

**THE PERCEIVED EFFECTS OF USING YOUTUBE ON STUDENTS'
SPEAKING SKILLS**

THESIS

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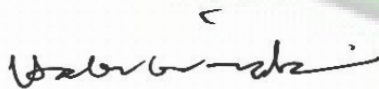
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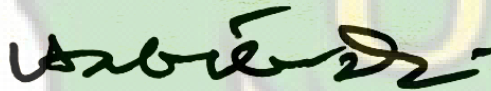
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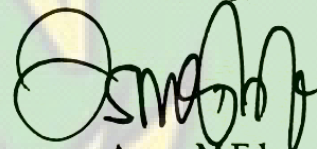
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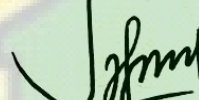
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The Perceived Effects of Using YouTube on Students' Speaking Skills

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

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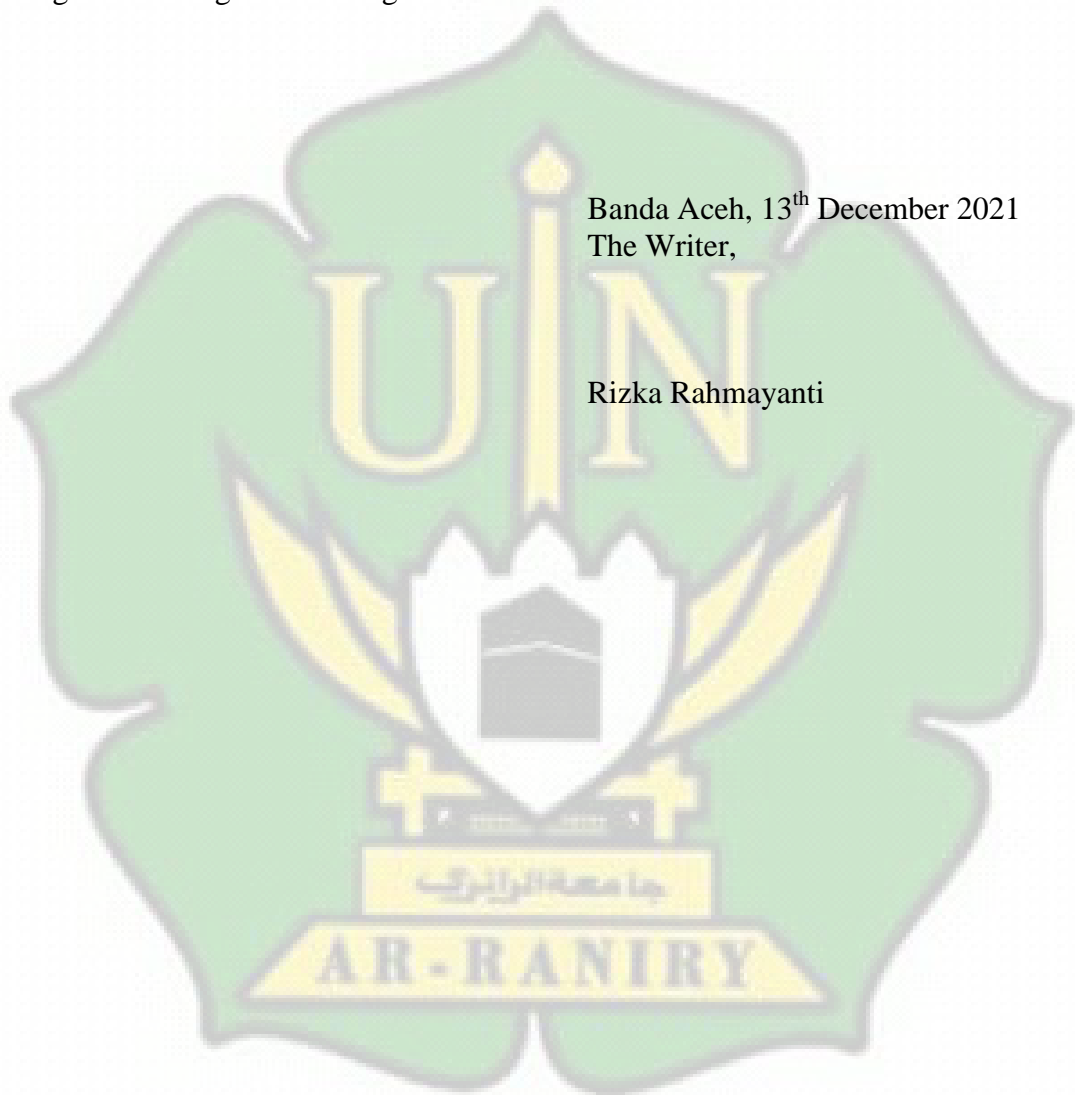
I am deeply grateful to my beloved father, Maidi Umar, and my lovely Mother, Nur Azizah Yusram, who always become my spirit in my life. Their loves lead me to reach my success and dreams. Even my father does not exist beside me anymore. I also dedicate my big thanks to all of my family members, especially my beloved uncle and aunty, Yusran and Ina Yusrina Yusram, S.Pd, who always supported me and paid for my education. Also, my dearest sister, Salsa Bila, continually prays for me, takes care of me and gives me a life lesson. They all are my precious people who keep me moving forward.

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ABSTRACT

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Keywords : YouTube, Language Learning, Speaking Skill

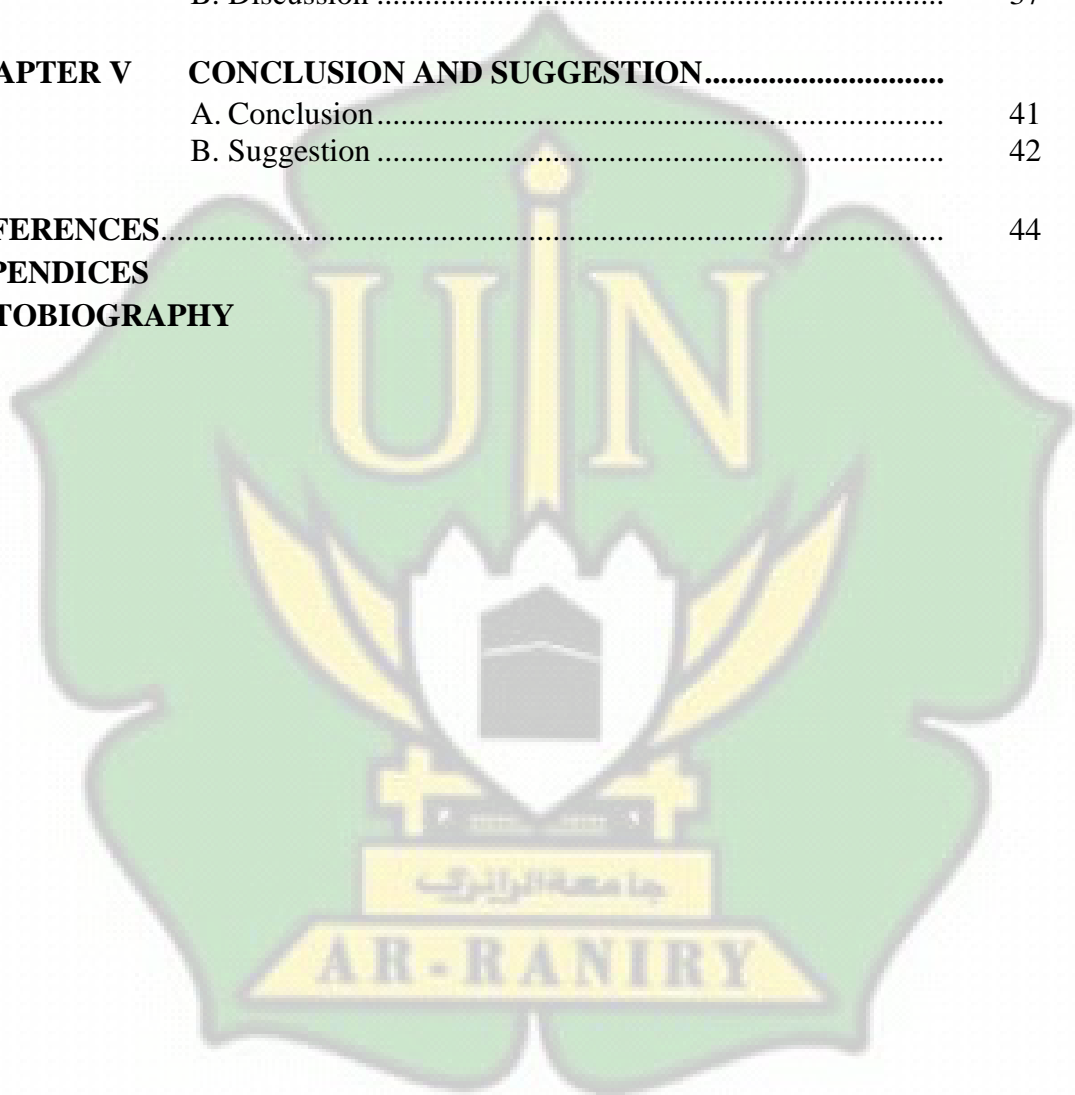
This research focuses on analyzing and exploring the effects that students receive after learning speaking through YouTube. The study attempts to find out the perceived effects of using YouTube as a learning tool in improving speaking skill and the ways students apply YouTube as a learning tool in improving their speaking skill. This qualitative study involved 30 students of Al-Munjiya Senior High School studying at the eleventh grade. Those 6 of 30 students were purposively selected to seek their opinion regarding the use of YouTube as a tool of improving their speaking skills. The researcher used a descriptive qualitative method using observation and interview to classify and analyze the use of YouTube in enhancing speaking. The data were analyzed by using steps including transcription, organizing data, familiarization, coding, and themes. Afterwards, it displayed in qualitative descriptive analysis. This study reveals that YouTube offers excellent effects toward students' speaking ability in which students can improve their speaking skills through YouTube.

Keywords: YouTube in Learning, Language Learning, Speaking Skill

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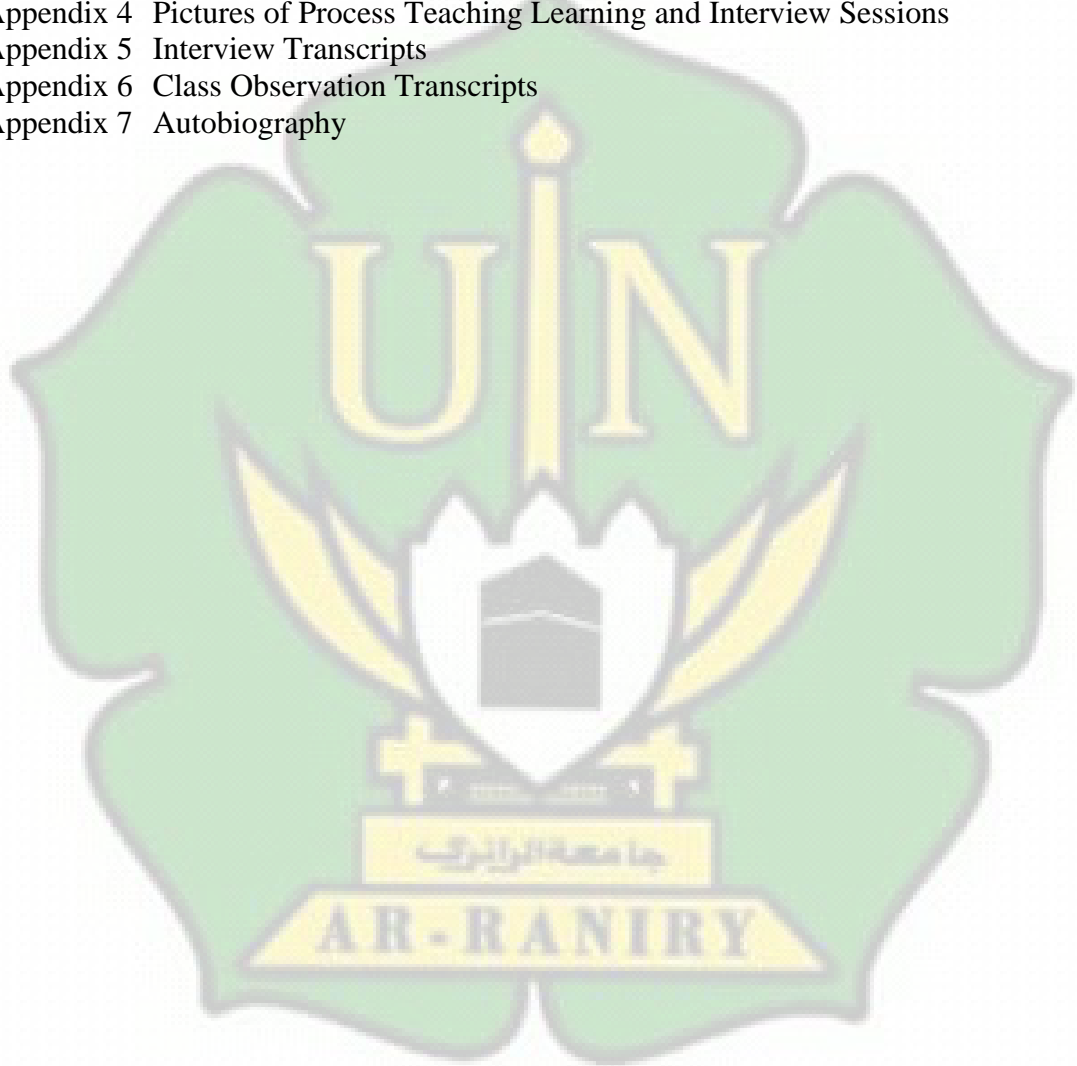
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CHAPTER I

INTRODUCTION

In this part, it presents the problem of this research briefly. It includes Background of Study, Research Questions, Research Aims, Theoretical Foundation, Research Significances, and Research Terminologies.

A. Background of Study

Speaking, one of the necessary skills in learning a language, helps learners express meaning and deliver a message in oral communication. The ability to communicate in English well can measure the success of language learning. Achieving the success of communicative skills requires grammar competence. Mastering grammar rules encouragingly helps learners in speaking. If they want to communicate with others, they will not be afraid of the mistake due to their grammar acquisition and can express their idea easily. However, some foreign language learners do not master both of the competencies. For instance, during the first year in English Education Department, the researcher found that several friends, the language learners, tend to be more dominant in grammar than speaking. However, others have excellent speaking fluency with a lot of grammatical errors.

Besides, living in a non-native English speaking society is one of the significant challenges that can influence learners speaking skills. Learners have a limited chance to practice English as their foreign language with nearby people who are non-English speakers. A lack of friends to practice language can be particularly prone to losing English proficiency. As a result, they become

appalling at speaking. Amiruddin (2019) asserts that most EFL students face challenges in delivering their utterances to native speakers in the realm because they tend to be impaired in oral communication. Sometimes they feel shy to speak, or they pronounce words inappropriately. Therefore, foreign language learners need to improve in pronouncing foreign language words. In order to become more confident in using the language orally, learners need more aids to help them learn a language, such as the use of digital technology, especially for those who have essential competencies. Yusny and Kumita (2016) claim that technology is considered as a platform that can be utilized to improve an individual's target language ability, especially for English foreign language learners.

Nowadays, the role of technology has given a significant contribution to the educational field, especially in the teaching and learning process. Yusny and Kumita (2016) identify, "In foreign language pedagogy, using digital technology fosters learners' autonomy by self-managing the amount of learning inputs outside the classroom" (p. 105). It means that learners who use digital media can perform self-learning efficiently inside or outside the classroom using other media such as YouTube. Teachers and learners can obtain English material directly from online sources, including websites, videos, pictures, posters, podcasts, et al. One of the well-known applications is YouTube which can be implemented as a teaching-learning tool. Therefore, using apps like YouTube can enhance learning either by incorporating material from the sites in daily instruction. According to Berk (2009), educationally utilizing YouTube videos helps demonstrate a concept,

present an alternative viewpoint, stimulate a learning process, and motivate learners. Those videos can motivate learners to enjoy while revising the learning topics. Therefore, it is believed that most language learners utilize YouTube as their learning platform.

Based on the researcher's experience when taking the main subject named Intermediate Speaking in the second semester, while performing the idea on improving speaking skills, most of the students acknowledged that they used YouTube as one of the learning tools to improve their communication competence. Watching YouTube videos on specific channels (such as BBC Learning and TED Talk) helped them in prompting speaking ability, including accuracy (grammar, pronunciation, vocabulary), the manner of talking (posture), facial expression (making communication more emotional), and so forth. By attempting a practice or focusing on accuracy, they can derive good results from YouTube channels, especially Simple Present, Simple Past, and Present Perfect Tenses. Thus, the researcher estimates this experience as a worthy recollection of conducting a study. Once, utilizing those YouTube channels were used in learning speaking by listening to oral performances with/without subtitles. It helped the researcher's competence to use appropriate tenses in speaking skill.

Previous research has presented that implementing YouTube in language teaching learning can help learners foster their speaking achievement. One of those studies was conducted in Lampung by Dewi Kurniawati in 2012 entitled *“The Effectiveness of Using YouTube Video in Teaching English Grammar Viewed from Students’ Attitude.”* Using experimental research design, she

concluded that YouTube video as one of the learning aids is more effective than textbooks to teach grammar.

Another educational study was written in 2015 by four researchers; Hannelore Montreux, Ruben Vanderlinde, Tammy Schellens, and Lieven De Marez in Ghent University, Gent, Belgium. This educational research article is entitled *"Teaching and Learning with Mobile Technology: A Qualitative Explorative Study about the Introduction of Tablet Devices in Secondary Education."* This paper investigated both perceptions of teachers and students concerning the impact of using tablet devices for teaching and learning purposes. It used an explorative focus group study involving teachers and students in a secondary school that has used tablet devices since 2012. The study's general finding shows that the use of tablet devices in the classroom setting has positive impacts on both teaching and learning practices.

Due to the researcher's personal experience and those previous researches above, it prompts the researcher to explore and conduct educational research titled *"The Perceived Effects of Using YouTube on Students' Speaking Skill."*

B. Research Questions

Regarding the identified problems stated previously, the researcher formulated the research questions as follows:

1. What are the perceived effects of using YouTube as a learning tool in improving speaking skill?
2. How do the students utilize YouTube as a learning tool in improving speaking skill?

C. Research Aims

Regarding to the research questions above, the aims of the study are raised:

1. To analyze the effects of using YouTube as a learning tool in improving speaking skill
2. To investigate how the students utilize YouTube as a learning tool in improving speaking skill

D. Research Significances

The significances of study are as follows:

1. For the Department of English Language Education of UIN Ar-Raniry, the study's result can magnify the theories in utilizing YouTube to improve students' speaking competence.
2. For the English lecturers and readers, it is expected that the result of the study can give information about the effect of using YouTube Channel in improving English speaking ability. Some YouTube channels have contributed massively to the teaching-learning process. Hopefully, this study will present a description of the implementation of the use of YouTube videos. Hence, both teachers/lecturers and readers/parents will recognize that the YouTube channel is for having fun and learning assistants.
3. For the English students, it is expected that the result of the study can be helpful in their understanding to gain a better online learning process with teacher or self-learning. It can motivate the students to use the YouTube channel for learning English, especially in enhancing

speaking skills appropriately. Therefore, students will use this online media as one of their online instructional tools to help them in mastering English.

4. For future researchers, it is projected that the result of the study can be implemented as the additional sources/references to the further researchers who establish similar studies; the use of YouTube channels in encouraging students' oral communication to support a convenient teaching-learning process.

E. Research Terminologies

To avoid misunderstanding of this study, it is needed to clarify several terms used in this research:

1. Perceived Effects

According to Merriam-Webster English Dictionary (2020), the word “perceived” means the process of attaining awareness or understanding of sensory information. It comes from the Latin words *perceptio* or *percipio*, which aims “receiving, collecting, the action of taking possession, and apprehension with the mind or senses.” Based on the definition, perceived effects can be defined as the value of collection someone receives after giving a stimulus.

The perceived effects in this research mean exploring the effect of students in achieving and receiving after using YouTube Channel and the improvement of English speaking skills.

2. YouTube Channel in Language Learning

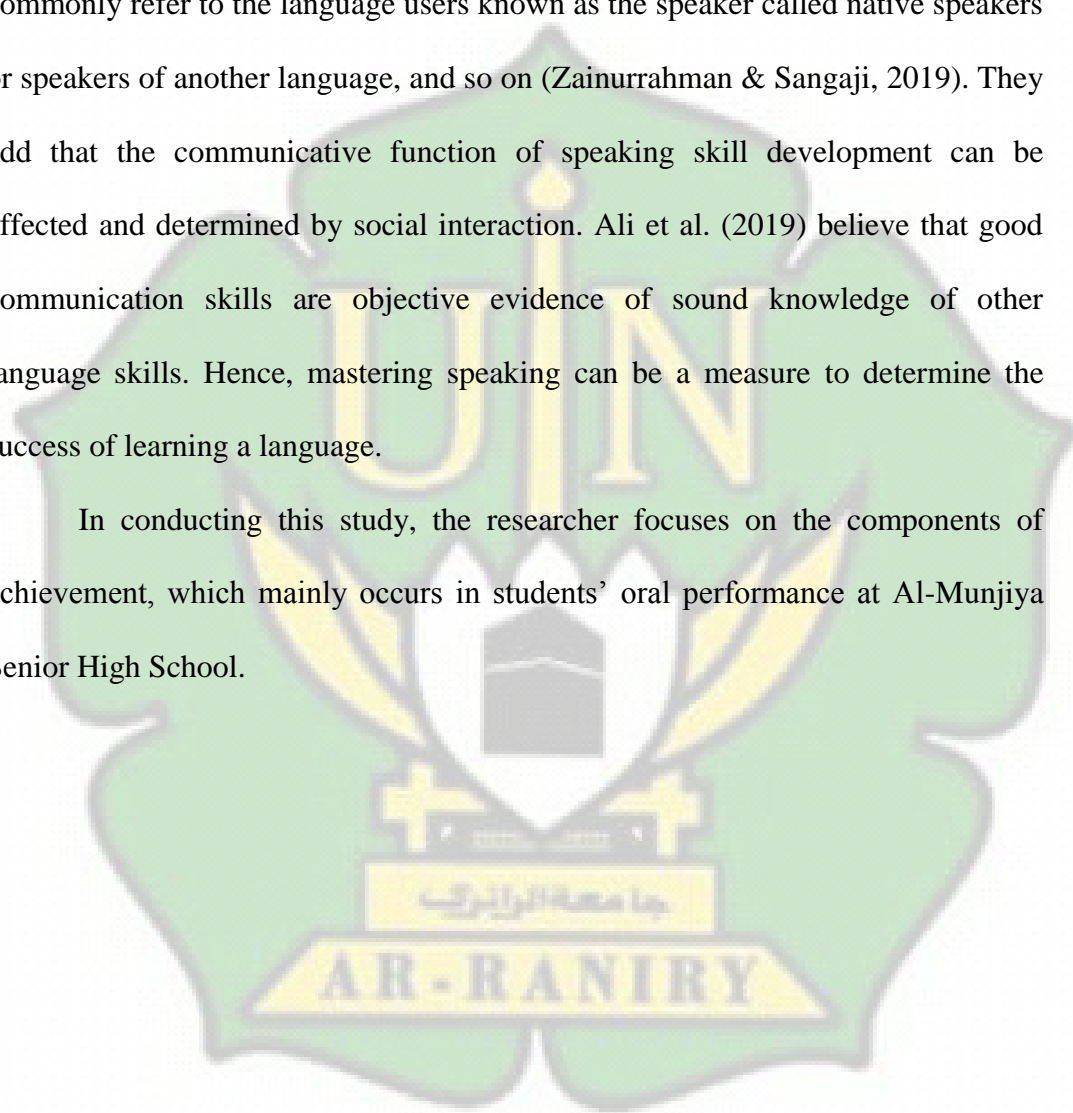
YouTube is a video-sharing site that allows users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users. Mayora (2009) classifies YouTube as a social networking platform rather than a virtual video library because it allows users to share video, leave feedback based on the video, and comment on it. YouTube also offers a wide variety of user-generated and corporate media videos. The contents are available in this app, including educational videos, short movies, music videos, video-blogging, movie trailers, TV show clips, documentary films, live streaming videos, and other content. Both individuals and media corporations upload most YouTube videos. The users who do not register yet to this app are also only allowed to watch videos without commenting in the video or uploading any content.

YouTube Channel that the researcher means in this study refers to the online tool used to watch videos for educational purposes, including language learning aids. Sahayu and Friyanto (2019) stated that language learners could find any learning material of English subject derived from video on Youtube, movies, social media, television serial, novels, songs, and so forth. According to Jones and Cuthrell (2011), YouTube videos can function as a part of the instruction, which can introduce new concepts, publicize rich information during primary instruction, or close lessons by reviewing necessary points. By watching YouTube videos, students can learn how to speak correctly. They will learn how to use appropriate words in speaking. In watching the video, students can listen to it directly or read the given subtitles, so they catch the speaker's meaning.

3. Speaking Skills

In the EFL context, speaking skill is regarded as one of the primary language skills that the language learners must have and master. Those learners commonly refer to the language users known as the speaker called native speakers or speakers of another language, and so on (Zainurrahman & Sangaji, 2019). They add that the communicative function of speaking skill development can be affected and determined by social interaction. Ali et al. (2019) believe that good communication skills are objective evidence of sound knowledge of other language skills. Hence, mastering speaking can be a measure to determine the success of learning a language.

In conducting this study, the researcher focuses on the components of achievement, which mainly occurs in students' oral performance at Al-Munjiya Senior High School.



CHAPTER II

LITERATURE REVIEW

This part presents some theories that become the borders of thoughts of the study. It consists of Perception, YouTube and Speaking Skills.

A. Perception

According to a definition proposed by the Dictionary of Language Teaching and Applied Linguistics, perception is determined as the acknowledgement and understanding of events, objects, and stimuli by using the basic senses such as hearing/aural, sight, touch, and others (Richards & Schmidt, 2010). The same idea is expressed in the statement that perception is a process that implicates the record of information or idea into the human brain. In this perception, human-beings are directly contact with their environment. This perception arises when they interact with their outside world through understandings from what they act, feel, hear, and look (Slameto, 2010).

Perception can be divided into some different types; visual, auditory, and speech. The perception also includes; a) the way people think about something and idea of what it is like; b) the way that people experience things with their senses; c) the natural capability to recognize things rapidly (Qiong, 2017).

Qiong (2017) divides the perception process into three stages including selection, organization, and interpretation.

1. Selection. It is the first stage in the process of perception. It occurs during the adaption of the environment stimuli into meaningful experience. In this stage, people can perceive only some parts of the information from the environment

through a selective process because it is influenced by the amount of information source. The sensory organs need to process the stimuli arrive from a large variety of information. Therefore, people only receive some important information for them.

2. **Organization.** After obtaining some information from their environment, people need to organize it to find certain significant patterns. In this stage, it tries to undertake things into categories. That's why this stage also recognized as categorization stage. In addition, according to Cantor et al. (1982, as cited in Qiong, 2017, p. 19), organization allows "us to structure and give coherence to our general knowledge about people and the social world, providing typical patterns of behavior and the range of likely variation between types of people and their characteristic actions and attributes". It means that perception is distinguished into two characteristics. First, the process of organization provides human perception structure. Second, the process displays that human perception has solidity.
3. **Interpretation.** This stage in perception refers to the process of attributing meaning to the selected stimuli. When it classifies the particular stimuli into structured and stable patterns, then it needs to arrange these patterns to assign the meanings. However, different people may give various interpretations to the same stimulus. For instance, parents talking to teachers on phone is a common way for asking permission for some schools, whereas in several other schools they consider it as an unpolite way.

The perception is also correlated to “perceived” term. Based on the Merriam-Webster English Dictionary (2020), the word “perceived” is related to the process of attaining awareness or understanding of sensory information. It derives from the Latin words *perceptio* or *percipio*, which aims “receiving, collecting, the action of taking possession, and apprehension with the mind or senses.” Based on the definition, perceived effects can be defined as the value of collection someone receives after giving a stimulus.

In this study, the perceived effects were examined to explore the effect of students in achieving and receiving after giving stimuli from teacher that is the use of YouTube Channel in the class in order to experience the improvement of speaking skills.

B. YouTube

1. Definition of YouTube

YouTube, a well-known online video playing platform, was established in 2005 by three personnel of PayPal; Chad Hurley, Steve Chen, and Jawed Karim. The first YouTube video was uploaded and launched in early 2005 by Jawed Karim as the co-founder of YouTube (Lo, 2012).

Lo (2012) adds that the first video with the YouTube link (<http://www.YouTube.com/watch?v=aEcOJAHPShk>) was uploaded to the website named *YouTube.com* using an Internet connection. YouTube channel has up-to-date content frequently. It allows the users to freely upload and share videos on the Internet with other YouTube viewers who have Internet connection access. Similarly, according to Hansen and Erdley (2009), they report YouTube viewers

are allowed to upload, share, and watch various video clips with access via computers, smartphones, windows, email clients, websites/blogs, and others.

According to Wankel (2010) and House of Commons (2007), this application website has been a leading platform of the social media revolution and the growth of content developments and has also commanded enormous democratization of society and empowerment of individuals in the view of some. From this statement, it means that YouTube is a well-known media platform that has been used by society, especially for those whose smartphones are in their life to communicate virtually or to involve in entertainment purposes. For this purpose, the use of social media and technological advances evolves widely in line with the development of using the gadget in an educational context, for example, the use of devices in assisting the learning process such as iPhones, iPads, and Android devices, which provide a series of platforms (Nielsen, 2010; Reid, 2010; Kitchenham, 2011).

Watkins and Wilkins (2011) divide the use of YouTube into these five continual points. First, viewing YouTube videos is free anytime for any content. Students can select to watch the genre based on the comprehension they want to evaluate and improve, especially for their academic attention; secondly, after having exposure to YouTube content, students whose linguistically self-awareness can advance to acquire the language contents such as pronunciation and conversation skills; thirdly, students can learn autodidact without any help of teacher or fellow student by browsing the unlimited videos available on YouTube (Watkins & Wilkins, 2011). In line with this, Lo (2012) mentions that the videos

on YouTube had been 65,000 videos uploaded per day and obtained 100 million views in over a year. The one billion views per day in 2009 have increased to two billion views per day in 2010. It became the most rapidly growing corporation worldwide with a reception of national recognition; fourthly, students find meaningful content in learning the language, which leads them to investigate all learning videos in the same theme; lastly, students can attempt a self-guided examination of YouTube, which append them part of materials they have not studied yet at school.

In supporting online classes, learners can use various YouTube videos to motivate and make them more relaxed in learning the language, including watching and listening to the music with its lyrics or watching funny stories related to learning material. It helps learners to maintain their will without any boredom.

2. YouTube in Learning Speaking

In utilizing YouTube as a learning media partner, there is a varied way that YouTube can help and improve the learning process. In terms of English language learning, most experts argue that YouTube is more valuable than other educational frameworks. Comac (2008) believes that YouTube offers an ultimate platform to combine audio blogs from other YouTube channels into the classroom. The teachers can also use blogs to accomplish speaking assignments, interact with learners, and evaluate the performance results of learners.

Alimemaj (2010) affirms that YouTube, as technological advancements offers a massive array of clips of authentic examples of daily life which present

everyday-life activities. However, the users also have to be aware of new challenges presented by YouTube videos in learning language, including the wide range of contexts, the poor sound quality, pronunciation, and slang featured in some videos. It can make them more arduous to understand than listening to traditional platforms.

Kurniawan (2017) states that pronunciation, grammar, vocabulary, fluency, and comprehension significantly influence the quality of English speaking. They are categorized into these parts: practicing English by speaking alone, listening to English conversation cassettes, listening to music, watching TV, asking friends if any complicated words, and so forth. These English learning components should be developed and mastered by students to acquire knowledge. There are various efforts that students can apply in improving speaking with a concern to students' efforts to manage difficulties in learning to speak. Heriansyah (2012) discovers numerous attempts that students can make in speaking improvement. Regarding this statement, YouTube, as one of the learning tools, can improve speaking by listening and watching the YouTube video.

Alessi (2001) admits that the influential tool for teaching and learning is using video. Videos play significant roles in accomplishing speaking purposes, including motivating students' interest, offering realistic listening practice, encouraging language use, and heightening students' awareness of specific language components and other aspects of oral communication. Illustrating human performance in real situations is tough to be displayed. It is insatiable to show real-life activities to learners using pictures, audio, and explanation only.

Therefore, YouTube video attends helps learners watch the authentic speaking materials. It shows the way of people speak, intonation, attitude, facial expression, and body language. In this stage, learners acquire and practice speaking by imitating the speaker from the video, choosing words, and communication style.

3. Features of YouTube in Language Learning

Brünner (2013) identifies that the key factors for students' success are following the quality criteria for using YouTube as an educational tool. They are:

- a. *Accessibility*, it can be used everywhere, at any time, and free of charge. It is user-friendly allowing easy upload of videos that people can subscribe on different channels.
- b. *Authentic*, it offers rich multicultural content that provides a unique insight into the target culture. The easy connection with other social media enables cooperation, for instance, sharing videos and communicating when rating and commenting on videos. It is available on multiple devices, including mobile, which makes it a perfect medium for education. Similarly, Watkins and Wilkins (2011) agree that the two primary benefits to using YouTube in the classroom are the exposure to authentic English as well as the promotion of a learning style that is more autonomous and student-centered.
- c. *Media agreement*, meaning the use of media the students interact with daily is an essential factor when choosing educational resources. On the downside, nowadays, YouTube is very ad-based, and there is much inappropriate content. The availability of videos might change, and some videos that are copyright protected are unrightfully uploaded on YouTube.

Regarding the language learning resources on YouTube, it overwhelmingly has provided an abundance of online materials and resources, especially in the educational field. It has launched different channels for educational purposes, especially those who want to improve their speaking performance. It facilitates the implementation of videos in education, creating a safer environment for students without inappropriate content or distracting videos; YouTube for education (Brünner, 2013). Therefore, the viewers who tend to learn speaking skills from YouTube should not be worried because educational YouTube channels have created a good investment for future lesson preparation, especially for language learners.

C. Speaking Skills

1. Definition of Speaking Skill

Brown (2015) outlines speaking as a productive skill that can be observed immediately and empirically, which indeed deals with the reliability and validity of an oral production test. He also implies that the observation can be continuously determined by the effectiveness and accuracy produced by listening skills. According to other experts, Cameron (2001, as cited in Sari 2018) claims that speaking is the active use of language to express meanings that can make other people understand. He implies that in the ELT process concerning speaking, the learners need to choose the appropriate words in expressing the meanings so that the listeners can understand their speaking clearly (p. 130).

According to Merriam-Webster Dictionary (2020), skill is the ability to use one's knowledge effectively and perform. From this definition, the skill can

be defined as the potential of someone in performing something by using their knowledge/ability to achieve sufficiently good results.

From those statements above, the researcher indicates that speaking is one of the essential skills in language learning that impels participants, as the listeners and speakers, to receive a response of what they listen from oral communication such as language features, accuracy, expressions, etc. Hence, it can be concluded that speaking skill is the potential of someone in performing English speaking by using the knowledge that they have mastered to achieve a sufficiently good output.

In the pragmatic view of language performance, Brown (2015) adds that listening and speaking are almost always allied. Sometimes some listening performance types can be isolated with speaking; however, oral-production performance involves the interaction of aural comprehension such as dialogue. Moreover, there are limited contexts of speaking without involving listening, for example, monologues, story-telling, speeches, and reading aloud. Regarding this statement, when students learn English to improve speaking on YouTube, unconsciously, they also practice their acoustic performance. This leads to a good impact on students in improving both speaking and learning.

2. Types of Speaking

There are three basic types of speaking stated by Brown (2004). Those are:

a. Imitative

This speaking performance is the way speakers imitate a word or phrase or possibly a sentence. It is the phonetic level of oral production, a number of prosody, lexical, and grammatical properties of language may appear in the

criterion performance. In imitating, there is no inference of the test-takers' ability to convey meaning or to participate in an interactive conversation. They repeat and memorize words in short-term storage.

b. Intensive

Another type of speaking usually employed is the production of short stretches of spoken language. It aims to determine competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. It includes prosodic elements-intonation, stress, rhythm, and juncture.

c. Responsive

Responsive performance of speaking includes the interaction and comprehension of conversations. This is how the speakers respond to any utterance.

d. Interactive

Interaction divides into two forms, including transactional and interpersonal. Transactional language exchanges specific information, while interpersonal exchanges maintain social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the speaking need in a casual register and utilize slang, humor, colloquial language, ellipsis, and other sociolinguistic elements.

e. Extensive (Monologue)

Extensive oral production can be categorized into speeches, oral presentations, and story-telling.

3. *Micro and Macro Skills of Speaking*

According to Brown (2004), there are various components in speaking; micro-skills and macro-skills. They have 16 different speaking components. The micro-skills aim to produce the little chunks of language aspects, including words, phonemes, morphemes, collocations, and phrasal units. While the macro skills of speaking emphasize on the more prominent features such as fluency, style, cohesion, discourse, function, non-verbal communication, and strategic options.

3.1 *Micro Skills*

These categories are stated by Brown (2004, pp.142-143) as follows:

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

3.2 Macro Skills

In line with this, Brown (2004, p. 143) also proposes some macro skills as follows:

1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

In learning speaking, both micro and macro skills are needed by language learners because it determines the success of their oral communication.

It also leads to comprehending and acquiring the skills along with speaking practices.

4. Successful Characteristic in Speaking

Nikita (2011) reveals that speaking will depend on how the speakers apply the 3P phases (Preparation, Practice, and Performance). Each of these phases should be concerned by speakers. First, preparation and planning support speakers to diminish nervousness and make them more confident in speaking. Second, speaking skill also requires more content practice. This is how the speakers train their selves to be familiar with words and situations. It is believed that practicing speech can be done at least a couple of times to improve. Last, the performance consists of how speakers control their body language and deliver information well. This attitude determines the act of speakers towards listeners in responding, delivering information, persuading, and making a good impression.

Thornburry (2005) concludes that speaking consists of four main points including:

- a. Conceptualization. Speaker conceptualizes the story, discourse type, topic, and purpose of speaking.
- b. Formulation. This consists of the strategic choice by speakers at the level of discourse, syntax, and vocabulary.
- c. Articulation. It involves the organs functions of speech in order to produce sounds.
- d. Self-monitoring. This is a process that happens along with the stages of conceptualization, formulation, and articulation. Related to formulation,

self-monitoring results in a slowing down, pausing and following backtracking of a speaking speech. In articulation, it results in correction when speakers speak fluently or in wrong pronunciation utterances. Using monitoring leads to the correction and the ability to manage the mistake.

5. Difficulties in Speaking Activities

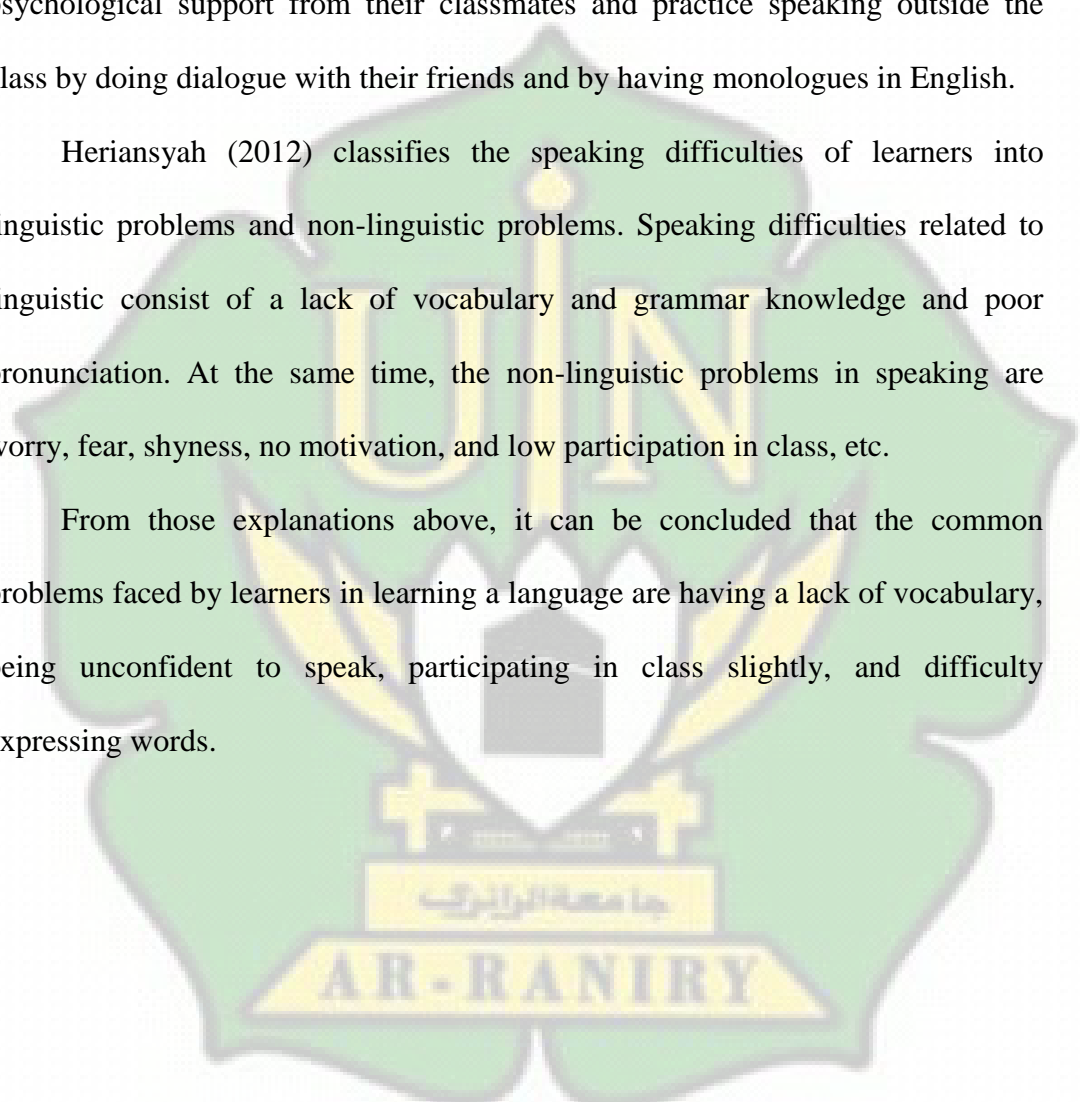
According to Riswandi (2016), learners face multiple problems in mastering oral performance. These problems can be found within classroom activities. First, the speaking ability of learners is still low, unsatisfying, and far from the expectations. The learners do not focus on learning material because they have low motivation and interest in learning the language. Sometimes they feel anxious and shy to speak or answer their teachers. Another problem is having difficulty in expressing words or sentences. They speak English in two to three sentences and cannot express their utterance using proper vocabulary and correct grammatical forms.

Habiburrahim et al. (2020) divide the speaking anxiety in language classrooms into three powerful portraits, including the causes of students' anxiety, the effects of anxiety on their speaking performance, and how students deal with anxiety in speaking English. First, the causes of students' anxiety are related to personal self (personality traits, low self-confidence, and lack of competency) and classroom activities (spontaneous performance and direct feedback of students' mistakes). Second, the effects of anxiety on their speaking performance are that students have difficulties delivering their idea in the target language and often

forget the message they want to convey. Last, the effort used by students to survive anxiety in English class is by rejecting the adverse feelings, such as continuing to participate in the classroom. They also attempt to obtain psychological support from their classmates and practice speaking outside the class by doing dialogue with their friends and by having monologues in English.

Heriansyah (2012) classifies the speaking difficulties of learners into linguistic problems and non-linguistic problems. Speaking difficulties related to linguistic consist of a lack of vocabulary and grammar knowledge and poor pronunciation. At the same time, the non-linguistic problems in speaking are worry, fear, shyness, no motivation, and low participation in class, etc.

From those explanations above, it can be concluded that the common problems faced by learners in learning a language are having a lack of vocabulary, being unconfident to speak, participating in class slightly, and difficulty expressing words.



CHAPTER III

RESEARCH METHODOLOGY

This part enlightens the description of the stages to conduct this research. Those are Research Plan, Population and Sample, Research location, Instrument for Data Collection, Technique of Data Collection, and Technique of Data Analysis.

A. Research Design

In this study, the data was qualitatively analyzed. Creswell (2012) states that qualitative research involves collecting data and working with text, images, or sounds. Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. The kind of data is qualitative research. It was generated from the students' interview results and observation. The researcher accomplished the study to understand students' personal experience in learning speaking accuracy using YouTube channels. The results were aimed to recognize and investigate the effect of YouTube channels on speaking skills.

B. Research Participant

The research participant of this study was the eleventh-grade students of Al-Munjiya Senior High School, with 30 students (14 males and 16 females). They were chosen as the participants due to the need for research investigation on English class. This subject was considered one of the subjects that can provide a result of students' achievement in speaking using YouTube video implemented by the teacher in the classroom.

Sample is a part of the representative population that is studied and can be done if the population has a homogenous characteristic (Arikunto, 2009). The researcher selected 6 of 30 students of the eleventh grade of Al-Munjiya Senior High School as the sample of this research.

The purposive sampling technique chooses the sample. Purposeful sampling is a technique widely used in qualitative research to identify and collect information-rich cases for the most dominant use of limited resources (Patton, 2002). Similarly, according to Creswell (2014), the idea in qualitative research aims to purposefully select participants or other sources (documents or visual materials) which necessarily assist the researcher to recognize the problem and the research question. To address this purpose, it does not suggest random sampling or selection of many participants, as typically found in quantitative research (Creswell, 2014). In using purposive sampling, the researcher selected the samples based on certain criteria or specific purposes. Hence, the researcher decided on six students of the eleventh grade of Al-Munjiya Senior High School as participants. The criteria of participants were the students who used the YouTube channel as one of their online learning partners and participated in class actively. The six eleventh-grade students were considered the proper level to participate in this study because they have more exposure to English. However, the twelfth-grade students who also have more exposure to English were had no time to participate in this study because they tended to be more focused on the preparation of their examination. Due to the qualitative research, involving a limited number of participants saves time in interpreting the data collection.

1. Research Location

The research took place at Al-Munjiya Senior High School. This school, located at Kuta Trieng, West Labuhan Haji, South Aceh, Aceh province, was established on December 13rd 2010. The principal of this school is Drs. H. Yon Malius. This school type is an Islamic boarding school, so the students have to stay at the dormitory. The students inherit religious and cultural traditions. Arabic and Islamic classes are taught to all levels. In this school, academic staff members should have a minimum of a bachelor's degree, including teaching assistants, senior administrators who either have or are working towards a master's degree.

Generally, Al-Munjiya has several school levels; Early Childhood Education, Pre-Primary School, Elementary School, Junior High School, and Senior High School. All of the schools are limited by the border. However, people can still access the schools which are in one area.

In supporting the teaching-learning process, these educational places provide various facilities. Those consist of classroom, administration affairs room, principal office, operator room, library, canteen, toilet, garden, basketball and football courts, and on and on. The boarding schools are only for junior high school and senior high school students. There are dormitories for male and female students in different areas, but it is not far from students' classrooms.

Table 1. Students of Al-Munjiya Senior High school

Grade	Male	Female
X	16	17
XI	14	16
XII	17	12
Total	47	45

Source: Administration of MAS Al-Munjiya

2. Research Instrument

Hancock et al. (2007) elaborate on many different data collection instruments that can be used to conduct research. The research includes main instruments, such as interviews, focus groups, observation, collection of documented material (such as letters, diaries, photographs), collection of narrative, and open-ended questions in questionnaires. In conducting the study, the researcher attempted two techniques to bracket the data in this research, including observation and semi-structured interview.

2.1 Observation

In order to support this research, the researcher conducted an observation in an English class that uses YouTube channels as an educational tool for improving speaking skills, especially in boosting students' competence. According to Griffiee (2012), several second language researchers widely use observations as one of their instruments in collecting data. Those researchers often utilize a checklist, rating scale, video recording of events, field notes, and so on to observe the details of phenomena that occur. In addition, observing the environment of field research is more valid because the researcher can see how the phenomena arise. Regarding its elaboration, the researcher selected

observation as the main instrument in this research. Hancock et al. (2007) support this data collection because it provides an extensive description of the critical features of the area and produces data for confirming or invalidating information provided in face-to-face meetings.

2.2 Interview

In the interview section, the researcher used the semi-structured interview to properly understand their performance based on their learning experience in using YouTube. The participants were asked to answer several questions. The most common interview type in educational research is the semi-structured interview. Due to its ability, it can merge destined questions to perform on leads and investigate insights when they occur in the interview (Griffee, 2012).

Nunan (1992, as cited in Griffee, 2012, p. 159) defines an interview as “the elicitation of data by one person from another through person-to-person encounters.” In addition, Griffee (2012) describes the interview as a research tool that contains a face-to-face conversation and has a form, structure, and purpose of research finding to be collected, verified, and examined. From this description, it can be concluded that conducting a qualitative research method is used to obtain the interviewees’ perceptions and attitudes towards the issues. Data obtained from interviews are flexible because they can be used along with other kinds of data instruments. For example, interview data can be aligned with observation data to reinforce data interpretations (Griffee, 2012).

There are many ways to apply the question interview to participants. Nugrahani and Hum (2014) assert that researchers can adjust the questions asked

to participants in semi and unstructured interviews. Therefore, the researcher adapted this interview instrument from the open-questionnaire of the research written by Sari, S., P., T. (2015), titled The Use of Videos to Improve the Students' Speaking Skills at Class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015. There were ten questions given to participants. Each participant was interviewed within the duration of 20 to 30 minutes. These interview questions were settled and adjusted by the researcher. The questions of the interview to students at Al-Munjiya Senior High School is listed in Appendix V. In doing the interview, the researcher also used voice recording to make the data strengthen.

C. Technique of Data Collection

The researcher undertook a semi-structured interview and a class observation to support this qualitative research in collecting data. It was conducted in three meetings. Each of the meetings took 30 to 35 minutes to interview a participant and 60 minutes for every class observation.

The first meeting was to accomplish observational research to detect the English class using YouTube Channel as their learning platform. The second meeting was to observe students' performances in participating in English class using YouTube. In the last meeting, the researcher interviewed the students who had experienced YouTube involvement in their learning classroom. In order to obtain more information about students' experience, the researcher also asked about the obstacles that students faced during learning speaking on YouTube

channel. Therefore, the researcher properly gained how the YouTube video affected students' performance in learning English, especially in speaking.

D. Technique of Data Analysis

In analyzing qualitative data collection, Creswell (2014) suggests six steps in order to obtain and compile the result of research. Those fundamental steps include:

1. Organize and prepare the research data to be analyzed

In this step, it is required to involve transcribing interviews, optically scanning material, typing up field notes, cataloguing all of the visual material, and sorting and arranging the data into different types depending on the sources of information.

2. Read or look at the overall data

In starting conducting a study, the researcher needs to annotate and arrange the participants' idea generally by taking a note in margins of research of transcripts in order to provide an overall sense of data.

3. Start coding all of the data collection

Coding can be defined as a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. It includes interview transcripts, participant observation field notes, journals, documents, drawings, artifacts, photographs, video, Internet sites, e-mail correspondence, literature, and so on (Saldaña, 2013).

Miles, Huberman, and Saldaña (2014) believe that coding is deep reflection of interpretation in obtaining the meanings of data. It is one of approaches that widely use in analysing data by divide the whole data set into the small themes. It can be labelled with a certain term or based on the real utterance of participants.

4. Use the coding process to generate a description of the setting

Using description can render a detailed of information about people, places, or events in a setting. It also can be used to generate a small number of themes or categories-perhaps five to seven themes for a research study.

5. Advance how the description and themes are represented in qualitative narrative

6. Making an interpretation in qualitative research of the findings or results

In this qualitative research, obtaining data from semi-structured interview was utilized by giving several questions to participants. The participants' answer gaining from the semi-structured interview was analyzed and assessed using coding. It aimed to obtain the result how YouTube can influence and contribute the effects on students' achievement in speaking as well as to derive the obstacles while utilizing YouTube in classroom. It was also correlated based on classroom observation by researcher.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter displays the findings and discussion of the research. It presents the answer of the research questions.

A. Research Findings

The research findings were stated based on the research questions. The research questions of this study include: 1) What are the perceived effects of using YouTube as a learning tool in improving speaking skill? 2) How do the students utilize YouTube as a learning tool in improving speaking skill?

1. The Perceived Effects of Using YouTube in Improving Speaking Skill

Each student had different experiences in using YouTube in mastering English, especially in improving speaking skill, therefore the researcher found various ways according to their responses.

1.1 Students' impression of YouTube

All students of this research had been familiar with this well-known application. They recognized YouTube not only as an entertainment purpose platform but also as a learning tool used to comprehend their English speaking skill. Overall, the students who participated in this research knew YouTube as one of the learning media. S1 agreed that “Absolutely. I have known the use of YouTube. I know YouTube, and I have experienced the use of YouTube in my study including in English class”. This also happened to S4. She mentioned that “Of course, I have heard YouTube before. Nowadays, it is enhancing the use of media in learning, such as YouTube in learning and other similar media.”

From the answers of students in describing YouTube, the researcher can conclude that YouTube had been applied in the teaching-learning process in educational institutions and non-educational institutions. It can also assist teachers in teaching English and students in learning a foreign language.

1.2 YouTube as an enchanting learning tool

All participants agreed that learning from YouTube is engaging and interesting for students. Based on the class observation, they were interested and focused watching the video played by teacher in the class. They also argued that learning through this platform can make them glad because they can watch many learning videos from different genres.

S1 explained that:

From YouTube teacher can shows us many videos related to English. It can be anything, so as long as the video is in English spoken language. We can learn anything from it. So I feel very happy when the teacher uses YouTube in the learning process. Because it's very engaging and it's very interesting for us.

S3 and S4 also reacted that:

I am happy learning speaking through YouTube because by watching native speakers speak English we can easily follow them, both of the way they pronounce the words and deliver new vocabularies.

I really like and enjoy YouTube, because it's fun. Knowing that we can watch and learn together in the class. Also, it makes us familiar with English words.

Based on their views, the researcher found that YouTube can boost students' interest in improving speaking English because it presented various contents including the way of speakers speak, accents and the speaking styles.

Through YouTube, students can also turn one to other videos based on their favorite theme or according to the material that teacher gives to them.

1.3 YouTube role in reducing speaking obstacles of students

Learning from YouTube can solve students' disabilities in speaking English. It presented a variety of learning materials that can be accessed by students. It also allowed them to practice their speaking by imitating the speakers of the video.

S2 claimed that:

I don't really feel nervous when speaking because I have a lot of practice. Except for the first time of speaking, I feel a little bit nervous. I did practice by watching videos from YouTube, and then I practice the words that I got from videos, and then use it in real life. Even though it is awkward when we use the words in the first time, but it is okay. I watch the video and then I repeat it like one to three times. I practice by repeating and make it familiar to me.

On the other side, S5 who experienced learning speaking by YouTube also described:

In speaking English, I don't know what to say because I have lack of vocabularies. Sometimes I also don't know how to pronounce words well. Then I tried to change this, in my free time, I watch YouTube to improve my speaking skill. I usually repeat of what the speakers say in the video. I also watch video twice; with subtitle and without subtitle. I imitate the way speaker speaks by reading the subtitle in YouTube video. Then, I train myself to talk like the speaker that I have watched.

From those student descriptions, it was found that students improve their speaking skill through YouTube by repeating what speakers say. When obtaining new vocabularies from YouTube video, students usually used to memorize the simple and easy words. Then, they applied those new words in their real life. However, as seen in the class observation, they also took note the new

vocabularies which were difficult to remember and in the end of the class, students found the meaning of those vocabularies on their dictionaries or asked the meanings to the teacher.

1.4 YouTube role in providing accessibility and authentic learning

In learning, YouTube can provide authentic learning and accessibility. Students gained the learning topic that related to daily life.

Based on her/his experience, S2 explained that:

I enjoy YouTube, because it provides us learning videos from America. I mean I can watch and listen the real things from there like the accents and attitudes. So we can see and feel the real atmosphere such as we are in America, even though my friends and I are still at school or at home.

S4 also agreed:

In the first time, I just watch the video. And then I turn on into English subtitle. And then I remember the words and trying to pronounce how the actor in the video says the words. And I try to find the meaning. And then, I will practice in front of mirror or my friends. Hence, we can learn together with friends.

From those experiences of students and class observation, the researcher concluded that YouTube can be a great learning application that acts as a learning tool to improve students' speaking skill in authentic way. It also permitted students to access various videos in practicing their speaking based on certain theme that students enjoy including motivational videos, short movies, dialogues, vlog, and so on.

2. The Way Students Utilized YouTube in Improving Speaking Skill

2.1 The students used YouTube at school

Each student had experienced utilizing YouTube in educational setting.

The teacher guided students to learn based on learning topics.

S5 claimed that:

Our teacher uses YouTube in our class. I think about four to six times. In English class, the teacher always gives the material using YouTube. Of course, we watch YouTube videos using projector. My English teacher uses it within once or twice in a week.

S6 told that:

I do feel like by watching YouTube in my English class. I'm improving my speaking skill because I gain new vocabularies from the videos that my teacher prepared, also like I know. It helps me to understand English better because I can also hear the pronunciation of English words. So I try to collect as many words as possible when I hear them from videos that I watch. So I tend to write new vocabularies, actually not really write but I tend to remember vocabularies that I get. And I try to speak the way they speak. Sometimes my teacher is played the funny videos to rest our mind from boredom. That's why I feel like YouTube can be a very helpful tool for me in improving my speaking skill.

Therefore, it can be said that YouTube with its features can support teaching learning process. It can also help teacher to explain the learning material. With a good guidance of the teachers, students can improve their speaking and listening skills in the same time by memorizing many vocabularies and repeating what speakers say.

2.2 The students used YouTube at home

The students used YouTube as their learning aid not only at school but also at home in order to help their speaking skill.

S6 described that:

I use YouTube at home, actually I use YouTube more at home than in the school because at home I can access it every time I want. But however in school we only can use YouTube when the teacher allows us to use it. So I definitely use YouTube more at home. Also, I use

YouTube as learning tool. Actually it's unintentional. So I don't even know that when I watch YouTube I'm learning. So that was unintentional way.

S4 also explained:

Learning through YouTube at home doesn't need limited time. For example, in this school, we need to follow the schedule. We have to learn in certain time, but at home we can learn from it freely. We have much free time to watch it. We download the videos and we can watch it later. I think it is better to watch it at home. In short, I always use this application to improve my speaking skill.

From those statements of students, it can be summarized that the students were more excited to learn speaking through YouTube at home rather than at school, because they had much time to watch and practice. They can also learn speaking English freely without any barrier.

B. Discussion

This research aimed to investigate the perceived effects of using YouTube in a learning context and how the students perceived the use of YouTube in their learning, despite they experienced it both at home and at school, to improve their speaking skills. This section presents the discussion based on the research result conducted in Al-Munjiya Senior High School. The researcher employed observation and interviews to collect the research data. From the semi-structured interview of the six participants, the researcher found different experiences and responses from every student who participated in this study. Those answers will be elaborated and analyzed below to answer the research questions of this research.

The first research question recognized the perceived effects of using YouTube as a learning tool in improving speaking skills. Based on students' responses, five themes can be categorized as perceived effects of YouTube. Those were; students' impression of YouTube, YouTube as an enchanting learning tool, YouTube role in reducing speaking obstacles of students, and YouTube role in providing accessibility and authentic learning. This idea is supported by Br  nner (2013) that the critical factors for students' success in this media learning are that YouTube has accessibility which makes it can be used everywhere, at any time, and free of charge.

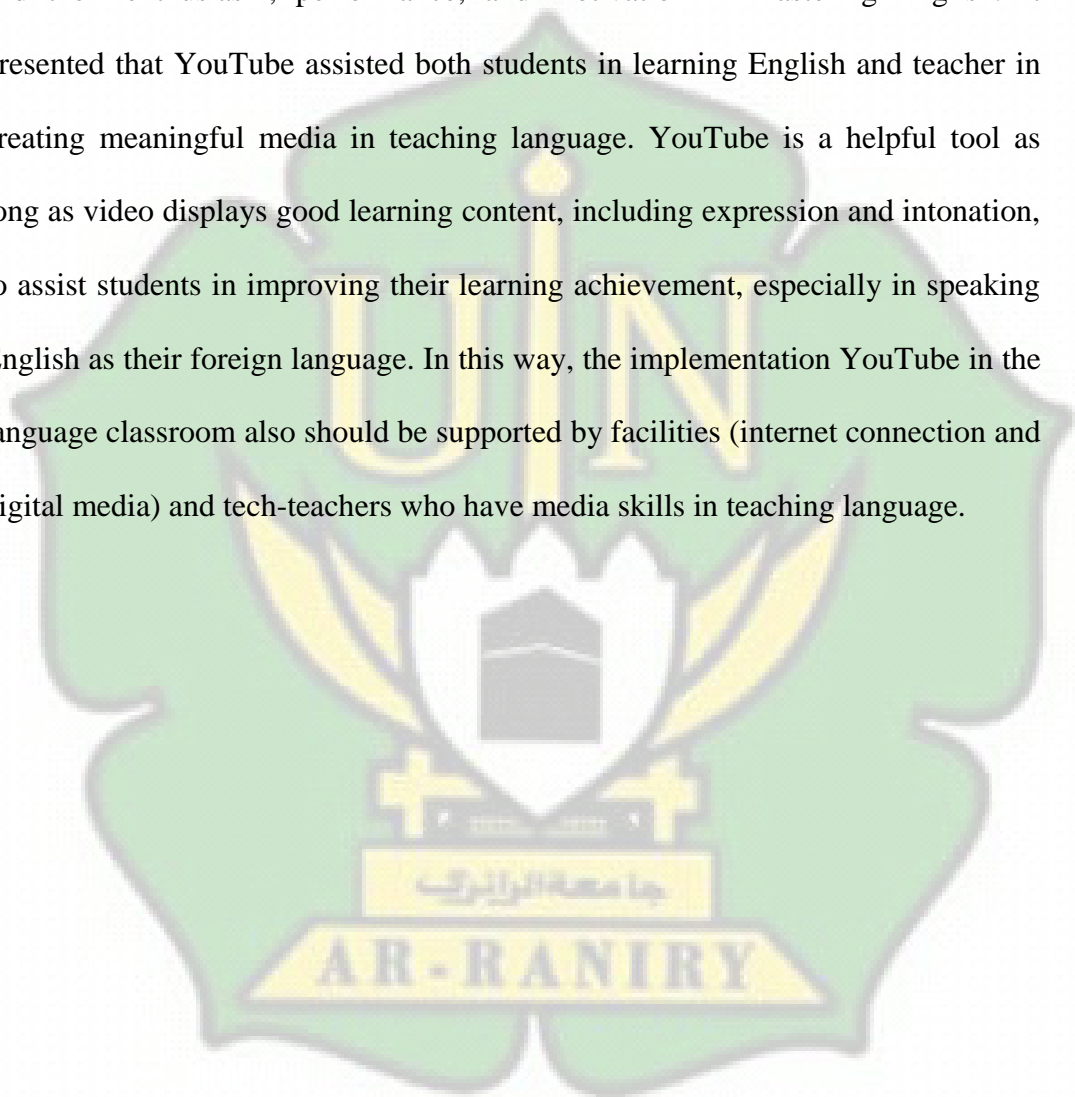
The second research question focused on the way students utilize YouTube in improving speaking skills. In mastering speaking skills, there were two aspects that students used YouTube. First, they learned to speak at home without any guidance from their teacher. Therefore, they can access learning videos based on their interest. They also can watch and learn every time they want in their leisure. Watkins and Wilkins (2011) claim that YouTube views YouTube videos free anytime for any content. This means students can watch the genre based on the comprehension they want to evaluate and improve, especially for their academic skills.

Besides, in the classroom, the teacher applied YouTube with instruction. The teacher played YouTube in learning English. The teacher chose the YouTube videos in order to select appropriate learning materials shown in the class. According to Arianti, Nurnaningsih, and Pratiwi (2018), the video used as teaching media in the classroom relies on the creative skills of the teacher. It can

be done by pausing the video. Then the teacher asked students to guess the ending of the video player. It purposed to determine whether students pay attention to the lesson or not, or they enjoyed the video without involving their primary purpose of learning speaking English. On the other way, the teacher also played another video from beginning to end of the video in order to present an intensive illustration. It can assist students in receiving sound comprehension related to the learning material. Therefore, after watching the overall video, students can deliver their idea based on their own words to practice their English speaking. This way can increase students' exposure to English.

From the YouTube video, students can observe the exposure of the use of natural English provided by the video. This was one of the purposes that teachers applied to video in the classroom to show the accents used by native speakers. Also, students can improve their vocabulary, grammar, pronunciation, and fluency. Jati et al. (2019) also believe that one of the appealing ways to work on speaking skills in the language classroom is by playing feature-length videos to teach speaking and vocabulary, and comprehension. This is because YouTube video presents aural and visual output. Students can hear new vocabularies and intonation through aural input. At the same time, the students can also conclude the meaning of the utterance by visual output. Hence, involving media in teaching ESL learners can help them produce words, the stress in sentences, sound patterns, speech sounds, intonation, and the rhythm of English as their foreign language (Arianti et al., 2018).

From those statements above, it can be summarized that implementing YouTube videos in teaching speaking brought positive contributions to language courses in the learning environment. It can improve students' exposure to English and their enthusiasm, performance, and motivation in mastering English. It presented that YouTube assisted both students in learning English and teacher in creating meaningful media in teaching language. YouTube is a helpful tool as long as video displays good learning content, including expression and intonation, to assist students in improving their learning achievement, especially in speaking English as their foreign language. In this way, the implementation YouTube in the language classroom also should be supported by facilities (internet connection and digital media) and tech-teachers who have media skills in teaching language.



CHAPTER V

CONCLUSION AND SUGGESTION

After gathering the data by doing observation and interview, the researcher analyzed the data, presented the results and made the conclusions and suggestion. This chapter provides the conclusion and suggestion.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher exhibited the conclusion that the students perceived YouTube as the beneficial media in improving their speaking skills. YouTube assisted students in learning speaking with several perceived effects both in the English classroom and at home: students having a good impression of YouTube, YouTube as an enchanting learning tool, YouTube role in reducing speaking obstacles of students, and YouTube role in providing accessibility and authentic learning. In improving speaking English as a non-native language, YouTube encouraged the students' interest by its various contents, namely the speakers' intonation, accents and speaking styles. It also allowed students to access many videos in practising their speaking regarding their interest, including monologue or dialogues.

In the teaching-learning process, the teacher applied YouTube in the classroom, while students also learned speaking using YouTube at home. Learning speaking at home was done without the teachers' guidance. They usually accessed learning videos based on their interest and learned every time by watching YouTube videos in their leisure. However, the teacher played YouTube video in the English classroom and paused the video for a particular duration to

ask students' opinions. In this way, the students' speaking skill was gradually encouraged.

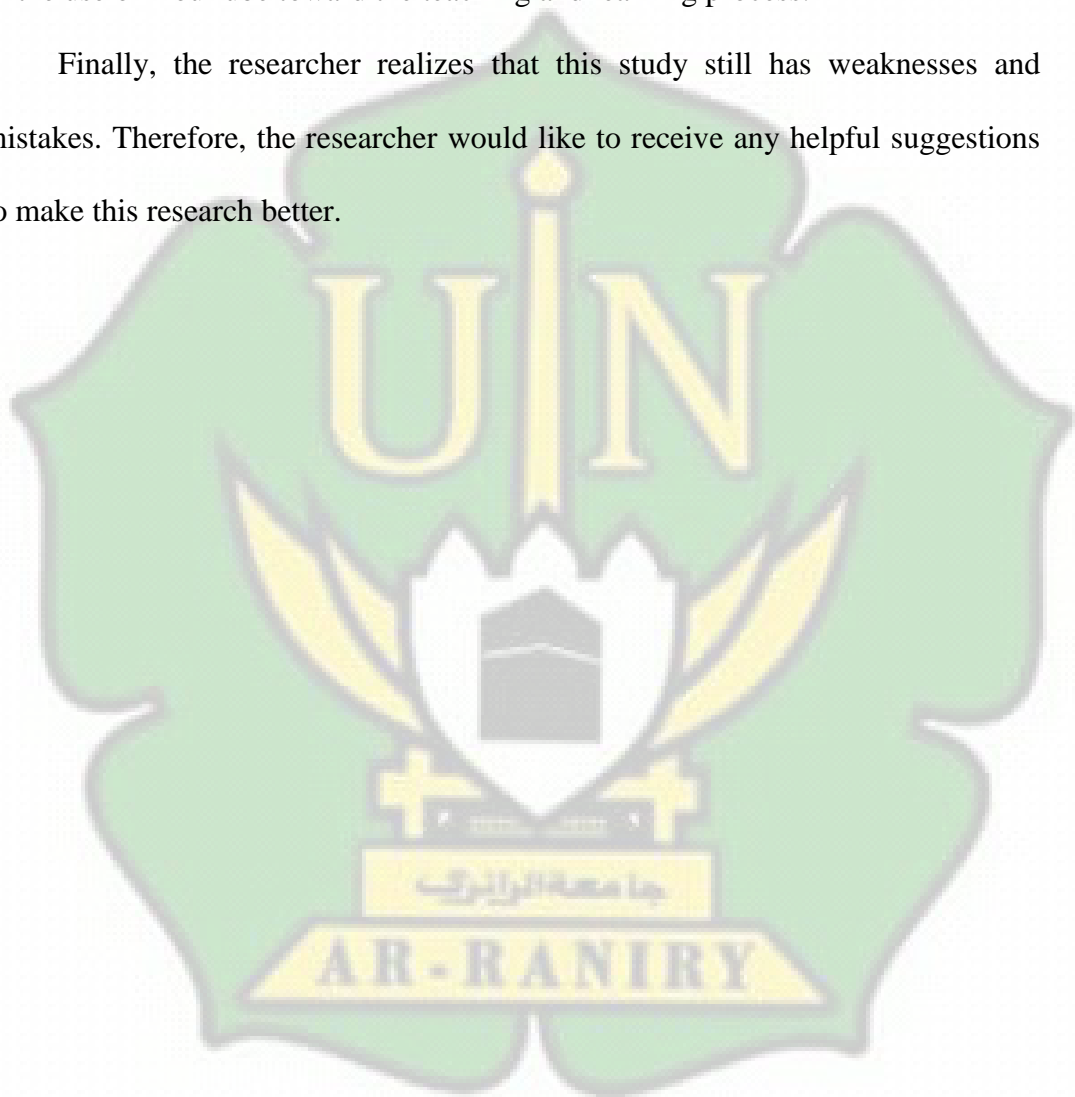
Overall, based on the research accomplished by the researcher, it proved that applying YouTube video both inside and outside the English classroom had positive impacts and benefits to make students easy not only in understanding the material but also in encouraging their speaking and listening skills. The students' achievement can be improved by using YouTube because it gave students a natural English setting. The other main opportunities provided by the YouTube video can be seen in the engagement of the students and the fun atmosphere while the students watched the video played. Moreover, it can be accessed with and without an internet connection. It allowed its users to save various learning videos offline, so the students did not need to worry about the error while playing video. Nevertheless, YouTube also brought disadvantages such as need more preparation before starting the class, need much time to watch the video for some students, and requiring the teacher with tech-skill in teaching language, especially in speaking English.

B. Suggestion

The researcher suggested several suggestions to be considered based on the result of the research. First, YouTube can assist students in improving students' speaking skills. Hence, in teaching, the speaking teacher can use YouTube as an alternative media in language class. Then, it also can be utilized by students at their homes for their educational purposes.

The future researcher can use this research as a reference for the research on the same case about students' experience on the use of YouTube in speaking or in other skills. Also, the researcher recommended exploring the teachers' perception of the use of YouTube toward the teaching and learning process.

Finally, the researcher realizes that this study still has weaknesses and mistakes. Therefore, the researcher would like to receive any helpful suggestions to make this research better.



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APPENDICES

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B-7575/UN.08/FTK/KP.07.6/04/2021

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

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- 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 cakap 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/KMK.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 Tanggal 31 Maret 2021

MEMUTUSKAN

Menetapkan PERTAMA

Menunjuk Saudara:

1. Habiburrahim, M.Com., M.S., Ph.D

2. Yuliar Masna, S.Pd.I., M.TESOL.

Untuk membimbing Skripsi :

Nama : Rizka Rahmayanti

NIM : 170203002

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Perceived Effects of Using YouTube on Students' Speaking Skill

Sebagai Pembimbing Pertama

Sebagai Pembimbing Kedua

KEDUA

: Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA

: Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KEEMPAT

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

Ditetapkan di: Banda Aceh
Pada Tanggal: 16 April 2021

An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**KEMENTERIAN AGAMA
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Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Pimpinan Dayah Al-Munjiya
2. Kepala MAS Al-Munjiya

Assalamu'alaikum Wr.Wb.

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

Nama/NIM : **RIZKA RAHMAYANTI / 170203002**

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Jalan Cinta Kasih Barat IV No.26, Gampoeng Panteriek, Kec. Lueng Bata, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***The Perceived Effects of Using YouTube on Students' Speaking Skill***

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

Banda Aceh, 13 Juli 2021

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 20 Oktober
2021

Dr. M. Chalis, M.Ag.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH SELATAN
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SURAT KETERANGAN

B-140/MA.01.12/PP.00.01.2/08/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-10467/Un.08/FTK.1/TL.00/07/2021 tanggal 13 Juli 2021, Kepala MAS Al-Munjiya menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Rizka Rahmayanti
NIM : 170203002
Fakultas/Prodi : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris


Benar telah melakukan penelitian dan mengumpulkan data di MAS Terpadu Al-Munjiya dalam rangka penyusunan Skripsi yang berjudul:

The Perceived Effects of Using YouTube on Students' Speaking Skill

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Labuhan Haji, 27 Juli 2021

Kepala MAS Al-Munjiya,


Drs. H. Yon Malius
NIP. 19630101199001001

AR-RANIRY

Appendix IV

Pictures of Process Teaching Learning and Interview Sessions



Research Location: Al-Munjiya Senior High School



Teaching Learning Process using Digital Media



Students learned the material through YouTube



Students participated the class and practiced their speaking



The researcher conducted the interview to the students

Appendix V

INTERVIEW GUIDELINE FOR STUDENT

Class : XI
Date : July 27th, 2021
Total Participants : 6 students
Time : 10.00 to 10.45 and 14.00 to 14.45
Place : Al-Munjiya Senior High School

No.	Questions
1.	What are your significance problems in speaking English?
2.	What are your motivations to speak English?
3.	How do your teacher teach you English? Fun or not? Tell me how?
4.	In learning context, have you ever heard YouTube?
5.	Do your teacher implement YouTube in your class? How many times?
6.	Do you enjoy it?
7.	Do you feel happy learning speaking through YouTube? Why?
8.	What is your favorite theme in learning speaking through YouTube?
9.	Not only at school, do you also utilize YouTube at home?
10.	How do you utilize YouTube as a learning tool in improving speaking skill?

Appendix VI

CLASS OBSERVATION TRANSCRIPTS

I. The Profile of the Class

- 1 School Name : Al-Munjiya Senior High School
- 2 Type of school : Boarding School
- 3 Level of class : XI
- 4 Number of students : 30 Students
- 5 Objective of the lesson : The Implementation YouTube in Improving Students' Speaking Skills
- 6 Topics : Asking and Giving Opinion
- 7 Subject : English

II. The Physical Environment and Learning Process

1	Did the teacher have his/her own classroom? Or did s/he share the room with other teachers?	Yes. The teacher taught alone in the classroom. There is no other teacher who accompany her.
2	How were the chairs, desks, and other furniture arranged?	The seating arrangement was in Pair Pods mode.
3	What did you see on the walls?	Poster, Clock, Calender, etc
4	What other materials and objects were in the room?	Learning Aids Picture, Projector, Laptop, Speakers, etc.
5	Did the objectives relate to language?	Yes. Learning language especially in improving speaking through YouTube

6	How did the teacher begin the lesson by applying YouTube video?	Teacher began the lesson by preparing the media used such as Laptop, Projector, Laptop, Speakers, etc. Teacher applied YouTube video in offline, in order to reduce the error while playing video. Teacher did the class-opening and implementing YouTube in the class
7	How did the teacher apply YouTube in improving speaking skills?	In applying YouTube in improving speaking skills, there were two ways used by the teacher. First, by pausing the YouTube video in certain duration. The teacher asked students to guess the ending of the video player. It purposed to determine whether students pay attention to the lesson or not, or they enjoyed the video without involving their primary purpose of learning speaking English. Second, by playing full video. The teacher played another video from beginning to end of the video in order to present an intensive illustration. It can assist students in receiving sound comprehension related to the learning material. After watching the overall video, students can

		deliver their idea based on their own words to practice their English speaking.
8	How was new vocabulary introduced in improving speaking?	Students obtained new vocabularies from the video and took a note.
9	How did students practice the language?	Teacher encouraged students to speak based on their opinion and their interest about the topic.
10	Did students have the opportunity to listen? Speak? Read? Write?	Yes. The students not only learned speaking but also listening, writing, and reading.
11	What media did the teacher use to make input comprehensible?	Teacher used projector, speaker, Laptop and applied some YouTube videos based on the material related to asking and giving opinion.
12	Did students interact with the teacher?	Yes. The teacher created good learning atmosphere. All students paid attention to teacher's talk in front of them. When there were instructions and questions given by teacher, students directly answered and showed the good response toward teacher. Students also stayed focus on the lesson that they learned from YouTube videos. In average, the students' response was totally great. Every session, each student had

		<p>participated the learning process well such as practicing their speaking, listening to the teacher instruction, asking questions about what they did not know, answering questions, delivering their misunderstanding, physical response, etc.</p>
13	Did students interact with other students?	<p>Yes. The class interaction is good. When there was a task in pair, the students sat in pairs and discussed the material with their partners, this was how the interaction among them formed. It also leaded students to work collaboratively and interacted with other students in the class.</p>
14	How often did students participate?	<p>Students participated the class and practiced their speaking by answering the questions given by the teacher.</p>
15	Were all students actively involved in the class?	<p>Yes. Most students had a good enthusiasm in learning speaking through YouTube.</p>
16	How did the teacher give students feedback? How did the teacher correct errors?	<p>Teacher corrected students' pronunciation on how to pronounce it correctly by saying it in correct pronunciation, without showing/saying that they did mistake in their speaking. In</p>

		<p>addition, the teacher directly gave applause the students who answered the question. Immediately, the whole students in the class also gave the same response to their friends. In this part, the teachers had been a good instruction even though without giving verbal confabulation.</p>
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