It makes it easier to comprehend linguistic differences and develop listening skills, which are difficult to achieve through traditional methods. The media will motivate pupils to write, speak, and imagine more, increasing their enthusiasm to learn (Tafonao, 2018). Videoblogging is considered more effective

than the expository technique for teaching speaking in speaking classrooms. This technique helps students enhance their communication skills, discipline, social interaction, learning awareness, and motivation. So, the researcher decided to look into students' preferences for using YouTube video blogging to develop their speaking skills.

#### **D. Speaking**

##### **1. Definition of Speaking**

Speaking is a crucial talent to perfect, especially for people who learn foreign languages other than their mother tongue, because speaking skills are highly valued in comparison to the other three skills. According to Bueno, Madrid, and McLaren (2006), speaking is one of the most challenging abilities for language learners to master. Speaking is regarded as the most crucial of the four English language abilities. According to Harmer (2007), speaking is the ability to speak fluently, which requires not only knowledge of language features but also the ability to process information and language on the spot, whereas Quianthy (1990) defines speaking as the process of transmitting ideas and information orally in a variety of situations. Speaking is defined as using words swiftly and confidently with few unnecessary pauses, often known as fluency.

Speaking is the process of creating and sharing meaning using verbal and nonverbal signals in a range of circumstances (Chaney, 1998). Speaking in a second or foreign language is typically seen as the most difficult of the four abilities. When attempting to communicate, learners must organize their

thoughts and encode them in the target language's vocabulary and grammatical structures. As a result, the researcher determines that speaking is the ability to make language, convey ideas, and communicate.

Speaking, as a key language skill, requires attention in both first and second languages. It can enhance career and business opportunities, elevate social standing, and promote social cohesion. Since the main aim of speaking is to build confidence, it's crucial for individuals to articulate their thoughts, share their views, express intentions, resolve issues, and foster positive social connections and friendships (Iksan, M., Yahya, A., & Rosmita, R., 2021).

## 2. Component of Speaking

In speaking skills, there are five components of language that influence speaking skills (Jill and Charles, 2008) there are fluency, accuracy, pronunciation, vocabulary, and comprehension.

### a. Fluency

According to the Oxford online dictionary (2020), fluency is the quality of being able to speak or write a language, especially a foreign language, easily and well According to Jones (2007) fluency means using simple words to express meaning, even though longer words might be more descriptive. Also, fluency means speaking slowly and clearly, not speaking fast and unclearly. Fluency depends on knowing more vocabulary and on confidence – and on not worrying about losing face by making mistakes. Another component of fluency is being able to articulate easily and comprehensively. In other words, fluency is the ability of the speaker to show a clear connection between each point that

the speaker wants to convey.

Speaking fluently without mistakes can make listeners follow what you are saying and not get lost. If the teacher wants to check the students' speaking ability, the teacher must ask the students to express themselves freely without interruption. Then, the goal is to help all students speak fluently and easily.

#### b. Accuracy

According to Brown (2001), accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interactions. According to Spratt, Pulverness & William (2005), accuracy in speaking is used to correct grammar, vocabulary, and pronunciation. This means that accuracy is obtained by allowing the speaker to focus on the grammatical elements. The aspect of accuracy in speaking class is regulated by providing opportunities for students to be involved in everyday life.

#### c. Pronunciation

Pronunciation is the way speakers produce more precise language when they speak. According to Derwing and Munro (2005), having good language pronunciation can help in daily communication, especially for clarity. Kline (2001) states that pronunciation is a way for speakers to produce utterances of words clearly when they speak. Learners of a foreign language must improve their pronunciation to gain more confidence in speaking that language (Amiruddin, A., 2019).

#### d. Vocabulary

In learning a foreign language, vocabulary is an important aspect to know. According to Mittal and Rathore (2015:4), say that “Vocabulary is the backbone of any language”. It means that vocabulary is the central part of language learning; to convey the meaning of an expression or make a sentence, one needs to use the right words to express something. In other words, with a limited vocabulary, people will also have little understanding in terms of speaking, reading, listening, and writing. Without an adequate vocabulary, a student may excel in grammar, but effective communication will still be unattainable (Razali, K., & Razali, I., 2013).

#### e. Comprehension

According to Brown (2004), comprehension is a way of understanding something that has been conveyed. In addition, in understanding the information aims to make it easier for listeners to receive information from the speaker. The five components above will help students to have good speaking skills. Everything is important; Vocabulary is the most important thing because with vocabulary we can compose sentences and convey messages to listeners with good pronunciation. In speaking, understanding needs to be mastered. After the message is conveyed, we need understanding to know whether we understand or not.

### 3. The Function of Speaking

According to (Brown and Yule in Richards, 2008: 21) the function of speaking is divided into three, they are: talk as interaction, talk as a transaction, and talk as performance. To make it easier to understand the three functions of

speaking, below are the explanations:

a. Talk as interaction

This refers to what we usually mean by "conversation" and describes interactions that serve a major social function. When people meet, they exchange greetings, engage in small talk and chat, share recent experiences, and so on because they want to be friendly and constructive. comfort zone Interaction with others the focus is more on the speaker and how they want to present themselves to one another than on the message.

b. Talk as a transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. There are two different types of talk as transactions. One is situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g. asking someone for the time). Accuracy may not be a priority as long as information is successfully communicated or understood the second type is transactions which focus on obtaining goods or services, such as checking into a hotel.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to the public talk, that is, talk that transmits information before an audience such as public announcements, and speeches.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g. a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as an interaction or transaction.

#### 4. The Problems in Speaking

According to Riswandi (2016), the problems that are usually faced by students in improving their speaking skills are students feeling shy and nervous when they are speaking in front of the class, the students lack of confidence to answer the teacher's questions, the students are nervous when they have to present something, the students cannot use the appropriate vocabulary and correct grammar when they are speaking. Further, he also argues that the strategy that is used by many teachers in teaching speaking skills in the classroom is usually monotonous and rarely facilitates students to be active speakers in the classroom. However, the problems that are faced by the students' speaking skills are able to be improved by providing a new strategy for teaching speaking skills. The strategy can be conducted by taking advantage of technological

developments. Based on the statement of Riswandi above could be divided into three points, they are:

##### a. Related to the students

The students often are afraid to try speaking English, and they are afraid of making mistakes. It happens because they have a minimum chance of speaking English in daily conversation with others. Sometimes, they often make mistakes

in adopting the structure or patterns that differ from their mother tongue.

b. Related to the teacher

Some teachers did not use an interesting method in the teaching and learning process. The reason why the teachers do not use the interesting method is because they do not know what method is appropriate for the students. Another reason, some teachers may not understand how to apply it. There are no variations in learning English speaking to be more involved in speaking activities, so teaching and learning tend to be monotonous. Consequently, the teaching and learning process seemed less interesting.

c. Media

In some places, the media for the teaching and learning process are unavailable, on the other side, sometimes the media are available, but the teacher still has difficulties in using those media, and the teacher is not creative. The teachers usually use textbooks and students' worksheets as the main idea. To conclude, some problems often occur in teaching speaking, including a lack of media, creative teachers, and innovative methods; thus, it leads students to feel bored.

Learning media should be useful for increasing children's learning attention so that it is not boring and simplifies the understanding of the material through books, films, videos, and so on, YouTube is one of the media that has recently been used as a tool for learning in various fields of study, one of which is the only thing is the language, besides being complete and having lots of videos to choose from, YouTube is also easy to use for all ages.

In this study, as stated in the title, YouTube is a communication media to simplify speaking skills for students, Researchers assume that this YouTube media is being favored by many people and no one knows how to use or enjoy the application and is very suitable as a learning media for students to practice speaking skills.

#### **E. Previous Relevant Study**

Several similar studies have been conducted before. First, a study that becomes a reference and adaptation for this research. A study entitled ‘Students Perception’ Toward the Role of YouTube Video in Improving Their Speaking Skills’ was conducted in Malang, Jawa Timur, Indonesia by Saraswati, et al. (2021). The study is a quantitative descriptive study that aims to investigate student’s perceptions of the impact of YouTube videos on student speaking skills.

The study’s objective is to describe the student perception of the role of YouTube videos in speaking skill improvement. Data and responses for this study are obtained from a questionnaire. It was found that YouTube plays a significant role in the development of English language students in improving their skills in speaking are mostly positive, and they agreed that learning English by using YouTube increases their vocabulary and enlarges their pronunciation ability at the university level.

The other study was conducted by Saed, et al. (2021) in Jordan under the title The Use of YouTube in developing the speaking skills of Jordanian EFL university students. The study is quantitative experiment; it attempts to examine the development of the speaking skill descriptors among the experimental group

subjects subsequent to the treatment they were subjected to in YouTube.

The differences between the pre-test and post-test scores showed that students' speaking skill performance was higher for this group than their counterparts in the control group. The research shows some related previous studies to confirm and support the findings. They affirmed the benefits and usefulness of YouTube in teaching speaking skills to EFL students including fluency, vocabulary, pronunciation, grammar, and content. This statement ties in well with the result reported in the current study.

Last but not least, another similar study was in Saudi Arabia the study was conducted by Binmahboob, T (2020). A study entitles 'YouTube as a Learning Tool to Improve Student's Speaking Skills as Perceived by EFL Teachers in Secondary School' aimed to examine EFL teachers' perceptions of using YouTube in developing speaking skills, their attitudes towards YouTube usage, and the best ways to use YouTube as perceived by English language teachers. Instructors have a positive perception of using YouTube to develop speech. They stated that YouTube videos help students guess the meaning of unfamiliar words, help students improve their speaking skills, and prevent students from getting confused while speaking and listening to the video.

English instructors also have a positive attitude towards the use of YouTube in developing speaking. She showed that YouTube videos lower students' anxiety, help students learn faster and maintain students' attention during the class. The participants see that it is easy to find learning materials on YouTube and that they feel comfortable using YouTube to teach English.

Based on the literature conducted by researchers from several previous

studies, the research titled "YouTube as Communication Media to Improve the Speaking Ability of Students" has fundamental differences from previous studies. Specifically, this research employs a unique measuring instrument, utilizes a distinct participant group, and focuses on different variables. The measuring instrument used in this study is a questionnaire designed to capture detailed insights into students' preferences and experiences. The participants are university students, providing a focused and relevant sample for examining the impact of YouTube on speaking skills at a higher education level. Additionally, the variables in this research specifically target the use of YouTube and its direct influence on improving speaking ability, distinguishing it from studies that may have broader or different focal points.



## **CHAPTER III**

### **RESEARCH METHOD**

The research methodology used in this study is covered in this chapter. It includes conversation regarding research design, research participants, and method of data analysis

#### **A. Research Design**

In this study, the researcher used quantitative method since the data was gathered from questionnaire. In addition, this study was also designed by using descriptive quantitative method. Descriptive method as follows: "Descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions" (Sugiyono, 2014, p.22). The researcher focused on making an analysis of YouTube's role in improving students' speaking ability in the English Department of the Islamic State University of Ar-Raniry. Creswell (2014) stated that quantitative research is an approach for testing objective theory by examining the relationship between variables. This variable, in turn, was measured using instruments, so that the data was analyzed using statistical procedures.

#### **B. Research Participants**

##### **1. Population**

Population is a generalization area of a subject with certain qualities and characteristics determined by researchers to be studied and conclusions drawn

(Sugiyono, 2013). The population of this study consisted of all the first- and second-year students of English Department of Islamic State of Ar-Raniry.

## 2. Sample

The research sample is part of the number and characteristics possessed by the population (Sugiyono, 2013). The study sample consisted of 40 students who were in their first and second years and were confirmed to have social media or in this case specific YouTube applications to represent the population with some consideration. According to Cohen, et.al, (2007) the larger the sample of the existing population size the better, but there is a minimum number that must be taken by the researchers, as many as 30 samples. As stated by Mahmud (2011), for research using statistical data analysis, the minimum sample size is 30.

The researcher used an adopted questionnaire from previous similar research as a research instrument for data collection. The collected data was statistically analyzed to find out the reliable result of the study. Determination of the sample in this study using the non-probability sampling method with incidental sampling technique, namely the technique of determining the sample by chance, that is, anyone who coincidentally met the researcher were used

as a sample if it was deemed appropriate as a data source or met the characteristics as a sample (Sugiyono, 2013).

The questionnaire was given to 40 first and second-year students of the English Department of the Islamic State University of Ar-Raniry. The participants were chosen based on some considerations as follows:

1. The student who was willing to be an informant.
2. The student at first and second year of study.
3. The student who had and used social media.

### C. Methods of Data Collection

Data collection techniques guided researchers systematically in collecting the data needed in this study. Researchers used questionnaires as a tool to collect data. The questionnaire was adapted from previous research by Saraswati, et al. (2021). A questionnaire is defined as any text-based instrument that provides the survey participant with a series of questions to answer or a statement to respond to either by showing a response e.g. by marking a page, writing a number, or checking a box on paper or online and immediately (Brown, 2001).

In this study, researchers used closed questions. The questionnaire consisted of 15 statements. Participants were expected to respond to statements using the Likert Scale Model, where they are asked to choose one of the five available options; strongly agree, agree, neutral, disagree, and strongly disagree. Questionnaires were distributed through google forms.

Table 3.1 *Likert Scale*

No.	Alternative answer	Score	
		Positive Statement	Negative Statement
1.	Strongly Agree	5	1
2.	Agree	4	2
3.	Neutral	3	3
4.	Disagree	2	4

5. Strongly Disagree

1

5

Table 3.2 *Questionnaire sheet*

No.	Statements	Selection				
		SD	D	N	A	SA
1.	YouTube is a beneficial tool for language learning					
2.	You learn English faster and better by using YouTube					
3.	YouTube learning activities are very interesting and motivating.					
4.	YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms.					
5.	You feel more comfortable in using YouTube to learn English					
6.	Watching Youtube Video Blogging helps you improve your English skills					
7.	YouTube video blogging allow you to organize while speaking.					
8.	YouTube video blogging helps you increase the number of new words you learn					
9.	YouTube video blogging helps you to improve your English pronunciation					
10.	YouTube videos help you guess the meaning of unfamiliar words					
11.	YouTube videos help you speak fluently					
12.	YouTube videos motivate you to practice speaking skills					
13.	Watching YouTube video blogging help you improve your daily English-speaking skills					

14.	Youtube video blogging helps you understand a variety of English accents					
15.	I recommend YouTube as media for learning English to improve language skills					

#### D. Methods of Data Analysis

After collecting the data, the next step was analyzing the data from participants. Data analysis was the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data (Faculty Development and Instructional Design Center, 2005). The data was analyzed using the SPSS Ver.25 application. Bhatia (2019) stated that data analysis was how researchers go from a mass of data to meaningful insights.

In this study, the researcher applied descriptive analysis. The first step in assessing the data from this study was to tally the frequency of each answer or response to the questionnaire's question. The next step was to tally the proportion of respondents from the questionnaire using the percentage formula below:

$$P = \frac{f}{n} \times 100\%$$

P= Percentage

f = Frequency

n = Number of samples

100%= constant value (Riduwan, 2015)

Finally, the researcher described and analysed the findings of the data analysis and took the conclusion of the data analysis as the result of the research.



## CHAPTER IV

### FINDING AND DISCUSSION

The researcher discusses the study's actual findings as well as the outcome of the data presentation in this chapter. This displays the outcomes of the questionnaire that was used.

#### A. Finding

The primary data type was represented in the information gathered. The main source of information for this study was the results obtained from giving out questionnaires to students. The data for this study was gathered over a period from April 17 to April 26, 2024. After every responder finished the questionnaire, Microsoft Excel 2021 was used to total the results. 40 questionnaires were returned to the researcher.

##### 1. *Results of Questionnaire*

The questionnaire was used to address the research question: "What is the students' preference for learning English to improve their speaking ability?" The questionnaire contains 15 questions regarding the students' preference for using YouTube channels to hone their speaking skills. This helped the researcher determine whether using YouTube can assist students in improving their speaking abilities.

Table 4.1 *EFL Students' Preference in Using YouTube Channel*

No	Question	SA		A		N		D		SD		Index Percentage	Index Average
		F	%	F	%	F	%	F	%	F	%		
1	YouTube is a beneficial tool	23	57.5	14	35	0	0	2	5	1	2.5	88	



9	YouTube video blogging helps you to improve your English pronunciation	21	52.5	16	40	2	5	1	2.5	0	0	88.5
10	YouTube videos help you guess the meaning of unfamiliar words	9	22.5	26	65	2	5	1	2.5	2	5	66.5
11	YouTube videos help you speak fluently.	22	55	12	30	3	7.5	1	2.5	2	5	85.5
12	YouTube videos motivate you to practice speaking skills	8	20	29	72.5	2	5	0	0	1	2.5	81.5
13	Watching YouTube video blogging help you improve your daily English speaking skills.	8	20	30	75	1	2.5	0	0	1	2.5	67
14	Youtube video blogging helps you understand a variety of English accents.	11	27.5	24	60	2	5	1	2.5	2	5	80.5
15	I recommend YouTube as media for learning English to improve language skills.	23	57.5	15	37.5	0	0	0	0	2	5	88.5

Based on the table above, an index average of 76.9% was obtained. This result was derived from multiplying each percentage by the scale of each option. The percentage of "strongly agree" was multiplied by a scale of 5, "agree" by a scale of 4, "neutral" by 3, "disagree" by 2, and "strongly disagree" by 1. These calculations produced an index percentage for each question. The index percentages were then summed up and divided by the total number of questions, resulting in an average index of 76.9%.

Furthermore, a substantial 57.7% of the students strongly agree, and 35% agree that YouTube is a beneficial tool for this purpose. Similarly, when asked about YouTube's effectiveness in accelerating their English learning, 50% of the students agree that it helps them learn faster and better. Additionally, 60% of the students find learning more interesting and motivating with YouTube, while 65% believe it helps them use correct vocabulary and grammar.

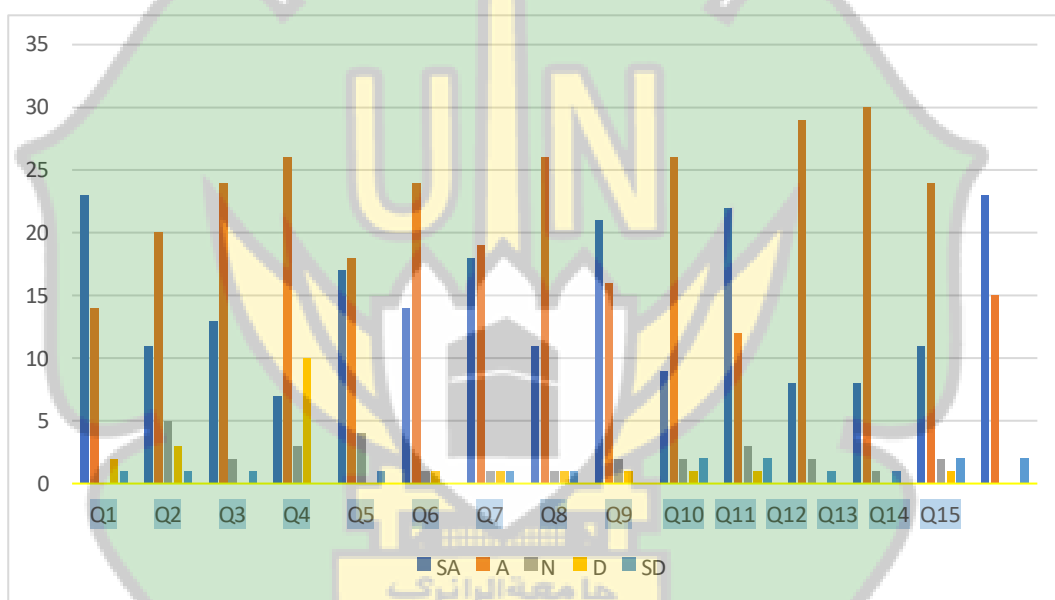
Comfort with using YouTube for learning is also high, with 45% agreeing that they feel comfortable with this method. The belief that YouTube videos improve English skills is shared by 60% of the students, and 47.5% agree that YouTube helps them become more organized in their spoken English. Furthermore, 65% of students agree that video blogging on YouTube helps increase their vocabulary.

When it comes to pronunciation, 52.5% strongly agree that YouTube video blogging is beneficial, supported by 40% who also agree. The ability to guess unfamiliar words through YouTube is recognized by 65% of the students. The platform's role in enhancing fluency is also noted, with 55% strongly agreeing and 30% agreeing. A significant 72.5% of students feel motivated to practice their

speaking skills through YouTube.

An overwhelming 95% of students agree that YouTube video blogging will help them improve their everyday speaking skills. Finally, 60% of the students agree that they would recommend YouTube as a learning platform for developing their English skills. Overall, the data reveals a strong endorsement of YouTube's effectiveness in various aspects of language learning, with high levels of agreement across different dimensions.

Figure 4.1 *The Recapitulation of EFL Students' Preference in Using YouTube Channel*



## B. Discussion

This study was conducted to answer a research question: What is the preference of students in improving their English skills? To address this question, the researcher used a questionnaire to collect data and provided a series of questions that the sample had to answer.

Based on the data obtained, 88% of students show a preference for using YouTube channels as a medium to help improve their English skills. In this context,

students agree that YouTube serves as a useful tool and medium for them during the learning process.

This is relevant to the research findings by Pratama, S. H. H., et al (2020), which stated that YouTube videos should be a foundational and increasingly integral component of the learning process. Students enjoy using YouTube videos, finding them engaging. These videos enrich students' comprehension of academic content and improve their presentation skills. By using YouTube, they can easily access it anytime and anywhere, which helps them and allows them to learn and understand English more quickly and effectively.

Moreover, YouTube offers a wide variety of videos, especially those related to learning English, that students can access. With such a vast selection of videos available, students can easily choose which ones to watch, making YouTube a more engaging platform for them. Additionally, with the extensive range of videos, they are more motivated to learn and improve their English skills.

Furthermore, 78 % students agreed that there is a wealth of educational material available on YouTube, allowing students to discover new vocabulary and understand its proper usage, which can be applied to everyday life and within the correct context. Not only that, but they can also learn the correct sentence structure and how to use proper grammar.

There are 85% students feel more comfortable using YouTube to learn English because the platform is accessible at any time and provides unlimited content for them to explore. They can not only learn through traditional English language videos but also improve their speaking skills by watching vlogs shared by native speakers. This flexibility allows them to improve their English skills in various

areas, including speaking, writing, reading, and listening, making YouTube a valuable resource for enhancing their language abilities.

There are 82.5% students watch video blogs on YouTube, they are exposed to a format where the speaker typically follows a clear outline or storyline. This organization is key to effective communication because it helps maintain the flow of ideas and keeps the audience engaged. By watching these vlogs, learners can observe how

speakers structure their thoughts, transition between topics, and use cohesive language to create a compelling narrative. This exposure to organized speech can serve as a model for students, showing them how to organize their thoughts and communicate effectively in English.

Furthermore, when students watch vlogs, they are exposed to a variety of topics, from daily life stories to specialized subjects. This diverse content introduces them to a wide range of vocabulary that they might not encounter in traditional classroom settings. As students continue to watch different types of vlogs, they naturally build a broader vocabulary, which enhances their overall language proficiency and confidence in speaking and writing. By incorporating YouTube video blogging into their learning routines, students can steadily expand their lexical range and become more adept at using English in various contexts.

YouTube video blogging is a valuable tool for students looking to improve their English pronunciation. There are 67% students watch and listen to native speakers and fluent English speakers in video blogs, they are exposed to the natural rhythms, intonations, and sounds of spoken English. This immersion in authentic speech

provides students with models to emulate, allowing them to hear how words are pronounced in context and how sentences flow in conversation. By repeatedly listening to these verbal cues, students can refine their pronunciation skills by practicing along with the videos or imitating what they hear.

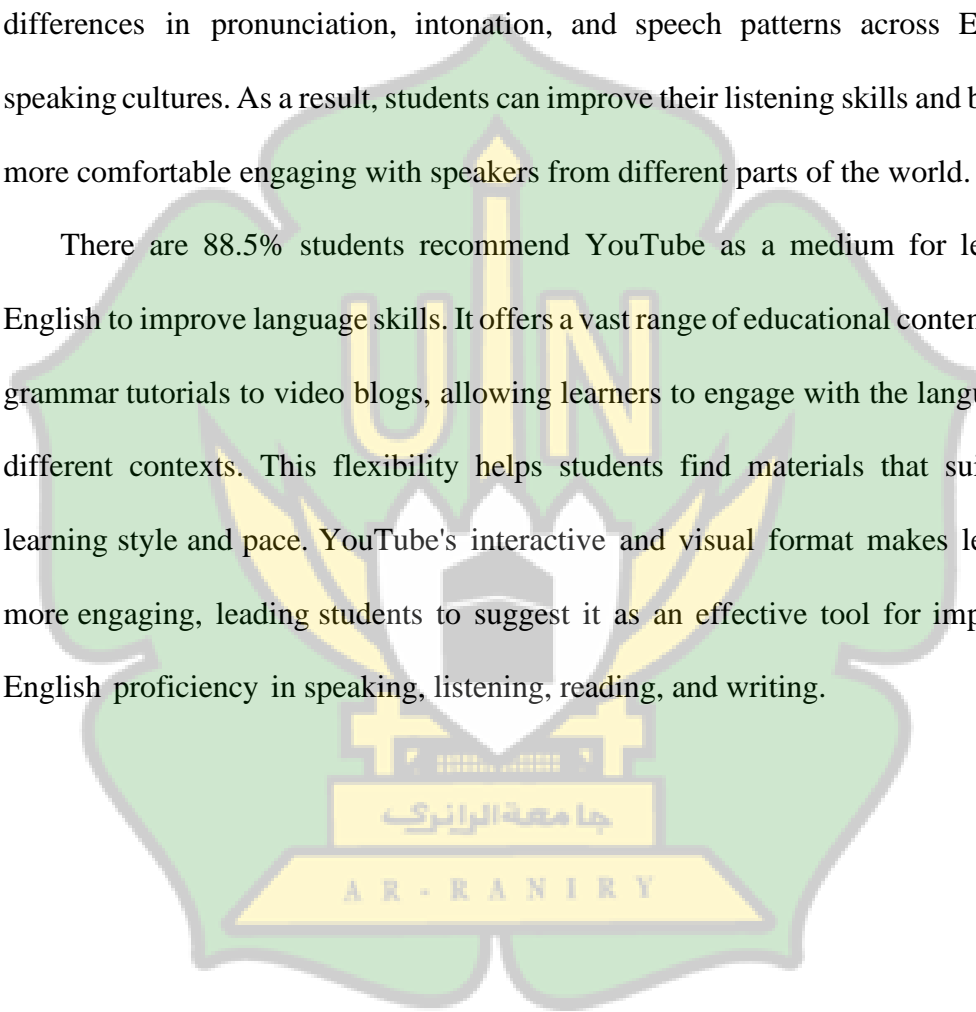
This is related to the research findings by Gunada, I. S., & Wayan, I. (2017), which indicate that YouTube videos offer students exposure to authentic English, providing them with a richer experience in various speaking elements such as pronunciation, structure, vocabulary, and intonation. This exposure contributes to improved comprehension and fluency, leading to an overall enhancement in speaking skills.

YouTube videos motivate students to practice their speaking skills by offering engaging and interactive content. They can follow along with phrases, repeat after the speakers, or even engage in interactive exercises that many content creators offer. This real-world context and the opportunity to hear native speakers can boost confidence and make practicing English more enjoyable, ultimately motivating students to improve their speaking abilities.

Although YouTube video blogs offer numerous advantages and conveniences for students in enhancing their speaking skills, such as providing a platform for practice and feedback, 45.5% of students report that they do not feel YouTube video blogging helps them organize their thoughts when speaking. Despite the potential benefits, a significant portion of students struggle with structuring their speech effectively while using this medium. This indicates that while YouTube can be a valuable tool, it may not address all the organizational challenges students face in developing their speaking abilities.

Moreover, 80.5 % students agreed that YouTube video blogging helps them to understand a variety of English accents by exposing them to a diverse range of speakers from different regions and backgrounds. As students watch video blogs, they hear English spoken in various accents, from American to British, Australian to Indian, and beyond. This exposure helps them become more attuned to the subtle differences in pronunciation, intonation, and speech patterns across English-speaking cultures. As a result, students can improve their listening skills and become more comfortable engaging with speakers from different parts of the world.

There are 88.5% students recommend YouTube as a medium for learning English to improve language skills. It offers a vast range of educational content, from grammar tutorials to video blogs, allowing learners to engage with the language in different contexts. This flexibility helps students find materials that suit their learning style and pace. YouTube's interactive and visual format makes learning more engaging, leading students to suggest it as an effective tool for improving English proficiency in speaking, listening, reading, and writing.



## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter has two sections: the conclusion and the recommendations. The first section provides a summary of the findings, while the second section outlines the benefits for students, lecturers, and future researchers. The study aimed to identify the preferences of students for learning to enhance their English skills. The research question was addressed through a questionnaire given to students in the English Education Department at the Ar-Raniry State Islamic University.

#### **A. Conclusion**

The data suggests that a significant majority of students, about 76.9%, prefer using YouTube channels as a means to improve their English skills. This preference indicates that YouTube provides a practical and accessible platform for learning English, allowing students to access educational content at any time and from any location. The flexibility and ease of use make YouTube a valuable resource, enabling students to quickly enhance their English proficiency in a way that suits their individual needs and schedules.

Moreover, YouTube offers a diverse selection of videos focused on English learning, giving students a wide range of content to explore. This variety helps keep students engaged and motivated to continue improving their language skills. YouTube's extensive educational materials provide opportunities for learners to acquire new vocabulary, understand proper usage, and even develop correct grammar and sentence structure. By allowing students to choose from various topics and formats, YouTube fosters a more engaging and personalized learning

experience, contributing to improved English-speaking ability and overall language proficiency.

## **B. Recommendation**

This research focuses on students' preference for using YouTube channels to improve their English language skills. Based on the findings, the researchers have provided several recommendations for students and future researchers.

For students, YouTube is a medium that can be accessed anytime and anywhere, serving as an additional learning resource for independent study outside the classroom. There are numerous topics and materials available, helping students to build vocabulary, learn correct grammar structures, practice pronunciation, and more. Thus, YouTube is highly recommended as a tool for the learning process.

Finally, for future researchers, there is an opportunity to conduct more comprehensive studies on students' preferences for using YouTube channels to improve their English skills. Future researchers could employ in-depth interviews to obtain more thorough and detailed insights into student preferences. Additionally, research could also be conducted at the high school level, as these students also have access to YouTube channels, providing a broader understanding of how YouTube can be used for English language learning.

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## LIST OF APPENDICIES

### Appendix A



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
Nomor : B-11440/UN.09/FTK/KP.07.6/10/2023

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY BANDA ACEH**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cukup dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KM.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal 27 September 2023

**MEMUTUSKAN**

Menetapkan :  
**PERTAMA**

Menunjuk Saudara:

1. Dr. Nashriyah, M.A. Sebagai Pembimbing Pertama

2. Dr. Maskur, M.A. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Auzanil Halimi Roellisa**

NIM : **180203146**

Program Studi : **Pendidikan Bahasa Inggris**

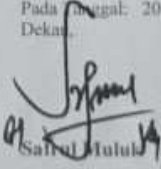
Judul Skripsi : **EFL Students Preferences in Using Youtube Channel for Improving Their Speaking Ability**

**KEDUA** : Pembayaran honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

**KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

**KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu jika diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 20 Oktober 2023  
Dekan,

  
Saiful Muluk

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);

2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

3. Pembimbing yang bersangkutan untuk diketahui dan dilaksanakan;

4. Mahasiswa yang bersangkutan;

5. Arsip.



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2939/Un.08/FTK.1/TL.00/4/2024  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan
2. Mahasiswa/i Pendidikan Bahasa Inggris Angkatan 22/23

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AUZANIL HAKIM ROELLISA / 180203146**

Semester/Jurusan : XII / Pendidikan Bahasa Inggris

Alamat sekarang : Banda Aceh, gampong pineung.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Efl Student's Preferences in Using Youtube Channel for Improving Their Speaking Ability***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 01 April 2024

an. Dekan

Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 17 Mei 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

## Appendix C

### Questionnaire sheet

No.	Statements	Selection				
		SD	D	N	A	SA
1.	YouTube is a beneficial tool for language learning					
2.	You learn English faster and better by using YouTube					
3.	YouTube learning activities are very interesting and motivating.					
4.	YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms.					
5.	You feel more comfortable in using YouTube to learn English					
6.	Watching Youtube Video Blogging helps you improve your English skills					
7.	YouTube video blogging allowyou to organize while speaking.					
8.	YouTube video blogging helps you increase the number of new words you learn					
9.	YouTube video blogging helps you to improve your English pronunciation					
10.	YouTube videos help you guess the meaning of unfamiliar words					
11.	YouTube videos help you speak fluently.					
12.	YouTube videos motivate you to practice speaking skills					
13.	Watching YouTube video blogging help you improve your daily English speaking skills.					
14.	Youtube video blogging helps you understand a variety of English accents.					
15	I recommend YouTube as media for learning English to improve language skills.					

## Appendix D

No	Question	SA		A		N		D		SD		Index Percentage	Index Average
		F	%	F	%	F	%	F	%	F	%		
1	YouTube is a beneficial tool for language learning	23	57.5	14	35	0	0	2	5	1	2.5	88	
2	You learn English faster and better by using YouTube	11	27.5	20	50	5	12.5	3	7.5	1	2.5	78.5	
3	YouTube learning activities are very interesting and motivating.	13	32.5	24	60	2	5	0	0	1	2.5	84	
4	YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms.	7	17.5	26	65	3	7.5	4	10	0	0	78	
5	You feel more comfortable in using YouTube to learn English	17	42.5	18	45	4	10	0	0	1	2.5	85	76.9
6	Watching Youtube Video Blogging helps you improve your English skills	14	3.5	24	60	1	2.5	1	2.5	0	0	54	
7	YouTube video blogging allow you to organize while speaking.	18	4.5	19	47.5	1	2.5	1	2.5	1	2.5	45.5	
8	YouTube video blogging helps you increase the number of new words you learn	11	27.5	26	65	1	2.5	1	2.5	1	2.5	82.5	

9	YouTube video blogging helps you to improve your English pronunciation	21	52.5	16	40	2	5	1	2.5	0	0	88.5
10	YouTube videos help you guess the meaning of unfamiliar words	9	22.5	26	65	2	5	1	2.5	2	5	66.5
11	YouTube videos help you speak fluently.	22	55	12	30	3	7.5	1	2.5	2	5	85.5
12	YouTube videos motivate you to practice speaking skills	8	20	29	72.5	2	5	0	0	1	2.5	81.5
13	Watching YouTube video blogging help you improve your daily English speaking skills.	8	20	30	75	1	2.5	0	0	1	2.5	67
14	Youtube video blogging helps you understand a variety of English accents.	11	27.5	24	60	2	5	1	2.5	2	5	80.5
15	I recommend YouTube as media for learning English to improve language skills.	23	57.5	15	37.5	0	0	0	0	2	5	88.5