

**A THESIS**

**IMPROVING STUDENTS' SPEAKING ABILITY BY USING  
ENGLISH LEARNING CONTENTS ON YOUTUBE AT SMK  
NEGERI 9 PINRANG**



**BY**

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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2024**

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SMK NEGERI 9 PINRANG**



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REG. NUM. 2020203888203020**

Submitted to the English Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)

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**to**

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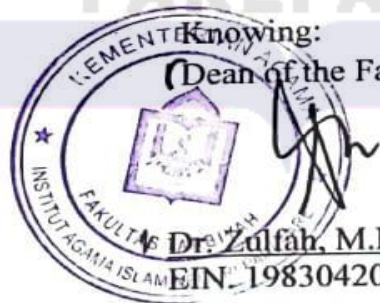
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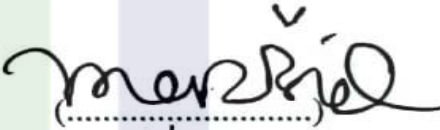
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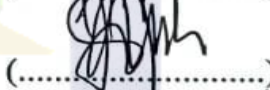
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## ABSTRACT

**ANDI MULIA.** *Improving Students' Speaking Ability by Using English Learning Contents on YouTube at SMK Negeri 9 Pinrang.* (Supervised by Arqam and Humaeroah)

This study aims to determine the effect of English learning content on YouTube on students' speaking abilities at SMK Negeri 9 Pinrang. Using a quantitative approach, data were collected through questionnaires and documentation. The results indicate that YouTube video content has an impact on students' speaking skills. This is evidenced by the t-test results, which show that the calculated t value is greater than the t table value, namely  $6.034 > 2.051$ , and the significance value is less than 0.05.

Based on these results, it can be concluded that the proposed hypothesis is accepted, meaning that English learning content on YouTube has a positive and significant effect on students' speaking abilities. The use of YouTube as a learning medium has been proven to improve students' speaking skills, making it an effective alternative in the language education process.

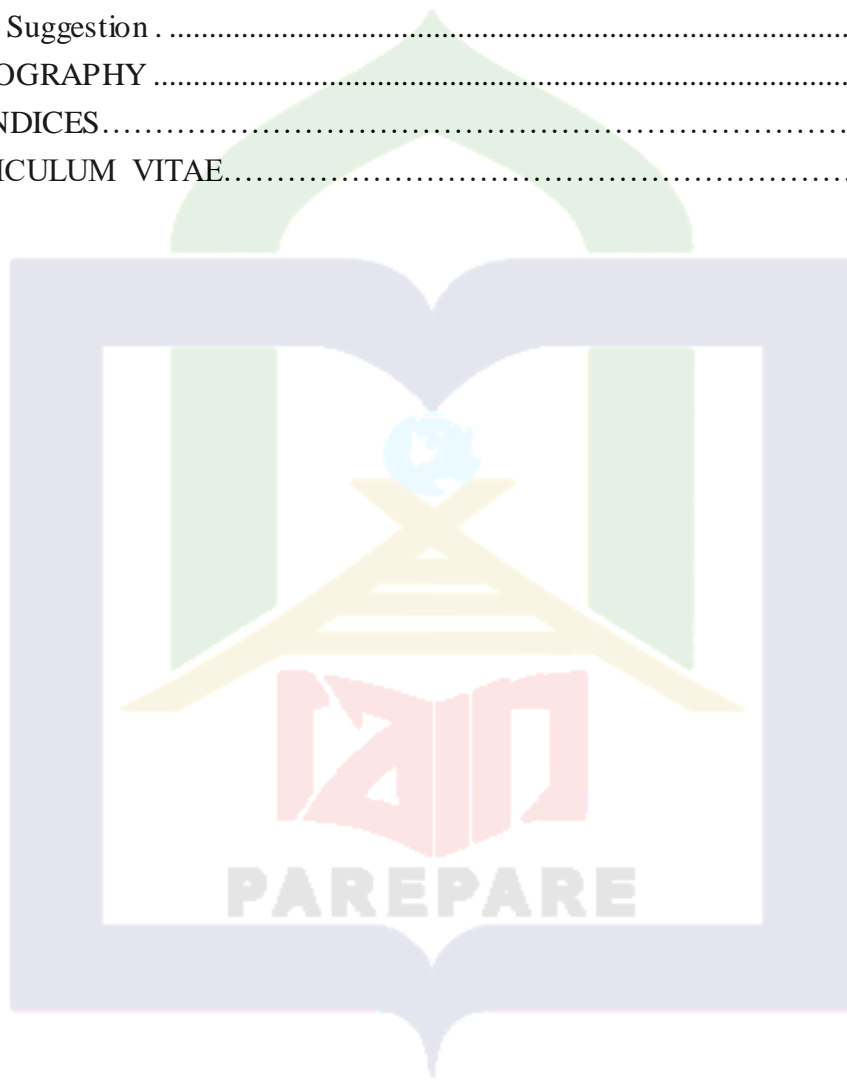
This study provides evidence that integrating YouTube as a learning medium can have a positive impact on language teaching, particularly in speaking skills. Therefore, teachers and educators may consider using YouTube as a useful tool to effectively enhance students' language abilities.

**Keywords:** *English Learning Content on YouTube, Student Speaking Ability.*

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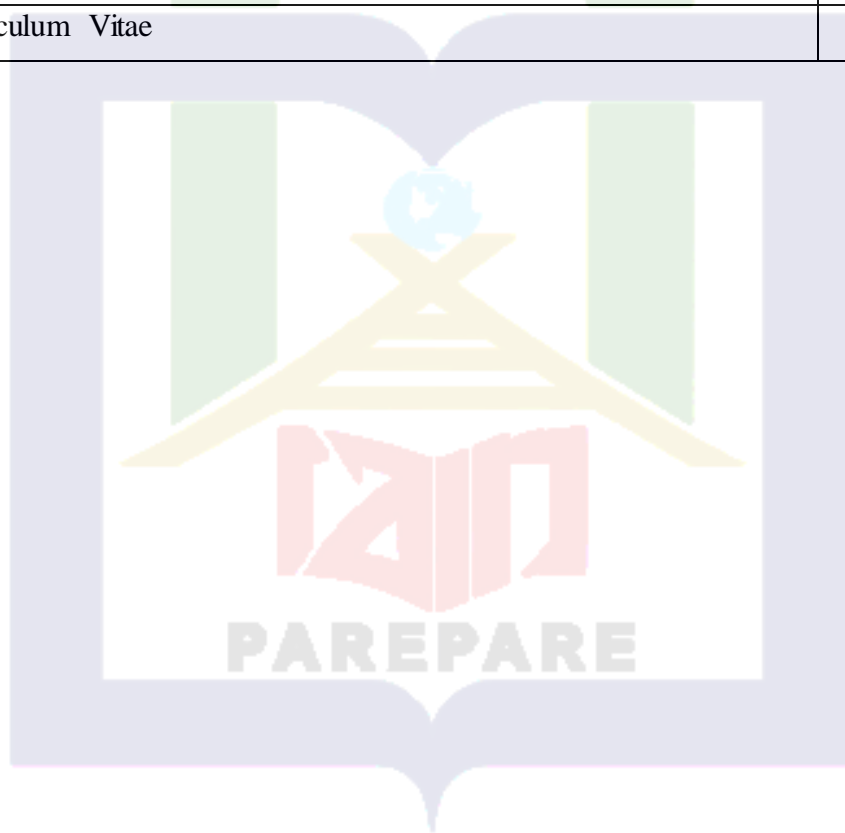
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## TRANSLITERATION AND ABBREVIATIONS

### A. Transliteration

#### 1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	h	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet

س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ş	es (with a dot below)
ض	Dhad	đ	de (with a dot below)
ط	Ta	ţ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	’	Apostrof

ي	Ya	Y	Ye
---	----	---	----

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

## 2. Vocal

- a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

S i g n	Name	Latin Letters	Name
اَيَّ	Fathah and Ya	Ai	a and i
اَوَّ	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

### 3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
اَ / تَا	Fathah and Alif or ya	Ā	a and line above
يَ	Kasrah and Ya	Ī	i and line above
يَ	Kasrah and Ya	Ī	i and line above
وُ	Kasrah and Wau	Ū	u and line above



Example :

مات : māta  
رمى : ramā  
قيل : qīla  
يموت : yamūtu

#### 4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : *raudahal-jannah* atau *raudatul jannah*  
الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnahal-fāḍilah* atau *al-madīnatulfāḍilah*  
الْحِكْمَةُ : *al-hikmah*

#### 5. Syaddah (Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا	: <i>Rabbanā</i>
نَجَّيْنَا	: <i>Najjainā</i>
الْحَقُّ	: <i>al-haqq</i>
الْحَجُّ	: <i>al-hajj</i>
نُعَمُّ	: <i>nu‘ima</i>
عَدُوُّ	: <i>‘aduwwun</i>

If the letters *ى* bertasydid at the end of a word and preceded by the letter kasrah *يَ*, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ : Arabi (not ‘Arabiyy or ‘Araby)

عَلِيٌّ : ‘Ali (not ‘Alyy or ‘Aly)

#### 6. Article

The article in the Arabic writing system is symbolized by the letters *لا* (*alif lam ma‘arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

الشَّمْسُ : *al-syamsu* (not *asy- syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (not *az-zalزالah*)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

#### 7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif.

Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *Umirtu*

#### 8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole.

Example :

*Fīzilālal-qur'an*

*Al-sunnahqablal-tadwin*

*Al-ibāratbi 'umum al-lafzlābi khusus al-sabab*

#### 9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللهِ : *Dīnullah*

بِاَللّٰهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللّٰهِ : *Humfīrahmatillāh*

## 10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (A). Example:

*Wa māMuhammadunillārasūl*

*Inna awwalabaitinwudi'alinnāsilalladhībiBakkatamubārakan*

*Syahru Ramadan al-ladhūnzilafihal-Qur'an*

*Nasir al-Din al-Tusī*

*AbūNasral-Farabi*

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

*Abūal-Walid Muhammad ibnu Rusyd, ditulis menjadi: Ibnu Rusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)*

*NaṣrḤamīdAbū Zaid, ditulis menjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)*

## 11. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata'āla</i>
saw.	=	<i>ṣallallāhu 'alaihi wasallam</i>
a.s.	=	<i>'alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun
w.	=	Wafat tahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
بم	=	بدون
صلى الله عليه وسلم	=	صلى الله عليه وسلم
ط	=	طبعة
بن	=	بدون ناشر



الخ	= إلى آخرها / إلى آخره
ج	= جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

- ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).
- et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.
- Cet. : Printings. Information on the frequency of printings of books or similar literature.
- Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.
- Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.
- No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

In the current global era, technology has played a central role in various aspects of life, including education. The rapid development of the internet is a hallmark of this era, enabling easy access to a variety of information beneficial to life.<sup>1</sup> These changes have prompted teachers to perform their roles in a more modern way, ensuring that learning remains engaging for students. One increasingly popular tool in education is YouTube. This platform offers a wide range of learning resources, including captivating English language materials. YouTube instructional videos combine visual elements, attractive design, and vocabulary that is easily understood by students, particularly in the context of speaking in English.

In the context of fast-paced technological advancements, there is a demand for the development of critical and innovative thinking skills, even from an early age.<sup>2</sup> Educational institutions are responsible for keeping up with these developments and adapting their learning programs to align with the situations, conditions, and needs of students. Education plays a vital role in shaping individuals' character in accordance with their environmental influences.

SMK Negeri 9 Pinrang, the focus of this research, is one educational institution where the importance of English speaking skills is highly relevant. However, the low proficiency of SMK Negeri 9 Pinrang students in English speaking has become an issue that needs to be addressed. Students often remain passive when asked to speak

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<sup>1</sup> Gussevi, S., & Muhfi, N. A. (2021). Tantangan Mendidik Generasi Milenial Muslim Di Era Revolusi Industri 4.0. *Paedagogie: Jurnal Pendidikan Dan Studi Islam*,

<sup>2</sup> Rohm, A. J., Stefl, M., & Ward, N. (2021). Future Proof And Real-World Ready: The Role Of Live Project-Based Learning In Students' Skill Development. *Journal Of Marketing Education*,

in English, indicating a gap that must be addressed in English language education at the school.

One of the essential skills required by students is the ability to speak English.<sup>3</sup> In this highly connected era, speaking English plays a central role. Every individual is confronted with the demand to express their personal opinions as a form of self-actualization within their environment, especially when interacting with individuals from other countries. Speaking English is the primary tool of communication, ensuring that messages are conveyed effectively and understood by listeners.<sup>4</sup>

However, English speaking skills do not develop automatically. Students need continuous training to maximize their development. The training process should start early, particularly within the school environment, through specialized programs and regular exercises. Proficiency in speaking can be considered when someone can speak with correct structure, choose the right words, use varied sentence structures, and more.

In the learning process, it is essential for every student to be encouraged to speak and voice their views in various situations. Before one can speak fluently, each student needs to possess good listening skills, enabling them to comprehend, respond to, and critically express their opinions.<sup>5</sup> Nevertheless, many students still face difficulties in speaking English, perhaps due to shyness, hesitation, lack of confidence, or even a lack of knowledge to express their ideas and thoughts.

To enhance the quality of education, the field of education is currently supported by various teaching methods and learning media. One commonly used

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<sup>3</sup> Shumin, K. (2002). Factors To Consider: Developing Adult Efl Students' Speaking Abilities. *Methodology In Language Teaching: An Anthology Of Current Practice*.

<sup>4</sup> Björkman, B. (2014). An Analysis Of Polyadic English As A Lingua Franca (Elf) Speech: A Communicative Strategies Framework. *Journal Of Pragmatics*,

<sup>5</sup> Li, Y., Gao, Y., & Zhang, D. (2016). To Speak Like A Ted Speaker--A Case Study Of Ted Motivated English Public Speaking Study In Efl Teaching. *Higher Education Studies*,

learning medium is YouTube, a popular video-sharing platform.<sup>6</sup> Although YouTube has significant potential for improving learning, the teaching methods often still heavily rely on the teacher's role in classroom instruction. However, upon closer analysis, the use of video in education has significant benefits, particularly in the context of teaching English. The integration of YouTube videos into education can have a positive impact, especially in the development of speaking skills.

It is crucial to remember that YouTube videos are not ready-made learning tools. Thoughtful planning is required to align with the learning objectives to achieve optimal learning outcomes. Moreover, in the context of the generation known as the internet generation, a diverse and creative approach to learning is highly expected. They are diligent information seekers who actively determine the best ways to learn according to their preferences. Educators must meet these demands by becoming more creative in delivering learning materials.

This research aims to address the issue of English speaking proficiency among students at SMK Negeri 9 Pinrang by investigating the use of YouTube as a learning tool. In the context of this research, the specific issue identified is the low English speaking proficiency of students at SMK Negeri 9 Pinrang. Students often remain passive when asked to speak in English. This indicates a gap that needs to be addressed in English language education at the school. Therefore, this research is considered relevant and important in enhancing students' speaking abilities by utilizing learning content on YouTube.

Finally, this research is connected to previous studies that have explored the use of YouTube to improve students' speaking skills. One related study is the research conducted by Riswandi (2016), which also used YouTube in teaching English speaking skills.<sup>7</sup> Previous research serves as the foundation and reinforcement for this study, which focuses on using YouTube to enhance students' speaking abilities at

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<sup>6</sup> Duffy, P. (2008). Using Youtube: Strategies For Using New Media In Teaching And Learning. In *Enhancing Learning Through Technology: Research On Emerging Technologies And Pedagogies*

<sup>7</sup> Riswandi, D. (2016). Use Of Youtube-Based Videos To Improve Students' Speaking Skill.

SMK Negeri 9 Pinrang. Hence, the title of this research is **“Improving Students' Speaking Ability By Using English Learning Contents On Youtube At SMK Negeri 9 Pinrang”**.

### **B. Research of Question**

Based on the background, the problem statement is as follows, can youtube learning contents improve speaking among students at SMK Negeri 9 Pinrang?

### **C. Objective of the Research**

The objective of this research is to investigate the influence of using YouTube in education on the enhancement of English speaking skills among students at SMK Negeri 9 Pinrang!

### **D. Significance of the Result**

Practical and theoretical benefits of this research,

#### **1. For Teachers (Practical):**

- a) Technology Integration Guide: Teachers at SMK Negeri 9 Pinrang will receive practical guidance on how to effectively integrate YouTube into English language teaching. It includes strategies, methods, and best practices to create more engaging and rewarding learning.
- b) Content Use Recommendations: Teachers will be given specific recommendations regarding the types of content that can be used to improve students' speaking abilities. This includes playing and selecting videos that suit the curriculum and student learning needs.

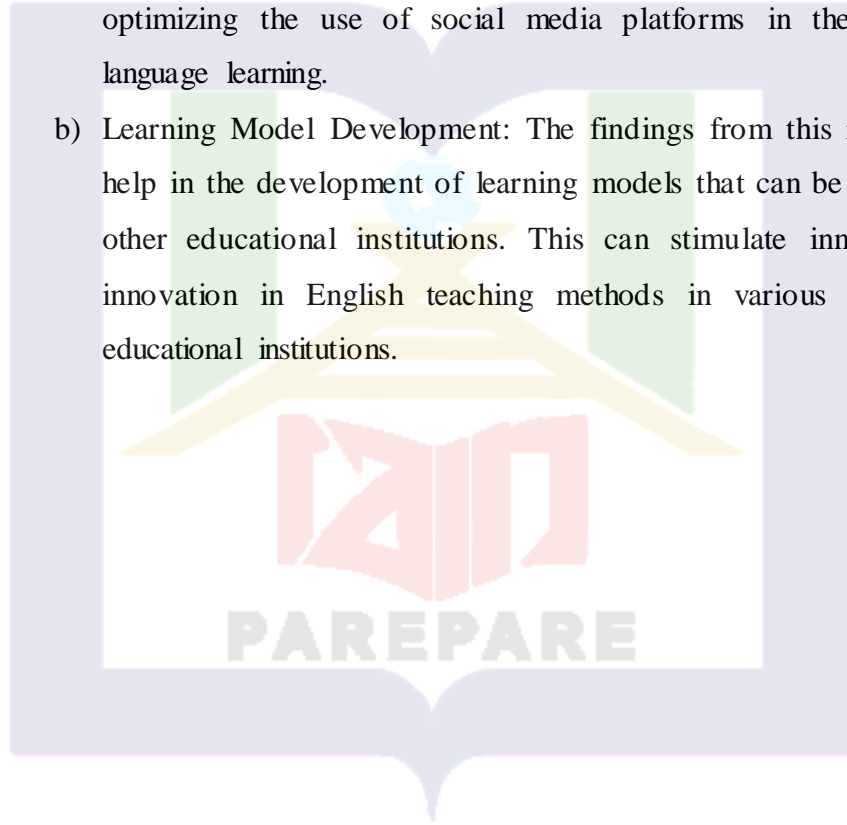
#### **2. For Students (Practical):**

- a) Improved Speaking Skills: Students at SMK Negeri 9 Pinrang will experience a significant improvement in their English speaking skills. They will have access to content that can motivate and enrich their speaking skills through a variety of communication situations shown in the videos.

- b) **Interesting Learning Experience:** By utilizing YouTube, students will experience more interesting and relevant learning. They can learn from authentic sources, including the accents of various native speakers, improving their understanding of the language used in real contexts.

### **3. For Future Research (Theoretical):**

- a) **Contribution to Educational Literature:** This research will make a significant contribution to educational literature, particularly in the context of the use of technology such as YouTube as an effective learning tool. The research results can be a basis for further research in optimizing the use of social media platforms in the context of language learning.
- b) **Learning Model Development:** The findings from this research can help in the development of learning models that can be accepted by other educational institutions. This can stimulate innovation and innovation in English teaching methods in various schools and educational institutions.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

The research conducted by Riswandi (2016) aimed to measure the extent to which the use of YouTube-based videos could enhance the speaking skills of seventh-grade students in a Junior High School in Surakarta. In this study, a classroom action research design was employed, and data were collected through speaking assessments and interviews. The research findings indicated improvements in students' speaking skills, including fluency, vocabulary, pronunciation, grammar, and content. This research holds significant implications for the development of English speaking instruction in schools.<sup>8</sup>

Then, the research conducted by Ratu et al. (2021) aimed to identify whether the use of YouTube videos could improve students' speaking skills and to what extent YouTube videos could enhance their speaking abilities. The method employed in this study was classroom action research. The results of this research demonstrated that the use of YouTube videos in speaking instruction indeed improved students' speaking skills. Students became more enthusiastic about learning to speak, actively participated in the speaking learning process, gained confidence, and became more fluent in speaking. By comparing the total average scores of students in cycle one and cycle two, the researcher found an improvement from 41.5 to 61.4.<sup>9</sup>

The research conducted by Noni (2022) aimed to obtain empirical evidence of the impact of the YouTube channel "Speaking English With Tiffani" in improving students' speaking skills. The research method used in this study was quasi-experimental research. The results of this research showed that the use of the YouTube channel "Speaking English With Tiffani" had a positive influence on

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<sup>8</sup> Riswandi, D. (2016). Use Of Youtube-Based Videos To Improve Students' Speaking Skill.

<sup>9</sup> Bouk, E., & Kamlasi, I. (2021). The Use Of Youtube Video To Improve The Speaking Skill Of Grade Xi Students At Smk Clarent Kefamenanu. *Jurnal Edulanguage*,



,improving students' speaking skills in the tenth grade of SMK N 2 Kota Lahat in the academic year 2021/2022.<sup>10</sup>

The study conducted by Gracella and Dedi (2020) highlights the significant role of YouTube as a popular social media platform in modern education. In this qualitative study, the use of YouTube in English language learning is explored through the perspectives of students at SMK Negeri 17. The findings reveal that students view YouTube as a valuable tool and a source of motivation for learning English. However, the main obstacle identified is poor internet connectivity. In conclusion, the use of YouTube provides positive benefits in enhancing students' English language skills.<sup>11</sup>

The latest research conducted by Mutiarani et al. (2020) aimed to analyze speaking skills through the "English with Lucy" YouTube channel. The research method used was quantitative with a pre-experimental design. The results from the experimental class would serve as the research conclusion since this class used Vlogger Videos during lessons. The highest score in the pre-test was 60, while the highest score in the post-test was 92. There was a difference between the pre-test and post-test scores. The df t-value was calculated based on  $n=32$  with a significance level of 0.025. The df t-value was 25.14. Because the t-test value was higher than the df t-value ( $25.14 > 1.6956$ ), the alternative hypothesis ( $H_1$ ) was accepted, and the null hypothesis ( $H_0$ ) was rejected. This indicates that the teaching method significantly succeeded in improving students' speaking skills. Thus, teaching speaking skills through the "English with Lucy" YouTube channel had a significant impact.<sup>12</sup>

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<sup>10</sup> Noni, P. S. (2022). The Impact Of Using Youtube Channel "Speaking English With Tiffan" In Increasing Student's Speaking Skills (A Quasi Experimental Study At The Grade X Of Smk N 2 Lahat, South Sumatera In Academic Year 2021/2022) (Doctoral Dissertation, Uin Fatmawati Sukarno Bengkulu).

<sup>11</sup> Gracella, J., & Nur, D. R. (2020). Students' Perception Of English Learning Through Youtube Application. *Borneo Educational Journal (Borju)*,

<sup>12</sup> Mutiarani, M., Hadi, M. S., & Dwinanda, F. A. (2022). English With Lucy Youtube Channel To Teach Students' Speaking Skill. *Teknosastik*,



While the existing studies by Riswandi (2016), Ratu et al. (2021), Noni (2022), Gracella and Dedi (2020), and Mutiarani et al. (2020) have significantly contributed to understanding the impact of YouTube-based videos on students' speaking skills, there are still unexplored avenues and opportunities for innovation in the field. The proposed research aims to build upon the findings of previous studies by addressing the following research gaps:

1. Diversification of Content Sources:

- The previous studies primarily focus on specific YouTube channels, such as "Speaking English With Tiffani" and "English with Lucy." The proposed research seeks to explore a broader range of English learning content on YouTube to assess the diversity of teaching styles, accents, and linguistic approaches.

2. Customization of Learning Paths:

- The existing studies demonstrate the effectiveness of YouTube-based instruction, but there is a research gap in understanding the potential benefits of allowing students to customize their learning paths on YouTube. This research will explore the impact of personalized content selection on speaking skill development.

3. Integration of Interactive Features:

- Most studies highlight improvements in speaking skills, but there is a research gap in exploring the effectiveness of interactive features on YouTube, such as live chat sessions, interactive quizzes, or collaborative learning activities. The proposed research aims to investigate the impact of these features on speaking ability.

4. Incorporating Social Media Engagement:

- Gracella and Dedi (2020) touched upon YouTube as a social media platform but focused on internet connectivity issues. The proposed research will explore how the social aspect of YouTube, including comments, sharing, and community engagement, influences students' motivation and speaking proficiency.

5. Long-Term Retention and Application:

- While some studies briefly mention improvements, there is a research gap in understanding the long-term retention and real-world application of speaking skills

acquired through YouTube-based instruction. The proposed research will assess the durability and practicality of the acquired skills over an extended period.

#### 6. Teacher Training and Support:

- The role of teachers is briefly discussed in the existing studies, but there is a research gap in investigating the impact of specific teacher training programs to effectively integrate YouTube-based content into the curriculum. The proposed research will explore the influence of teacher preparation on student outcomes.

#### 7. Comprehensive Assessment Metrics:

- The proposed research will go beyond total average scores and delve into a more detailed assessment of specific speaking skill components, providing a more comprehensive understanding of the impact of YouTube-based learning on fluency, vocabulary, pronunciation, grammar, and content.

#### 8. Comparative Analysis with Traditional Methods:

- Building on the findings of Ratu et al. (2021), the proposed research will conduct a comparative analysis between YouTube-based methods and traditional teaching approaches. This will provide insights into the relative effectiveness and potential advantages of each instructional method.

By addressing these research gaps, the proposed study aims to contribute to the ongoing discourse on innovative approaches to enhancing students' speaking ability through the utilization of YouTube-based English learning content.

### **B. Some Pertinent Ideas**

#### **1. The Importance of Speaking Skills in English Language Learning**

The importance of speaking skills in English language learning cannot be overstated, as it is a cornerstone of effective language acquisition. Speaking is not only a means of self-expression but also a crucial avenue for language comprehension and practical application. Here, we explore the significance of speaking skills in English language learning across several key aspects.

Firstly, speaking skills are central to communication. The ability to articulate thoughts, ideas, and emotions verbally is fundamental for interacting with others in both social and professional settings. Whether engaged in everyday conversations, business negotiations, or academic discussions, proficient speaking skills enable individuals to convey their messages clearly and comprehensibly.

Secondly, speaking skills foster listening comprehension. Engaging in conversation allows learners to actively listen to native or fluent speakers, thereby improving their understanding of pronunciation, intonation, and colloquial expressions. This active engagement enhances overall language comprehension, as listening and speaking are interconnected language skills.<sup>13</sup>

Furthermore, speaking skills contribute to vocabulary development. Conversational interactions expose learners to new words, idiomatic expressions, and various ways of using vocabulary in context. Engaging in meaningful conversations provides practical exposure to language usage, which aids in vocabulary expansion and retention.

Moreover, speaking skills boost confidence. As learners gain proficiency in spoken English, their self-assurance in using the language grows. Confidence is a vital component of language learning, as it encourages learners to participate in conversations, take language risks, and continue progressing in their language proficiency.

Additionally, speaking skills encourage cultural understanding. Engaging in conversations with native speakers or individuals from diverse backgrounds provides insights into cultural norms, customs, and perspectives. This cultural awareness not only enriches language comprehension but also fosters cross-cultural competence.

In summary, the importance of speaking skills in English language learning is multifaceted. Speaking is not merely a mode of expression; it is a means to effective communication, enhanced listening comprehension, vocabulary expansion, increased

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<sup>13</sup> Puspita, L. D., Srisudarso, M., & Tauhidin, T. (2023). Learning To Speak English Through Hellotalk Applicationl Narrative Inquiry Research. *Jurnal Ilmiah Wahana Pendidikan*, 9(17), 448-460.

confidence, and a deeper understanding of culture. As such, the development of speaking skills should be a central focus in any English language learning journey, as it paves the way for well-rounded language proficiency.<sup>14</sup>

#### a. Context of Using Speaking Skills

The context in which speaking skills are used within the realm of English language learning is diverse and dynamic, reflecting the multifaceted nature of language acquisition. These contexts encompass various situations and scenarios where effective verbal communication in English is not only essential but also highly valuable.<sup>15</sup>

Firstly, speaking skills find significant relevance in everyday conversations. Learners use spoken English to interact with friends, family members, colleagues, and acquaintances. These informal exchanges serve as a foundation for language development, allowing learners to practice and refine their speaking skills in a comfortable and familiar environment.

In educational settings, speaking skills play a crucial role in classroom discussions, presentations, and group projects. Students are required to articulate their thoughts and ideas fluently and coherently, demonstrating their understanding of academic content. Effective speaking skills contribute to active participation in class, engagement in debates, and the ability to express complex concepts.

In professional contexts, proficiency in spoken English is often a prerequisite for career advancement. Employees are expected to communicate with colleagues, clients, and superiors confidently and clearly. Effective verbal communication is particularly vital in job interviews, negotiations, and presentations, where the ability to express ideas persuasively and professionally can significantly impact career prospects.

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<sup>14</sup> Ramezani, R., Larsari, E. E., & Kiasi, M. A. (2016). The Relationship Between Critical Thinking And Efl Learners' Speaking Ability. *English Language Teaching*, 9(6), 189-198.

<sup>15</sup> Hanifah, H. (2012). *Problematika Short Conversations Dalam Tes Simulasi Toeic Yang Dihadapi Oleh Peserta Tes: Satu Studi Kasus Pada Tes Simulasi Toeic Periode November 2010 Dan Maret 2011 Di Universitas Widyatama* (Doctoral Dissertation, Universitas Widyatama).

Moreover, speaking skills are vital in cross-cultural interactions. As English is a global lingua franca, individuals use their speaking abilities to engage with people from diverse cultural backgrounds. This is especially relevant in international business, diplomacy, tourism, and the hospitality industry, where effective communication fosters positive relations and successful outcomes.

Furthermore, digital platforms and technology have expanded the contexts of speaking skills. With the rise of video conferencing, social media, and online collaboration tools, individuals engage in virtual conversations, webinars, and video presentations, all of which require effective spoken English.

In summary, the context of using speaking skills in English language learning encompasses everyday conversations, educational settings, professional environments, cross-cultural interactions, and the digital sphere. Proficiency in spoken English is not only an essential skill for effective communication but also a key factor in personal, academic, and career success in an increasingly interconnected world.

#### b. Relationship Between Speaking Skills and Other Language Skills

The relationship between speaking skills and other language skills in English language learning is intricate and interconnected, with each skill complementing and enhancing the others. This synergy among language skills plays a pivotal role in achieving comprehensive language proficiency.<sup>16</sup>

Firstly, speaking skills are closely linked to listening skills. Effective listening comprehension is crucial for understanding spoken English, including nuances in pronunciation, intonation, and conversational cues. As learners engage in meaningful spoken interactions, they actively listen to native or proficient speakers, which, in turn, improves their listening comprehension. This reciprocal relationship between speaking and listening skills underscores the importance of honing both abilities in tandem.

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<sup>16</sup> Ilham, M., & Wijati, I. A. (2020). Keterampilan Berbicara: Pengantar Keterampilan Berbahasa. Lembaga Academic & Research Institute.

Secondly, there is a reciprocal relationship between speaking and vocabulary development. Engaging in conversations exposes learners to new words, phrases, and idiomatic expressions in context. As they actively use these words in spoken communication, it reinforces vocabulary retention and expands their lexical repertoire. This bidirectional relationship ensures that learners not only acquire new vocabulary but also become proficient in using it effectively in their speech.

Furthermore, speaking skills are intertwined with writing skills. The ability to construct coherent and grammatically correct sentences is essential for both spoken and written communication. As learners improve their spoken language, they often find it easier to convey their thoughts in writing, and vice versa. A strong foundation in grammar and vocabulary, developed through speaking practice, benefits written communication by enhancing clarity and coherence.

Additionally, speaking skills enhance reading skills. Engaging in spoken interactions exposes learners to various forms of language use and different accents, which can enhance their reading comprehension. Recognizing words and phrases encountered in conversations aids in decoding written texts more effectively. Moreover, proficient speakers are often better equipped to engage with complex written materials, such as literature or academic texts, due to their enhanced language skills.<sup>17</sup>

In conclusion, the relationship between speaking skills and other language skills in English language learning is symbiotic and mutually reinforcing. Proficiency in speaking contributes to improved listening, vocabulary, writing, and reading skills, while concurrently benefitting from enhancements in these areas. Emphasizing the development of speaking skills as an integral part of language learning ensures a well-rounded and comprehensive grasp of the English language.

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<sup>17</sup> Zineb, M. E. R. A. B. E. T. (2021). Students' Perceptions Towards The Use Of Drama To Enhance The Speaking Skill The Case Study Of Third Year Efl Learners At The University Centre Of Mila (Doctoral Dissertation, University Center Of Abdelhafid Bousouf Mila).

### c. Fundamental Understanding of the Importance of Speaking Skills in English Language Learning

A fundamental understanding of the importance of speaking skills in English language learning underscores the pivotal role these skills play in the overall acquisition of language proficiency. At the core of this understanding lies the recognition that speaking is not merely a mode of self-expression but a dynamic and interactive process essential for effective communication in both personal and professional contexts.

First and foremost, speaking skills serve as a primary means of communication. The ability to express thoughts, ideas, and emotions verbally is the cornerstone of human interaction. Proficient speaking skills empower learners to engage in meaningful conversations, convey information, and build relationships with others. This communicative aspect is vital for everyday life, facilitating social interactions, networking, and interpersonal relationships.<sup>18</sup>

Furthermore, speaking skills are intrinsically linked to listening comprehension. Engaging in spoken conversations necessitates active listening, wherein learners not only hear words but also grasp nuances in pronunciation, intonation, and contextual meaning. This reciprocal relationship between speaking and listening reinforces language comprehension, leading to more effective communication overall.

In addition to facilitating interpersonal interactions, speaking skills play a pivotal role in academic and professional success. In educational settings, students are required to articulate their thoughts and ideas clearly during class discussions, presentations, and debates. Proficient speaking skills not only contribute to active participation but also enhance academic performance and critical thinking abilities. In the professional realm, effective verbal communication is often a determining factor

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<sup>18</sup> Burchell, K. (2015). Tasking The Everyday: Where Mobile And Online Communication Take Time. *Mobile Media & Communication*, 3(1), 36-52.



for career advancement, as employees need to communicate with colleagues, clients, and superiors in a clear, concise, and persuasive manner.

Moreover, the importance of speaking skills extends to cross-cultural interactions. English is a global lingua franca, and proficiency in spoken English enables individuals to engage with people from diverse cultural backgrounds. This fosters intercultural understanding and opens doors to international business opportunities, diplomacy, and global collaboration.<sup>19</sup>

In conclusion, a fundamental understanding of the importance of speaking skills in English language learning acknowledges their pivotal role in communication, listening comprehension, academic and professional success, and cross-cultural interactions. These skills are not only a means of self-expression but also a conduit for building meaningful connections and thriving in a multicultural and interconnected world.

#### d. Definition Level of Speaking

The level of speaking proficiency is a crucial aspect of language learning, particularly in the context of English as a Foreign Language (EFL) learners. Research has shown that developing speaking skills in EFL learners requires an initial level of language speaking competence (Astifo & Wali, 2020). Speaking involves delivering a structured speech to inform, persuade, or entertain the audience, and it is considered one of the most important linguistic abilities for individuals learning a second language (Morales & Vaca-Cárdenas, 2023). Furthermore, the assessment of speaking skills in EFL learners has been linked to factors such as anxiety levels and critical thinking abilities (Ridwan & Nabilah, 2021; Warliati et al., 2019). Additionally, the role of creativity has been identified as a contributing factor to students' speaking and listening skills (Tacarraoucht et al., 2022). It has also been noted that oral English proficiency typically develops more quickly than English

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<sup>19</sup> Diyor, T. (2023). The Immense Influence Of English In Today's World: Unlocking Opportunities And Enhancing Communication Skills. *Scientific Impulse*, 1(12), 59-62.



literacy or academic English skills (Umansky & Reardon, 2014). Moreover, the use of oral language to interact directly and immediately with others is considered a fundamental aspect of second language speaking ability (Vo, 2020). In the context of language transfer, research has shown that with advanced proficiency and increased immersion in the target language, learners can overcome first language transfer effects, indicating the possibility of recovery from such transfer (Ionin & Montrul, 2010; Azaz, 2019). Additionally, the importance of speaking skills has been emphasized, particularly in the context of language proficiency dimensions that encompass reading, writing, listening, and speaking skills.

Overall, the development and assessment of speaking skills in EFL learners are influenced by various factors such as language competence, anxiety levels, critical thinking abilities, and creativity. Understanding the dynamics of language transfer and the dimensions of language proficiency is essential in effectively addressing the challenges associated with developing speaking proficiency in EFL learners.

#### e. Indicator Level of Speaking

In the context of language learning and acquisition, the indicator level of speaking refers to the different stages or levels of proficiency that a learner may progress through as they develop their speaking skills. These levels are often used to assess and evaluate a learner's ability to communicate effectively in the target language. The indicator levels of speaking can provide valuable insights into a learner's progress and can help educators tailor their instruction to meet the specific needs of individual learners.

- a) Responsif: At the responsif level, learners demonstrate the ability to respond to simple questions and prompts in the target language. They may be able to provide brief answers and engage in basic, transactional conversations. This level typically reflects a beginner or novice proficiency in speaking.
- b) Intensive: The intensiv level signifies a higher level of speaking proficiency, where learners are able to engage in more extended and detailed conversations. They can express their thoughts and opinions on familiar topics and may

demonstrate a growing ability to use more complex language structures and vocabulary.

- c) Imitative: At the imitativ level, learners are able to imitate and reproduce language patterns and expressions with greater accuracy and fluency. They may be able to mimic native speakers' intonation and pronunciation more effectively, demonstrating a developing ability to internalize and replicate the nuances of the target language.
- d) Interactive: The interactiv level represents a more advanced stage of speaking proficiency, where learners can actively engage in interactive and spontaneous conversations. They are able to participate in discussions, express ideas coherently, and engage in meaningful exchanges with native speakers and other proficient language users.
- e) Extensive: Finally, the extensif level reflects a high level of speaking proficiency, where learners are able to communicate fluently and confidently across a wide range of topics and contexts. They can express themselves with precision, convey subtle nuances of meaning, and adapt their language use to different communicative purposes and social situations.

It is important to note that these indicator levels of speaking are not rigid or fixed categories, but rather represent a continuum of proficiency. Learners may progress through these levels at different rates and may exhibit varying strengths and weaknesses at each stage. Additionally, the specific descriptors and criteria for each level may vary depending on the language proficiency framework or assessment tool being used.

In order to determine the level of speaking proficiency, the Common European Framework of Reference for Languages (CEFR) provides a comprehensive set of descriptors for each proficiency level. According to the CEFR, there are six levels of proficiency: A1, A2, B1, B2, C1, and C2. Each level is characterized by specific descriptors related to speaking proficiency.

1. At the A1 level, a speaker can engage in simple conversations on familiar topics using a limited set of vocabulary and basic grammatical structures. They can introduce themselves and ask and answer simple questions about personal details.
2. Moving up to the A2 level, a speaker can handle short social interactions in everyday situations. They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
3. At the B1 level, a speaker can manage most situations that may arise while traveling in an area where the language is spoken. They can produce simple connected text on topics that are familiar or of personal interest and describe experiences, events, dreams, hopes, and ambitions, as well as briefly give reasons and explanations for opinions and plans.
4. Advancing to the B2 level, a speaker can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
5. At the C1 level, a speaker can express themselves fluently and spontaneously, almost effortlessly. They can use language flexibly and effectively for social, academic, and professional purposes. They can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
6. Finally, at the highest level, C2, a speaker can express themselves spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in the most complex situations. They can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors, and cohesive devices.

In conclusion, the CEFR provides a detailed framework for assessing speaking proficiency at different levels, allowing for a comprehensive understanding of an individual's language abilities.

## 2. The Role of YouTube in Learning

YouTube's impact on learning is far-reaching and multifaceted, serving as a dynamic platform that has revolutionized the way people acquire knowledge and skills. In this section, we will explore the various facets of YouTube's role in education, starting with its fundamental function as a primary learning source.<sup>20</sup>

YouTube has evolved from a video-sharing platform to a primary source of learning materials. It hosts a vast repository of educational content spanning a wide range of subjects and topics.<sup>21</sup> Learners of all ages and backgrounds turn to YouTube to access tutorials, lectures, how-to guides, and informative videos. This accessibility empowers individuals to learn at their own pace, on their own terms, and from the comfort of their chosen environment.

Moreover, YouTube has become a go-to platform for educators, experts, and institutions to disseminate knowledge. This has led to the creation of dedicated educational channels and playlists, making it easier for learners to find structured, high-quality content. As a result, YouTube has transcended its initial role as an entertainment platform to become a trusted and invaluable source of educational information.

A fundamental understanding of YouTube's role as a learning source underscores its transformative impact on education.<sup>22</sup> It signifies that YouTube has democratized learning by providing free access to high-quality educational content, thereby breaking down geographical and socioeconomic barriers to education. It also highlights YouTube's potential to empower self-directed learners, promote lifelong

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<sup>20</sup> Onyema, O. G., & Daniil, P. (2017). Educating The 21st Century Learners: Are Educators Using Appropriate Learning Models For Honing Skills In The Mobile Age?. *Journal Of Entrepreneurship Education*, 20(2), 1-15.

<sup>21</sup> Decesare, J. A. (2014). Streaming Video Resources For Teaching, Learning, And Research. American Library Association.

<sup>22</sup> Shen, Z., Tan, S., & Pritchard, M. J. (2022). Understanding The Effects Of Visual Cueing On Social Media Engagement With Youtube Educational Videos. *Ieee Transactions On Professional Communication*, 65(2), 337-350.

learning, and challenge traditional educational models by making knowledge accessible to anyone with an internet connection.

In summary, YouTube's role in learning is multi-dimensional. It serves as a primary source of learning materials, a platform for educational advancements, a repository of diverse learning resources, and a tool that is reshaping the way we access and acquire knowledge. Recognizing YouTube's significance underscores its potential to democratize education and make learning more inclusive and accessible for individuals worldwide.<sup>23</sup>

a. Advancements of YouTube in Education

YouTube's dedication to education is palpable through its continuous efforts to improve and enrich the learning experience. These endeavors are particularly evident in YouTube's collaborations with esteemed educational institutions and universities. Through these partnerships, a wealth of specialized educational content has been curated and made available on the platform. This content covers a wide array of subjects, creating a treasure trove of knowledge that learners can tap into.

One significant outcome of these collaborations is the development of educational hubs within YouTube. These hubs serve as dedicated spaces where learners can access a vast array of resources tailored to specific subjects or academic disciplines. This organization simplifies the process of discovering relevant educational content, providing learners with a convenient and efficient means of accessing high-quality materials.<sup>24</sup>

Moreover, YouTube has introduced several features designed to enhance the educational experience. For instance, YouTube Learning offers a structured approach to learning, presenting users with curated playlists and content collections that follow a logical progression. YouTube for Schools is a specialized platform tailored to

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<sup>23</sup> Finkelstein, J., Knight, E., & Manning, S. (2013). *The Potential And Value Of Using Digital Badges For Adult Learners Final Report*. American Institutes For Research, 16.

<sup>24</sup> Ito, M., Gutiérrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., ... & Watkins, S. C. (2013). *Connected Learning: An Agenda For Research And Design*. Digital Media And Learning Research Hub.

educational institutions, allowing teachers to create customized playlists and restrict content access to ensure a safe and focused learning environment. YouTube EDU aggregates educational content from universities and institutions worldwide, streamlining the search for credible and informative resources.

In essence, YouTube's commitment to education extends beyond providing a platform for content sharing. It encompasses strategic collaborations, organized educational hubs, and specialized features that cater to learners' needs, ultimately enhancing the accessibility and effectiveness of learning through the platform.

#### b. Diverse Learning Resources on YouTube

YouTube's potency as a learning platform derives from its rich diversity of learning resources, catering to a broad spectrum of learning preferences and styles. The platform serves as a treasure trove of educational content, offering an extensive array of content types to suit learners' needs. This diversity empowers users to tailor their educational experiences according to their individual preferences, making learning on YouTube a highly personalized journey.

Among the varied content types available on YouTube are video lectures, which provide in-depth explanations and insights on a wide range of subjects. Animated explanations utilize visuals and animations to simplify complex concepts, making them particularly engaging and accessible. For those seeking immersive experiences, virtual field trips offer a firsthand exploration of different locations and scenarios, fostering experiential learning.

Language tutorials cater to language learners by offering pronunciation guides, vocabulary lessons, and cultural insights. Practical demonstrations showcase how-to guides, hands-on experiments, and skill-building tutorials, allowing learners to acquire practical knowledge and expertise.<sup>25</sup>

This diverse tapestry of resources accommodates different learning styles and preferences, ensuring that learners can select the most suitable materials for their

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<sup>25</sup> Chen, S. (2023). Music As A Bridge To Literacy And Multiliteracies Development For Second Language Learners (Doctoral Dissertation, University Of Windsor(Canada)).

individual needs. Whether someone thrives on visual explanations, benefits from step-by-step tutorials, or prefers immersive virtual experiences, YouTube's wealth of content options empowers them to customize their learning journey. This adaptability and flexibility make YouTube an invaluable resource for learners of all backgrounds and learning styles.

### c. Mechanisms of Utilizing YouTube to Improve Speaking Skills

YouTube's potential to enhance speaking skills is grounded in several mechanisms that make the most of its dynamic features and abundant resources. These mechanisms collectively offer a comprehensive approach to nurturing proficiency in speaking.

#### 1. Diverse Content

YouTube hosts an extensive range of content that covers various topics and speaking styles. Learners can access videos ranging from casual conversations to formal presentations, allowing them to expose themselves to diverse speaking contexts and styles.

#### 2. Interactive Features

Many YouTube videos offer interactive elements such as comments sections, where learners can engage in discussions and practice written communication. These interactions complement speaking skills by reinforcing vocabulary, grammar, and language structure.

#### 3. Pronunciation Practice

Language learners can find videos dedicated to pronunciation exercises and accent reduction. These videos often include native speakers demonstrating correct pronunciation, helping learners refine their speaking skills and sound more natural.

#### 4. Role-Play and Dialogues

YouTube provides access to scripted dialogues and role-play scenarios, enabling learners to practice real-life conversational situations. Watching and participating in these dialogues can improve fluency and confidence in speaking.



#### 5. Self-Paced Learning

Learners can choose when and where to access YouTube, allowing for flexible, self-paced learning. This adaptability accommodates various schedules and learning preferences, empowering individuals to improve their speaking skills at their own convenience.

#### 6. Native Speaker Models

YouTube offers an opportunity to watch and listen to native speakers in authentic contexts, helping learners develop an ear for correct pronunciation, intonation, and natural speech patterns.

#### 7. Visual Context

Video content provides visual context, aiding in understanding non-verbal cues and gestures, which are essential for effective communication.

In summary, YouTube's capacity to enhance speaking skills is a result of its diverse content, interactive features, pronunciation resources, role-play opportunities, self-paced learning, access to native speaker models, and the visual context it provides. These mechanisms collectively offer a comprehensive and versatile approach to developing proficiency in spoken English.<sup>26</sup>

#### d. Definition of Learning English Content

To define learning English content, it is essential to consider various aspects of language acquisition and pedagogical approaches (Ionin & Montrul, 2010). emphasize the challenge for L1-Korean L2-English learners in acquiring the specific interpretation of the English definite article in combination with plural noun phrases (Ionin & Montrul, 2010). This highlights the importance of understanding the nuances of English grammar for effective language learning. Additionally, Riandi (2022) stresses the significance of applying a learning method that aligns with the future needs of students, emphasizing the integration of English learning with content

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<sup>26</sup> Arvanitis, P. (2019). Self-Paced Language Learning Using Online Platforms. *The Handbook Of Informal Language Learning*, 117-138.



to enhance performance in a global competitive arena (Riandi, 2022). Furthermore, Fauzan & Nadia (2019) shed light on the confidence boost experienced by students in speaking English after learning English material, indicating the positive impact of effective language learning strategies (Fauzan & Nadia, 2019). Additionally, Minh (2021) underscores the importance of out-of-class English learning activities, such as listening, reading, and real-world communication, in fostering language proficiency (Minh, 2021). These references collectively emphasize the multifaceted nature of English language learning, encompassing grammar, content integration, confidence building, and out-of-class activities. Moreover, the role of pedagogy and teaching methods in English language acquisition is crucial. Alkhannani (2021) discusses the potential of collaborative teaching arrangements for online learning to mitigate difficulties encountered by English language learners, particularly in environments with limited experiential English learning opportunities (Alkhannani, 2021). Additionally, Sholeh et al. (2021) highlight the effectiveness of task-based learning in language classrooms, emphasizing its utility in facilitating better language acquisition (Sholeh et al., 2021).

In conclusion, defining learning English content encompasses understanding grammar intricacies, integrating language learning with relevant content, fostering confidence in language usage, and employing effective pedagogical approaches. These aspects collectively contribute to a comprehensive understanding of the process of learning English content. There are several channels that provide relevant content to improve students' speaking skills in English.

here are some recommendations YouTube channels that will be used as a medium for learning speaking.

### 1. English with Lucy



Lucy is a English teacher based in the UK. She provides various English language learning content on her YouTube channel. Her content covers various topics, ranging from grammar and vocabulary to speaking and listening skills. She also often gives practical tips to improve English language skills in general. Lucy is known for her friendly and relaxed approach to teaching, making her suitable for learners of all levels.

### 2. Rachel's English



Rachel is a teacher specializing in English pronunciation and intonation. Her YouTube channel, Rachel's English, focuses on helping learners improve their pronunciation, overcome errors in speaking English, and enhance speaking fluency. She provides videos explaining various aspects of English pronunciation, as well as exercises designed to help learners improve their pronunciation. Rachel also provides videos on grammar and other speaking skills.

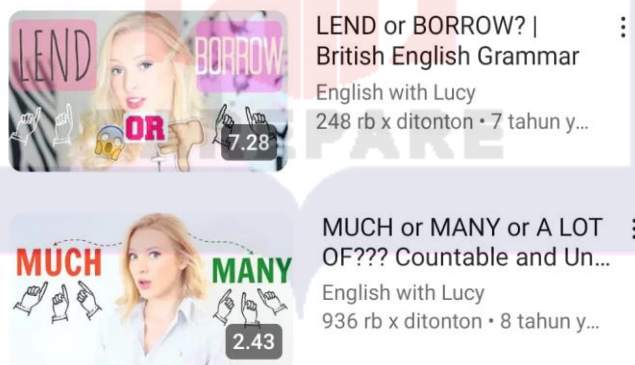
### 3. Speak English with Vanessa



Vanessa is an English teacher based in the United States. She provides English language learning content on her YouTube channel focusing on speaking and listening skills. Vanessa's videos cover various topics, from everyday conversations to public speaking skills. She often gives tips and tricks to improve speaking fluency and listening comprehension. Vanessa also facilitates interactive discussions and provides useful lesson materials for learners of all levels.

Examples of video thumbnails that were used as speaking learning materials:

#### a) Videos Thumbnails From English With Lucy:



b) Videos Thumbnails From Rachel's English:



Study English | American English Pronunciation | ...  
 Rachel's English  
 3,5 jt x ditonton · 4 tahun yan...



ENGLISH VOWEL [æ] | BAT, CASH, MAD  
 37 rb x ditonton · 2 bulan yang lalu



How to Speak American English...FAST!  
 69 rb x ditonton · 2 bulan yang lalu

c) Videos Thumbnails From Speak English With Vanessa:



Master English Contractions: English speaking lesson  
 134 rb x ditonton · 6 bulan yang lalu

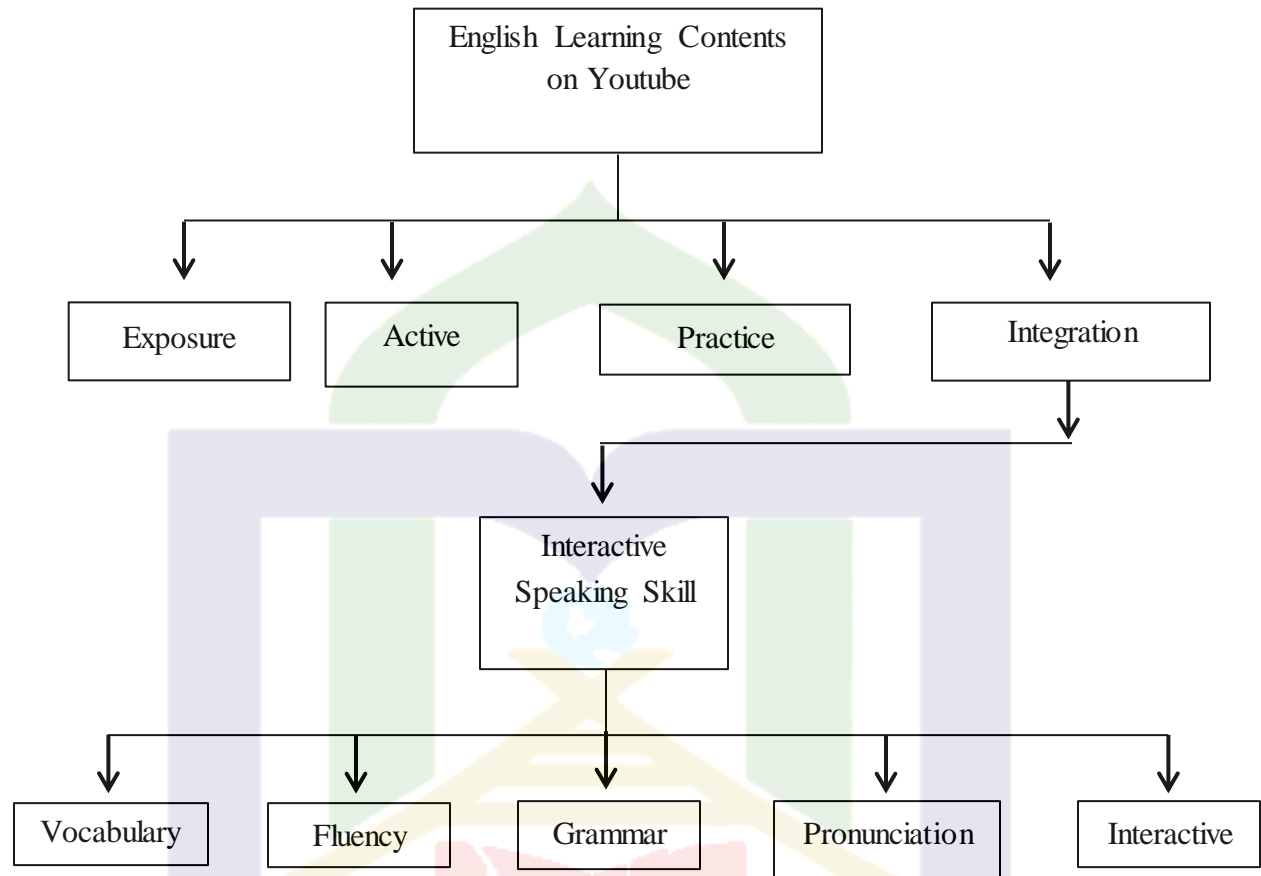


50 Important Nature Phrases: English vocabulary lesson  
 132 rb x ditonton · 7 bulan yang lalu



Advanced Vocabulary Lesson: 22 important phrases  
 198 rb x ditonton · 7 bulan yang lalu

### C. Conceptual Framework



#### 2.1 Conceptual Framework

In the data visualization, it is used to illustrate the conceptual framework of this research. Here is an explanation of the components within this conceptual framework:

a) Input:

- English learning contents available on YouTube.
- Access to technology (smartphones, computers, internet).

b) Process:

- Exposure to diverse English learning contents on youtube.
- Active engagement with videos through listening and comprehension.
- Practice speaking by repeating phrases, imitating pronunciation and participating in interactive exercises.

- Integration of learned vocabulary and grammar into speaking activities.
- c) Mechanism
- Visual and auditory learning stimuli from youtube videos enhance language acquisition
  - Interactive features and feedback mechanisms in some youtube channels facilitate active participation and practice
  - Regular exposure to authentic English contexts fosters language fluency and confidence in speaking.
- d) Output
- Improved speaking proficiency among students
  - Expanded vocabulary and enhanced pronunciation skills
  - Increased confidence in communicating in English

Thus, this conceptual framework details how this research will be conducted and how its impact on improving students' english speaking abilities will be measured, both in the experiment class (using youtube) and in the control class (without youtube).

#### **D. Hypothesis**

A hypothesis is a tentative statement that suggests an answer to a research question. In this research, the hypothesis is as follows:

H0: The use of YouTube in education does not have a significant effect on improving English speaking skills among students at SMK Negeri 9 Pinrang.

H1: The use of YouTube in education has a significant influence on improving English speaking skills among students at SMK Negeri 9 Pinrang.

## **CHAPTER III RESEARCH METHODS**

### **A. Material Object**

In this research, an experimental approach with a quantitative research type is employed. The experimental approach is a research method focused on testing cause-and-effect relationships while controlling factors that may affect the research outcomes. Meanwhile, quantitative research is a research type that collects data in numerical or statistical form with the aim of measuring or testing relationships between various variables. In this quantitative experimental research, numerical data is used to test hypotheses and evaluate the impact of independent variables (X) on dependent variables (Y).

### **B. Location and Time of Research**

The location of this research is SMK Negeri 9 Pinrang, located at Binanga Karaeng, Lembang Subdistrict, Pinrang Regency, South Sulawesi. The research is estimated to take one month to collect data.

### **C. Population and Sample**

The population in this research was the third-grade students at SMKN 9 Pinrang in the academic year 2023/2024. The population was made up 150 learners consisting of five classes. Each class consists of around 30 learners. This research was applied cluster random sampling technique with two classes as sample. The researcher write the name of class on a piece of paper and roll it. After that the paper was collected in a jar and then the researcher was pick two papers. The two classes were chosen in this research as sample which are Multimedia 1 as experimental class consist 30 students and Multimedia 2 as control class consist 30 students.

### **D. The Data Collection Process**

Data collection techniques are the methods employed by researchers to acquire data or information from the outcomes of conducted research. The data



obtained from research plays a crucial role in determining the quality of a study. The research utilizes the data collection method of questionnaires. Questionnaires are conducted by providing written statements with positive/negative expressions to respondents for them to answer with their own experience after learning process. This questionnaire method is employed to uncover data regarding the speaking abilities of students using English language learning content on YouTube at SMK Negeri 9 Pinrang. The questionnaire will subsequently be administered to 30 students at SMK Negeri 9 Pinrang.

### **E. Operational Definitions of Variables**

The operational definition of variables is an important concept in research that outlines the concrete steps or methods used to measure or observe a specific variable in the context of a study. Here is a further explanation of the operational definitions for variable X (English Language Learning Content on YouTube) and variable Y (Students' Speaking Ability) in the context of using a questionnaire:

#### **English Language Learning Content on YouTube (X)**

English language learning content on YouTube consists of a collection of learning materials available on the YouTube platform, specifically designed to help individuals gain a better understanding of the English language. In the form of videos, this content covers a wide range of topics and diverse approaches to learning. Some videos focus on teaching grammar, explaining grammatical rules, and sentence structures in English. Others may address vocabulary, aiding viewers in expanding their vocabulary by introducing new words and common phrases. There are also videos aimed at improving listening skills, allowing viewers to listen to various English conversations or interviews with native speakers. Contents youtube that will be used such as learning vocabulary from Lucy Channel, Learning pronunciation, accents from Rachel's English and learning phrases and speaking from English With Vanessa.



Speaking skills are emphasized through videos that provide techniques and exercises for speaking English more confidently. Additionally, there is content that delves into cultural aspects of speaking English, helping viewers understand customs, traditions, and social norms in English language communication. In substantial numbers, this content creates a diverse set of resources that can be utilized by English language learners of varying proficiency levels and learning interests.

In essence, these operational definitions help clarify how variables X and Y are measured or observed within the research context, especially when using a questionnaire as an instrument for data collection.

### **Students' Speaking Ability (Y)**

Students' speaking ability refers to an individual's capacity to express themselves orally or verbally in the English language. This encompasses various aspects, such as clear pronunciation, the ability to organize thoughts into structured sentences, the use of appropriate vocabulary, understanding proper grammar, and effective speaking skills in various communication situations. Students' speaking ability also includes the ability to adapt to different accents or dialects of the English language and the ability to communicate clearly and efficiently in everyday, academic, or professional contexts. The evaluation of students' speaking ability may include various oral tests, conversations, presentations, or other speaking situations that assess the extent to which someone can effectively communicate thoughts, ideas, or information in English. Proficiency in speaking English is crucial in various contexts, including education, career, and social interactions in today's global society.

### **F. Research Instruments**

Research instruments are crucial tools for measuring and collecting data about natural or social phenomena observed in a study. In the context of this research, the instrument used is in the form of a questionnaire administered to students. This questionnaire is designed to gather data regarding students' speaking ability and English language learning content on YouTube.

A questionnaire is a tool or facility employed by researchers to collect data from respondents or research participants. In this research, the questionnaire serves as an instrument to elicit information relevant to the variables of students' speaking ability and English language learning content on YouTube.

This questionnaire is designed using the Likert scale as the basis for measurement. The Likert scale is a commonly used tool in research to assess the level of agreement or disagreement with specific statements. Respondents are asked to evaluate each statement by selecting one of four alternative answers that encompass various levels of agreement or disagreement.

In the context of this questionnaire, each statement within the questionnaire will help reveal information about students' speaking ability and English language learning content on YouTube. Respondents will provide their responses in accordance with their level of agreement or disagreement with each statement. The results of this questionnaire will be used in research analysis to understand the relationships between the variables under investigation.

The Likert Scale Table is a tool used to measure the level of agreement or disagreement with statements in a questionnaire or research. Here is an example of a Likert Scale table with descriptions for each level:

**Table 3.1**  
**Likert Scale Table**

<b>Likert Scale</b>	<b>Description</b>
1	Strongly Disagree
2	Disagree
3	Neutral (Neither Disagree nor Agree)
4	Agree
5	Strongly Agree

### **G. Test Research Instruments**

The testing of research instruments was carried out on 30 students from SMK Negeri 9 Pinrang and consisted of two main stages, namely validity testing and reliability testing.

### 1. Validity Testing

A valid instrument means that the measuring tool used to obtain data is valid (Sugiyono, 2009: 348).<sup>27</sup> Validity is a measure that indicates the levels of validity or authenticity of an instrument. The instrument is said to be valid if the value of  $r_{count} > r_{table}$  with  $\alpha$  of 5% and if  $r_{count} < r_{table}$  then the instrument is said to be invalid so it cannot be used in collecting research data.

### 2. Reliability Testing

A reliable instrument means that an instrument used multiple times to measure the same object will yield consistent data (Sugiyono, 2009: 348).<sup>28</sup> The instrument will be tested once, and then the data obtained will be calculated using the Cronbach's Alpha formula with the assistance of SPSS 24.0 software. To be able to ensure whether the instrument is reliable or not, it can be seen from the calculated  $r$  value, then this value is consulted with the  $r$  table value for an error level of 5%, so it can be concluded that the instrument is reliable and can be used for research. To interpret the level of instrument reliability, guidelines from Suharsimi (2010: 276)<sup>29</sup> are used as follows:

**Table 3.2**  
**Table of  $r$  Value Interpretation (Correlation)**

<b>r Value Range</b>	<b>Interpretation</b>
Between 0.800 - 1.00	High
Between 0.600 - 0.800	Moderate
Between 0.400 - 0.600	Somewhat Low
Between 0.200 - 0.400	Low
Between 0.000 - 0.200	Very Low

<sup>27</sup> Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif Dan R & D*. Bandung: Alfabeta.

<sup>28</sup> Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif Dan R & D*. Bandung: Alfabeta.

<sup>29</sup> Arikunto, Suharsimi. 2010. *Prosedur Penelitian – Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

This table can be used to evaluate the level of correlation (relationship) between two variables measured in the research. The  $r$  correlation values can be interpreted based on the range of values provided. The higher the  $r$  value, the stronger the relationship between the variables, whereas the lower the  $r$  value, the weaker the relationship. This table helps researchers determine the extent to which the relationship between the variables is significant in the context of the research.

## **H. Data Analysis**

Data analysis is the process of collecting and processing data from all respondents and data sources. The data analysis technique used in this research is descriptive statistics. Descriptive statistics is a statistical method used to describe or describe the data collected as it is, without intending to make general conclusions or generalizations (Sugiyono, 2017: 147). This technique was chosen because this research is quantitative and aims to describe the influence of English learning content on YouTube (X) on students' speaking abilities (Y). Descriptive statistics are used to make it easier for readers to understand and interpret the meaning of the data or numbers presented.

### **1. Assumption Testing**

#### **a. Normality test**

The normality test aims to determine whether in the regression model the disturbance or residual variables follow a normal distribution (Ghozali, 2018: 161). Researchers used the Kolmogorov-Smirnov (KS) test with the help of SPSS 24.0 to test the normality of the residuals. The KS test is carried out using the hypothesis:

H<sub>0</sub>: The remaining data is normally distributed

H<sub>1</sub>: The remaining data is not normally distributed

Normality test decisions can be taken by looking at Asymp. signature. value (2 tailed). If the significance level is  $> 0.05$ , it can be concluded that H<sub>0</sub> is accepted, this indicates that the residual data is normally distributed.

### **b. Multicollinearity Test**

The multicollinearity test was carried out to see whether there was a correlation between the independent variables in the regression model. A good regression model should have no correlation between independent variables (Ghozali, 2018: 107). To detect multicollinearity, it can be seen from the tolerance value and Variance Inflation Factor (VIF). A regression model is said to be free of multicollinearity if it has a tolerance value  $\geq 0.01$  or a VIF value  $\leq 10$ . Multicollinearity test calculations are assisted with SPSS 24.0.

## **2. Hypothesis test**

The hypotheses formulated in this research will be tested using simple and multiple regression analysis techniques.

### **a. Simple Regression Analysis**

This analysis is used to test the hypothesis with the help of SPSS 24.0 to obtain the following equation:

$$Y = a + bX$$

Explanation:

Y : Subject in the predicted dependent variable

a : Y value when the X value is equal to 0 (constant value)

b : Direction number or regression coefficient which shows the magnitude of the increase or decrease in the dependent variable based on changes in the independent variable. If (+) then the line goes up, and if (-) then the line goes down.

X: Subject to the independent variable with a certain value.

### **b. t test**

The t test or partial test is carried out to find out how far an independent variable partially affects the variation in the dependent variable. The basis for drawing conclusions on the t test is as follows:

- a. If the value of  $t < t$  table and if the probability (significance) is  $> 0.05 (\alpha)$ , then  $H_0$  is accepted, meaning that the independent variable partially (individually) does not influence the dependent variable significantly.
- b. If the calculated  $t$  value  $> t$  table and if the probability (significance) is  $< 0.05(\alpha)$ , then  $H_0$  is rejected, meaning that the independent variable partially (individually) influences the dependent variable significantly.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### **A. Findings**

SMKN 9 PINRANG is one of the SMK level schools with State status located in the district. Lembang, Kab. Pinrang, South Sulawesi. SMKN 9 PINRANG was founded on February 26 2014 with Establishment Decree Number 410/153/2014 which is under the auspices of the Ministry of Education and Culture. In learning activities, this school which has 391 students is guided by teachers who are professionals in their fields. The current principal of SMKN 9 PINRANG is Muhammad Idrus. The operator responsible is Ahmad Gazali Rusifa. S. Comm. With the existence of SMKN 9 PINRANG, it is hoped that it can contribute to educating the nation's children in the district. Lembang, Kab. Pinrang.

#### **Accreditation and Certification of SMKN 9 PINRANG**

This school has been accredited C with Accreditation Decree Number 032/BAN-SM/SK/2019 on January 15 2019.

#### **Address of SMKN 9 PINRANG**

The address of SMKN 9 PINRANG is located in Salopi, Binanga Karaeng, Kec. Lembang, Kab. Pinrang, South Sulawesi.

#### **Research Question**

Based on the validity test using Pearson correlation analysis, all statement items in the variables of English Learning Content on YouTube and Students' Speaking Ability are declared valid. This indicates that the instruments used in this study are capable of accurately measuring what they are intended to measure. Additionally, the reliability test results using the Cronbach Alpha formula show that both variables are reliable, meaning they are trustworthy for data collection.

Furthermore, the normality test results indicate that the data obtained in this study are normally distributed. This fulfills the normality assumption, which is an important prerequisite for regression analysis. The multicollinearity test also shows no

symptoms of multicollinearity in the regression model used. This means that the independent variables in the model do not have a strong linear relationship with each other, allowing for more accurate regression analysis.

The results of the simple linear regression analysis demonstrate that English Learning Content on YouTube has a positive and significant effect on Students' Speaking Ability. This means that an increase in the use of this learning content is associated with an improvement in students' speaking abilities. It indicates that using YouTube as a learning medium can be an effective tool for enhancing students' speaking skills at SMK Negeri 9 Pinrang.





## 1. Description of Research Results

### a) Description of Respondents' Answers to English Learning Content Variables on YouTube

		Statistics						
		X1	X2	X3	X4	X5	X6	X7
N	Valid	30	30	30	30	30	30	30
	Missing	0	0	0	0	0	0	0
Mean		3.83	3.57	3.73	3.63	3.40	3.57	3.47
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode		4	4	4	4	4	4	4
Std. Deviation		,834	1,194	1,143	1,299	1,133	,971	1,279
Range		3	4	4	4	4	4	4
Minimum		2	1	1	1	1	1	1
Maximum		5	5	5	5	5	5	5

In the table above you can see the average value of the respondents' answers to each statement in the English learning content indicator on YouTube, namely in the first statement (X1) the mean value is 3.83, the median value is 4.00, the mode value is 4, the standard deviation value is 0.834, range value 3, minimum value 2, and maximum value 5.

In the second statement (X2) the mean value is 3.57, the median value is 4.00, the mode value is 4, the standard deviation value is 1.194, the range value is 4, the minimum value is 1, and the maximum value is 5.

In the third statement (X3) the mean value is 3.73, the median value is 4.00, the mode value is 4, the standard deviation value is 1.143, the range value is 4, the minimum value is 1, and the maximum value is 5.

In the fourth statement (X4) the mean value is 3.63, the median value is 4.00, the mode value is 4, the standard deviation value is 1.299, the range value is 4, the minimum value is 1, and the maximum value is 5.

In the fourth statement (X5) the mean value is 3.40, the median value is 4.00, the mode value is 4, the standard deviation value is 1.133, the range value is 4, the minimum value is 1, and the maximum value is 5.

In the fourth statement (X6) the mean value is 3.57, the median value is 4.00, the mode value is 4, the standard deviation value is 0.971, the range value is 4, the minimum value is 1, and the maximum value is 5.

In the fourth statement (X7) the mean value is 3.47, the median value is 4.00, the mode value is 4, the standard deviation value is 1.279, the range value is 4, the minimum value is 1, and the maximum value is 5.

X1

		Freque ncies	Percent	Valid Percent	Cumulative Percent
Valid	Don't agree	3	10.0	10.0	10.0
	Neutral	4	13.3	13.3	23.3
	Agree	18	60.0	60.0	83.3
	Strongly agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that in the English Learning Content indicator on YouTube in statement X1, the average respondent answered Agree as many as 18 people with a percentage of 60%. Then followed by 5 respondents who answered strongly agree with a percentage of 16.7%.

X2

		Frequen cies	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3	3.3
	Don't agree	7	23.3	23.3	26.7
	Neutral	3	10.0	10.0	36.7
	Agree	12	40.0	40.0	76.7
	Strongly agree	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that in the English Learning Content indicator on YouTube in statement X2, the average respondent answered Agree as many as 12 people with a percentage of 40%. Then followed by 7 respondents who answered strongly agree with a percentage of 23.3%.

X3

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3.3	3.3	3.3
Don't agree	4	13.3	13.3	16.7
Neutral	6	20.0	20.0	36.7
Agree	10	33.3	33.3	70.0
Strongly agree	9	30.0	30.0	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the English Learning Content indicator on YouTube in statement X3, the average number of respondents answered Agree with a percentage of 33.3%. Then followed by 9 respondents who answered strongly agree with a percentage of 30%.

X4

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	10.0	10.0	10.0
Don't agree	3	10.0	10.0	20.0
Neutral	5	16.7	16.7	36.7
Agree	10	33.3	33.3	70.0
Strongly agree	9	30.0	30.0	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the English Learning Content indicator on YouTube in statement X4, the average number of respondents answered Agree was 10 people with a percentage of 33.3%. Then followed by 9 respondents who answered strongly agree with a percentage of 30%.

X5

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3.3	3.3	3.3
Don't agree	7	23.3	23.3	26.7
Neutral	6	20.0	20.0	46.7
Agree	11	36.7	36.7	83.3
Strongly agree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the English Learning Content indicator on YouTube in statement X5, the average respondent answered Agree as many as 11 people with a percentage of 36.7%. Then followed by 7 respondents who answered disagree with a percentage of 23.3%.

X6

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3.3	3.3	3.3
Don't agree	5	16.7	16.7	20.0
Neutral	2	6.7	6.7	26.7
Agree	20	66.7	66.7	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the English Learning Content indicator on YouTube in statement X6, the average respondent answered Agree as many as 20 people with a percentage of 66.7%. Then followed by 5 respondents who answered disagree with a percentage of 16.7%.

**X7**

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	10.0	10.0	10.0
Don't agree	5	16.7	16.7	26.7
Neutral	3	10.0	10.0	36.7
Agree	13	43.3	43.3	80.0
Strongly agree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the English Learning Content indicator on YouTube in statement X7, the average respondent answered Agree as many as 13 people with a percentage of 43.3%. Then followed by 6 respondents who answered strongly agree with a percentage of 20%.

**b) Description Respondents' Answers to Student Speaking Ability Variables**

	Statistics							
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
N Valid	30	30	30	30	30	30	30	30
Missing	0	0	0	0	0	0	0	0
Mean	3.83	3.57	3.43	3.63	3.83	3.33	3.53	3.87
Median	4.00	4.00	4.00	4.00	4.00	3.50	4.00	4.00
Mode	5	4	4	4	4	4	4	4
Std. Deviation	1,262	1,006	1,135	1,159	1,020	1,124	1,167	,819
Range	4	3	4	4	3	4	4	3
Minimum	1	2	1	1	2	1	1	2
Maximum	5	5	5	5	5	5	5	5

In the table above you can see the average value of the respondents' answers to each statement in the student speaking ability indicator, namely in the first statement (Y1)

the mean value is 3.83, the median value is 4.00, the mode value is 5, the standard deviation value is 1.262, the range value 4, minimum value 1, and maximum value 5. In the second statement (Y2) the mean value is 3.57, the median value is 4.00, the mode value is 4, the standard deviation value is 1.006, the range value is 3, the minimum value is 2, and the maximum value is 5.

In the third statement (Y3) the mean value is 3.43, the median value is 4.00, the mode value is 4, the standard deviation value is 1.135, the range value is 4, the minimum value is 1, and the maximum value is 5.

In the fourth statement (Y4) the mean value is 3.63, the median value is 4.00, the mode value is 4, the standard deviation value is 1.020, the range value is 4, the minimum value is 1, and the maximum value is 5.

In the fourth statement (Y5) the mean value is 3.83, the median value is 4.00, the mode value is 4, the standard deviation value is 1.020, the range value is 3, the minimum value is 2, and the maximum value is 5.

In the fourth statement (Y6) the mean value is 3.33, the median value is 3.50, the mode value is 4, the standard deviation value is 1.124, the range value is 4, the minimum value is 1, and the maximum value is 5.

In the fourth statement (Y7) the mean value is 3.53, the median value is 4.00, the mode value is 4, the standard deviation value is 1.167, the range value is 4, the minimum value is 1, and the maximum value is 5.

In the fourth statement (Y8) the mean value is 3.87, the median value is 4.00, the mode value is 4, the standard deviation value is 0.819, the range value is 3, the minimum value is 2, and the maximum value is 5.

Y1

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	10.0	10.0	10.0
Neutral	8	26.7	26.7	36.7
Agree	7	23.3	23.3	60.0
Strongly agree	12	40.0	40.0	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the Student Speaking Ability indicator in statement Y1, the average respondent answered Agree as many as 18 people with a percentage of 60%. Then followed by 5 respondents who answered strongly agree with a percentage of 16.7%.

Y2

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Don't agree	5	16.7	16.7	16.7
Neutral	9	30.0	30.0	46.7
Agree	10	33.3	33.3	80.0
Strongly agree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the Student Speaking Ability indicator in statement Y2, an average of 10 respondents answered Agree with a percentage of 33.3%. Then followed by 9 respondents who answered Neutral with a percentage of 9%.

Y3

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3.3	3.3	3.3
Don't agree	7	23.3	23.3	26.7
Neutral	5	16.7	16.7	43.3
Agree	12	40.0	40.0	83.3
Strongly agree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the Student Speaking Ability indicator in statement Y13, the average respondent answered Agree as many as 12 people with a percentage of 40%. Then followed by 7 respondents who answered disagree with a percentage of 23.3%.

Y4

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	6.7	6.7	6.7
Don't agree	4	13.3	13.3	20.0
Neutral	3	10.0	10.0	30.0
Agree	15	50.0	50.0	80.0
Strongly agree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the Student Speaking Ability indicator in statement Y4, an average of 15 respondents answered Agree with a percentage of 50%. Then followed by 6 respondents who answered strongly agree with a percentage of 20%.



## Y5

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Don't agree	5	16.7	16.7	16.7
Neutral	3	10.0	10.0	26.7
Agree	14	46.7	46.7	73.3
Strongly agree	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the Student Speaking Ability indicator in statement Y5, the average respondent answered Agree as many as 14 people with a percentage of 46.7%. Then followed by 8 respondents who answered strongly agree with a percentage of 26.7%.

## Y6

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	6.7	6.7	6.7
Don't agree	5	16.7	16.7	23.3
Neutral	8	26.7	26.7	50.0
Agree	11	36.7	36.7	86.7
Strongly agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the Student Speaking Ability indicator in statement Y5, the average respondent answered Agree as many as 11 people with a percentage of 36.7%. Then followed by 8 respondents who answered neutral with a percentage of 26.7%.

## Y7

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	6.7	6.7	6.7
Don't agree	5	16.7	16.7	23.3
Neutral	3	10.0	10.0	33.3
Agree	15	50.0	50.0	83.3
Strongly agree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the Student Speaking Ability indicator in statement Y7, an average of 15 respondents answered Agree with a percentage of 50%. Then followed by 5 respondents who answered strongly agree and disagree with a percentage of 16.7%.

## Y8

	Frequencies	Percent	Valid Percent	Cumulative Percent
Valid Don't agree	3	10.0	10.0	10.0
Neutral	3	10.0	10.0	20.0
Agree	19	63.3	63.3	83.3
Strongly agree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that in the Student Speaking Ability indicator in statement Y8, the average respondent answered Agree as many as 19 people with a percentage of 63.3%. Then followed by 5 respondents who answered strongly agree with a percentage of 16.7%.

## B. Discussion

### 1. Validity test

Calculation of instrument validity tests using Pearson correlation analysis with the help of the SPSS program. Decisions regarding the validity of statement items by comparing the calculated  $r$  with the  $r$  table. If the calculated  $r$  is greater than the  $r$  table then it means the instrument item is valid, but conversely if the calculated  $r$  is smaller than the  $r$  table it means the instrument item is invalid. To find  $r$  table for  $\alpha = 0.05$ . To find  $r$  table,  $df = 30 - 2 : 0.05$ . The  $r$  table value is 0.361.

a) Variable English Learning Content on Youtube (X)

**Table 4.1**  
**r Test Calculate Pearson Correlation Variable X**

No. Items	R count	R table	Conclusion
1	0.453	0.361	Valid
2	0.686	0.361	Valid
3	0.647	0.361	Valid
4	0.816	0.361	Valid
5	0.539	0.361	Valid
6	0.747	0.361	Valid
7	0.612	0.361	Valid

Source: SPSS output data processed, 2024

Based on the results of the validity test using the Pearson correlation instrument of the variables English Learning Content on Youtube (X) which consists of 7 statement items shows that points 1 to 7 are declared valid because the calculated  $r$  value is greater than the table  $r$ .

b) Variable Students' Speaking Ability(Y)

**Table 4.2**

**r Test Calculate Pearson Correlation Variable Y**

No. Items	R count	R table	Conclusion
1	0.772	0.361	Valid
2	0.385	0.361	Valid
3	0.605	0.361	Valid
4	0.555	0.361	Valid
5	0.748	0.361	Valid
6	0.645	0.361	Valid
7	0.554	0.361	Valid
8	0.553	0.361	Valid

Source: SPSS output data processed, 2024

Based on the results of the validity test using the Pearson correlation instrument of the variables Students' Speaking Ability (Y) which consists of 8 statement items shows that points 1 to 8 are declared valid because the calculated r value is greater than the table r.

## 2. Reliability Test

The reliability test in this research uses the Cronbach alpha formula because the questionnaire used in this research does not contain answers that have an incorrect or zero value.

a) Variable English Learning Content on Youtube (X)

**Table 4.3**

**X Reliability Test Results**

Reliability Statistics	
Cronbach's Alpha	N of Items
,766	7

Source: SPSS output data processed, 2024

The results of the reliability test using SPSS show that the Cronbach alpha value is 0.766 which is greater than 0.600. So it can be concluded that the variable (X) is reliable.

b) Variable Students' Speaking Ability (Y)

**Table 4.4**  
**Y Reliability Test Results**

Reliability Statistics	
Cronbach's Alpha	N of Items
,750	8

Source: SPSS output data processed, 2024

The results of the reliability test using SPSS show that the Cronbach alpha value of 0.750 is greater than 0.600. So it can be concluded that the variable (Y) is reliable.

### 3. Normality test

The normality test is used to determine whether the research data obtained is normally distributed or not. The results of the normality test using the Kolmogrov Smirnov formula with the help of the SPSS program can be seen in the following table:

**Table 4.5**  
**Kolmogrov Smirnov Normality Test Results**

One-Sample Kolmogorov-Smirnov Test			
		English Learning Contents On YouTube	Students Speaking Ability
N		30	30
Normal Parameters, b	Mean	25.20	29.03
	Std. Deviation	5.115	5,163
Most Extreme Differences	Absolute	.141	,097
	Positive	,074	,088
	Negative	-.141	-.097
Statistical Tests		.141	,097

Asymp. Sig. (2-tailed)	.130c	,200c,d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: SPSS output data processed, 2024

Based on table 4.11 above, the significance value is 0.200, which is greater than 0.05. So it can be concluded that the data is normally distributed.

#### 4. Multicollinearity Test

The multicollinearity test was carried out by looking at the tolerance value and variance inflation factor (VIF). To see whether or not there is multicollinearity in a model, you need to have a VIF value smaller than 10.00 and a tolerance value greater than 0.10.

The following are the results of multicollinearity testing using SPSS:

**Table 4.6**  
**Multicollinearity Test Results**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	9,911	3,232		3,067	,005		
	English Learning Contents On YouTube	,759	.126	,752	6,034	,000	1,000	1,000

a. Dependent Variable: Students Speaking Ability

Source: SPSS output data processed, 2024

In table 4.12 above, the results of the multicollinearity test show that the tolerance value is greater than 0.10, meaning that there is no multicollinearity in the data tested. The calculation results also show that all independent variables

have a VIF value of less than 10. So it can be concluded that there are no symptoms of multicollinearity in the regression model used.

### 5. Simple Regression Test

Simple linear regression is a regression model that involves more than one independent variable. Multiple regression analysis was carried out to determine the direction and how much influence the independent variable has on the dependent variable.

**Table 4.7**  
**Simple Linear Regression Test Results**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,911	3,232		3,067	,005
	English Learning Contents On YouTube	,759	.126	,752	6,034	,000

a. Dependent Variable: Students Speaking Ability

Source: SPSS output processed data, 2024

Based on table 4.13 above, the multiple regression equation in this research is:

$$Y = 9.911 + 0.759$$

- a) Based on the calculation results, it can be seen that the constant value is 9.911. That is, if English Learning Content on Youtube the value is 0, then the level of Students Speaking Ability is 9.911.
- b) The coefficient for the quality of work life variable is 0.759. This means that if the quality of work life experiences a change of 1, then organizational commitment will change by 0.759 provided that the other variables remain constant.

The conclusion is that it is getting higher English Learning Content on Youtube then students' speaking abilities also increase.

## 6. t test

The t test was carried out to test the research hypothesis regarding the influence of the independent variable (X) partially on the dependent variable (Y) with the following conditions:

- If the calculated t value  $>$  t table, then the hypothesis is accepted
- If the calculated t value  $<$  t table then the hypothesis is rejected
- If the significance value is  $>$  0.05 then it is not significant
- If the significance value is  $<$  0.05 then it is significant

Determine t count

$$df = a/2 : nk-1$$

$$df = 0.05/2 : 30-2-1$$

$$df = 0.025 : 27$$

$$df = 2.051$$

**Table 4.8**  
**T Test Results (partial)**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	9,911	3,232		3,067	,005		
	English Learning Contents On YouTube	,759	.126	,752	6,034	,000	1,000	1,000

a. Dependent Variable: Students Speaking Ability

Source: SPSS output data processed, 2024

Based on the table above, it can be seen that the results of the t test (partial) obtained a calculated t value of 6.034 with a significance value of 0.000. Thus t count  $>$  t table (6.034  $>$  2.051) and the significance value is smaller than 0.05 (0.000  $<$  0.05). So it



can be concluded that the hypothesis is accepted which means it is variable English Learning Content on Youtube(X) has a positive and significant effect on Students Speaking Ability (Y).

The problem statement is exploring whether YouTube learning content can enhance speaking skills among students at SMK Negeri 9 Pinrang. This relates to interactive speaking because:

1. **Engagement:** YouTube videos often include interactive elements like comments, likes, and shares, which can encourage students to engage more actively with the content and with each other. This interaction can foster a sense of community and motivate students to practice speaking by participating in discussions and responding to feedback.
2. **Practice:** Many YouTube educational channels provide opportunities for viewers to practice speaking through interactive exercises, pronunciation guides, and speaking prompts. These resources can help students at SMK Negeri 9 Pinrang improve their pronunciation, fluency, and overall speaking skills by providing guided practice and instant feedback.
3. **Accessibility:** YouTube allows students to access a wide range of speaking materials anytime, anywhere, making it easier for them to practice regularly. This flexibility is especially beneficial for students who may have limited opportunities for speaking practice outside of school hours or in areas with fewer educational resources.
4. **Real-Life Context:** YouTube videos can expose students to real-life speaking situations, different accents, and cultural nuances, which are crucial for interactive speaking. By watching and listening to native speakers in various contexts, students can develop a better understanding of natural speech patterns and improve their ability to communicate effectively in real-world situations.

5. **Motivation:** The multimedia and dynamic nature of YouTube content can make learning more enjoyable and motivating, potentially leading to better speaking practice and improvement. Engaging videos, interesting topics, and visually appealing content can capture students' interest and encourage them to invest more time and effort into practicing their speaking skills.

Incorporating YouTube learning content into the curriculum at SMK Negeri 9 Pinrang could thus enhance students' interactive speaking abilities by providing them with engaging, accessible, and practical speaking practice opportunities.



## CHAPTER V

### CLOSING

#### A. Conclusion

In accordance with the aim of this research, which is to determine the effect of English learning content on YouTube on students' English speaking abilities at SMK Negeri 9 Pinrang, the results of the analysis have shown a significant positive influence. The findings conclude that English Learning Content on YouTube significantly impacts the English speaking ability of students at SMK Negeri 9 Pinrang. This is evidenced by the partial t-test results, where the calculated t-value is greater than the t-table value, and the significance value is smaller than 0.05. Therefore, it can be concluded that utilizing English learning content on YouTube effectively enhances students' English speaking abilities at SMK Negeri 9 Pinrang.

#### B. Suggestion

Based on the conclusions, it is known that YouTube content has a positive and significant effect on English language skills. Therefore, it is recommended that learning methods using YouTube video content are always maintained to improve students' English language skills. This research has been attempted and carried out in accordance with scientific procedures, however the author realizes that in conducting this research there are still shortcomings and still have limitations, namely:

1. The independent variable that influences students' speaking abilities in this study only consists of one variable.
2. There is a lack of sample size in the research so it is possible that there is data that has not been fully taken in the research environment.
3. In this research, data was generated only through questionnaires which were based on the perceptions of respondents' answers. So conclusions are drawn only based on data collected through questionnaires, sometimes the answers given by respondents do not show the real situation.

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## Appendix 1 : Instrument



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN)  
PAREPARE

FAKULTAS TARBIYAH

Jl. Amal Bakti No. 8 Soreang 911331

Telepon (0421) 21307, Faksimile (0421) 2404

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : ANDI MULIA  
NIM : 2020203888203020  
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS  
JUDUL : IMPROVING STUDENTS' SPEAKING ABILITY BY  
USING ENGLISH LEARNING CONTENTS ON  
YOUTUBE AT SMK NEGERI 9 PINRANG

### Questionnaire of Students

Name :

Class :

You are required to give (x) for the answer based on your experience using English learning contents on YouTube.

1. I feel that my English speaking skills have improved after using learning content on YouTube.
- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed

5: Strongly Agree

2. I feel more confident in speaking English after accessing learning content on YouTube.

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agreed

5: Strongly Agree

3. I feel interested in continuing to use English learning content on YouTube.

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agreed

5: Strongly Agree

4. I feel more comfortable speaking English after using learning content on YouTube.

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agreed

5: Strongly Agree

5. I feel more motivated to learn English after using learning content on YouTube.

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agreed

5: Strongly Agree

6. I feel more prepared to communicate in English in everyday situations after using learning content on YouTube.

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agreed

5: Strongly Agree

7. Learning content on YouTube helps me overcome difficulties in speaking English.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

8. Learning content on YouTube helps me develop my speaking skills in professional situations.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

9. I feel more open to speaking in groups in English after using learning content on YouTube.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

10. Learning content on YouTube helps me overcome discomfort in speaking English.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

11. I feel better prepared for exams or English speaking tests after using learning content on YouTube.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

12. Learning content on YouTube has increased my interest in learning English.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed

5: Strongly Agree

13. Learning content on YouTube helps me hone my speaking skills at an appropriate pace.

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agreed

5: Strongly Agree

14. I feel more able to express my thoughts and opinions in English after using learning content on YouTube.

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agreed

5: Strongly Agree

15. Learning content on YouTube helps me recognize common idioms or phrases in speaking English.

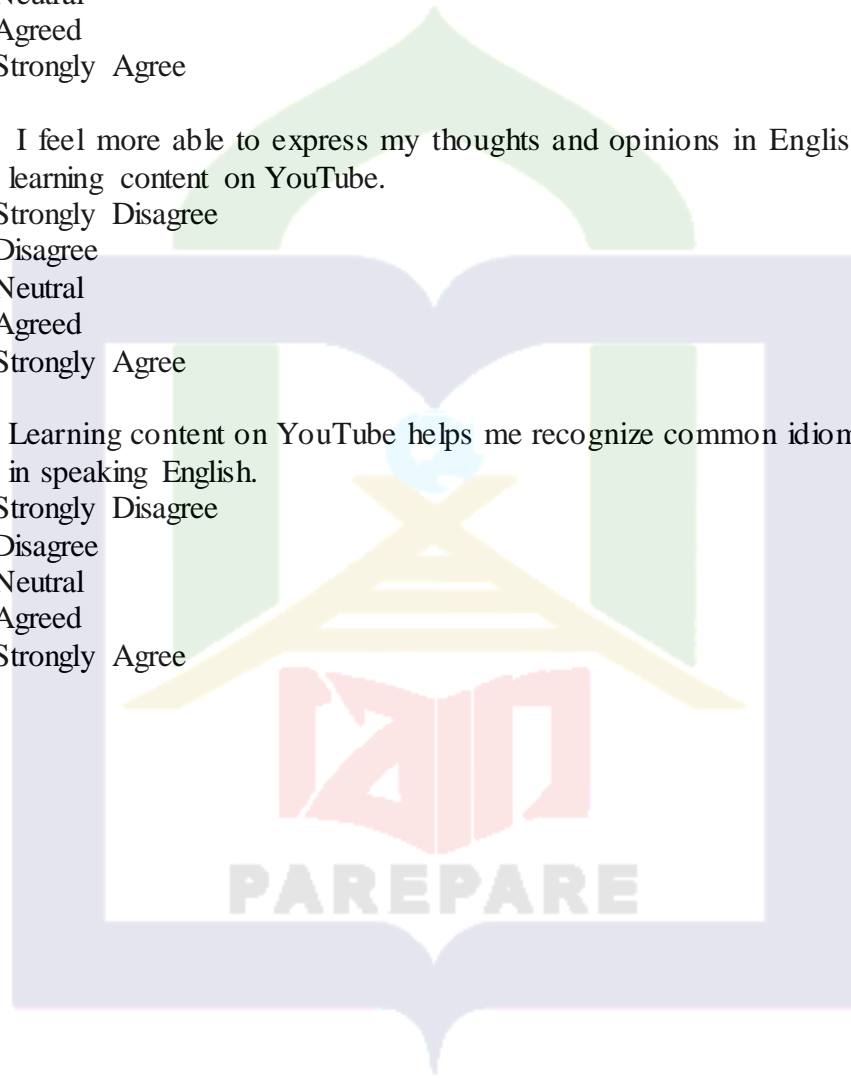
1: Strongly Disagree

2: Disagree

3: Neutral

4: Agreed

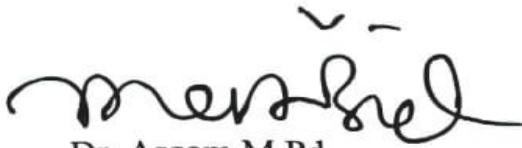
5: Strongly Agree



Parepare, March 20<sup>th</sup> 2024

Approved by,

**Principal Supervisor**



Dr. Arqam M.Pd  
197403292002121001

**Co-Advisor**



Humaeroah, M.Pd.  
2021089101



**Appendix 2: Students Questionnaire Answer and Speaking Assessment Rubric**

NAME: Suci Ramadhani

NIM:

Fill your answer according your experience using YouTube as speaking English learning!  
Use this (X) sign to answer.

Post-test

1. I feel that my English speaking skills have improved after using learning content on YouTube.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

2. I feel more confident in speaking English after accessing learning content on YouTube.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

3. I feel interested in continuing to use English learning content on YouTube.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

4. I feel more comfortable speaking English after using learning content on YouTube.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

5. I feel more motivated to learn English after using learning content on YouTube.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

6. I feel more prepared to communicate in English in everyday situations after using learning content on YouTube.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

7. Learning content on YouTube helps me overcome difficulties in speaking English.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

8. Learning content on YouTube helps me develop my speaking skills in professional situations.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

9. I feel more open to speaking in groups in English after using learning content on YouTube.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

10. Learning content on YouTube helps me overcome discomfort in speaking English.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

11. I feel better prepared for exams or English speaking tests after using learning content on YouTube.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree



12. Learning content on YouTube has increased my interest in learning English.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

13. Learning content on YouTube helps me hone my speaking skills at an appropriate pace.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

14. I feel more able to express my thoughts and opinions in English after using learning content on YouTube.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

15. Learning content on YouTube helps me recognize common idioms or phrases in speaking English.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agreed
- 5: Strongly Agree

**Appendix 3 : Research Allowance**

NAME: Tiara

NIM:

**Assessment Rubric - Student Speaking Ability Assessment Rubric**

**Assessment Criteria:**

1. Vocabulary
2. Fluency
3. Grammar Skills
4. Pronunciation Errors
5. Interactive Skills

**Score and Level:**

1. Scores 1-2 (Low): Students have not met the criteria or show very minimal understanding.
2. Scores 3-4 (Moderate): Student meets the criteria moderately with some deficiencies or errors.
3. Score 5 (High): Students fulfill the criteria very well or very close to perfection.

Assessment Criteria		Score	Level
Vocabulary Usage	Uses appropriate and varied vocabulary according to the topic and situation.	3	5
	Shows a deep understanding of the meaning of words and phrases.	3	5
	Able to explain concepts or ideas clearly using appropriate vocabulary.	4	6
Speaking Fluency	Speaks with natural fluency and rhythm, without significant difficulty.	2	5
	Able to maintain the flow of the conversation without significant difficulty.	1	6
	Avoids excessive pauses or unnecessary repetition.	3	5
Grammar Skills	Uses proper grammar that is appropriate to the context.	3	5
	Understand and apply correct sentence	3	5

	structure.		
	Avoiding glaring grammatical errors.	2	3
Pronunciation Errors	Pronounce words and phrases clearly and accurately.	4	7
	Avoids errors in intonation and accent that interfere with understanding.	3	4
	Demonstrates a good understanding of the rules of phonetics and prosody.	3	3
Interaction Skills	Interact fluently and responsively in conversations or discussions.	2	3
	Respond to questions or comments in a relevant and timely manner.	1	4
	Able to maintain a productive dialog with peers.	1	4

**Total Score: [Total Score of All Criteria]**

**Speaking Level:**

1. Low (1-10): Speaking ability that needs further development.
2. Medium (11-20): Speaking ability that is adequate, but still has room for improvement.
3. High (21-25): Excellent speaking ability or close to perfection.

	structure.		
	Avoiding glaring grammatical errors.	2	3
Pronunciation Errors	Pronounce words and phrases clearly and accurately.	4	7
	Avoids errors in intonation and accent that interfere with understanding.	3	4
	Demonstrates a good understanding of the rules of phonetics and prosody.	3	3
Interaction Skills	Interact fluently and responsively in conversations or discussions.	2	3
	Respond to questions or comments in a relevant and timely manner.	1	4
	Able to maintain a productive dialog with peers.	1	4

**Total Score: [Total Score of All Criteria]**

**Speaking Level:**

1. Low (1-10): Speaking ability that needs further development.
2. Medium (11-20): Speaking ability that is adequate, but still has room for improvement.
3. High (21-25): Excellent speaking ability or close to perfection.

### Appendix 3: Research Allowance



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : Jl. Anas Dakir No. 08 Soreang Parepare 91132 telp. (0412) 21207 Fax 21491  
PO Box 909 Parepare 91100, website: email: maui@iainpare.ac.id

Nomor : B-1654/In.39/FTAR.01/PP.00.9/05/2024 21 Mei 2024  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,

KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Andi Mulia  
Tempat/Tgl. Lahir : Pajalele, 23 September 2002  
NIM : 2020203888203020  
Fakultas / Program Studi : Tarbiyah/Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Pajalele, Kelurahan Binanga Karaeng, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Pinrang dalam rangka penyusunan skripsi yang berjudul "Improving Students' Speaking Ability by Using English Learning Contents on Youtube at SMK Negeri 9 Pinrang". Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai Juni 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Zulfah, M.Pd.  
NIP. 19830420 200801 2 010

Tembusan:

1. Rektor IAIN Parepare





**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
 Nomor : 503/0293/PENELITIAN/DPMPTSP/05/2024

Tentang

**SURAT KETERANGAN PENELITIAN**

- Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 30-05-2024 atas nama **ANDI MULLA** dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Surat Keterangan Penelitian.
- Mengingat** :  
 1. Undang - Undang Nomor 29 Tahun 1959;  
 2. Undang - Undang Nomor 18 Tahun 2002;  
 3. Undang - Undang Nomor 25 Tahun 2007;  
 4. Undang - Undang Nomor 25 Tahun 2009;  
 5. Undang - Undang Nomor 23 Tahun 2014;  
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;  
 7. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 terkait Penerbitan Surat Keterangan Penelitian;  
 8. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;  
 9. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan  
 10. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** :  
 1. Rekomendasi Tim Teknis PTSP : 0607/RT.Teknis/DPMPTSP/05/2024, Tanggal : 30-05-2024  
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0301/BAP/PENELITIAN/DPMPTSP/05/2024, Tanggal : 30-05-2024

**MEMUTUSKAN**

- Menetapkan** :
- KESATU** : Memberikan Surat Keterangan Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
  2. Alamat Lembaga : JL. AMAL BAKTI NO. 8
  3. Nama Peneliti : ANDI MULLA
  4. Judul Penelitian : IMPROVING STUDENTS SPEAKING ABILITY BY USING ENGLISH LEARNING CONTENTS ON YOUTUBE AT SMK NEGERI 9 PINRANG
  5. Jangka waktu Penelitian : 1 Bulan
  6. Sasaran/target Penelitian : GURU DAN SISWA DI SMK 9 PINRANG DENGAN 150 PESERTA DARI 5 KEKAS SETIAP KELAS 30 PESERTA
  7. Lokasi Penelitian : Kecamatan Lembang
- KEDUA** : Surat Keterangan Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 30-11-2024.
- KETIGA** : Peneliti wajib menaati dan melakukan ketentuan dalam Surat Keterangan Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 30 Mei 2024



Ditandatangani Secara Elektronik Oleh :  
**ANDI MIRANI, AP., M.SI**  
 NIP. 197406031993112001  
 Kepala Dinas Penanaman Modal dan PTSP  
 Selaku Kepala Unit PTSP Kabupaten Pinrang

**Biaya : Rp 0,-**



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSR

DPMPTSP



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
CABANG DINAS PENDIDIKAN WILAYAH VIII  
UPT SMKN 9 PINRANG

Jalan Poros Pinrang-Polman, Salopti Kabupaten. Pinrang KM 42

**SURAT KETERANGAN PENELITIAN**

Nomor: 421.5 / 233 / SMKN.9 / PRG / DISDIK

Yang bertanda tangan dibawah ini Kepala UPT SMK Negeri 9 Pinrang Menerangkan bahwa :

Nama : ANDI MULIA  
Nim : 2020203888203020  
Tempat Tanggal Lahir : PAJALELE, 23 SEPTEMBER 2002  
Jurusan : PENDIDIKAN BAHASA INGGRIS  
Fakultas : Tarbiyah  
Perguruan Tinggi : IAIN PAREPARE

Telah melaksanakan Penelitian di SMKN 9 Pinrang pada tanggal 27 Mei s/d 28 Juni 2024, dengan judul Skripsi“ **IMPROVING STUDENTS SPEAKING ABILITY BY USING ENGLISH LEARNING CONTENTS ON YOUTUBE AT SMKN NEGERI 9 PINRANG**”.

Demikian Surat keterangan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Pinrang, 28 Juni 2024  
Kepala UPT SMKN 9 Pinrang



**IAIN**  
PAREPARE

## Appendix 4: Rubric Assessment Speaking

### Assessment Rubric - Student Speaking Ability Assessment Rubric

#### Assessment Criteria:

1. Vocabulary
2. Fluency
3. Grammar Skills
4. Pronunciation Errors
5. Interactive Skills

#### Score and Level:

1. Scores 1-2 (Low): Students have not met the criteria or show very minimal understanding.
2. Scores 3-4 (Moderate): Student meets the criteria moderately with some deficiencies or errors.
3. Score 5 (High): Students fulfill the criteria very well or very close to perfection.

Assessment Criteria		Score	Level
Vocabulary Usage	Uses appropriate and varied vocabulary according to the topic and situation.		
	Shows a deep understanding of the meaning of words and phrases.		
	Able to explain concepts or ideas clearly using appropriate vocabulary.		
Speaking Fluency	Speaks with natural fluency and rhythm, without significant difficulty.		
	Able to maintain the flow of the conversation without significant difficulty.		
	Avoids excessive pauses or unnecessary repetition.		
Grammar Skills	Uses proper grammar that is appropriate to the context.		
	Understand and apply correct sentence structure.		
	Avoiding glaring grammatical errors.		
Pronunciation Errors	Pronounce words and phrases clearly and accurately.		
	Avoids errors in intonation and accent that interfere with understanding.		
	Demonstrates a good understanding of the rules of phonetics and prosody.		

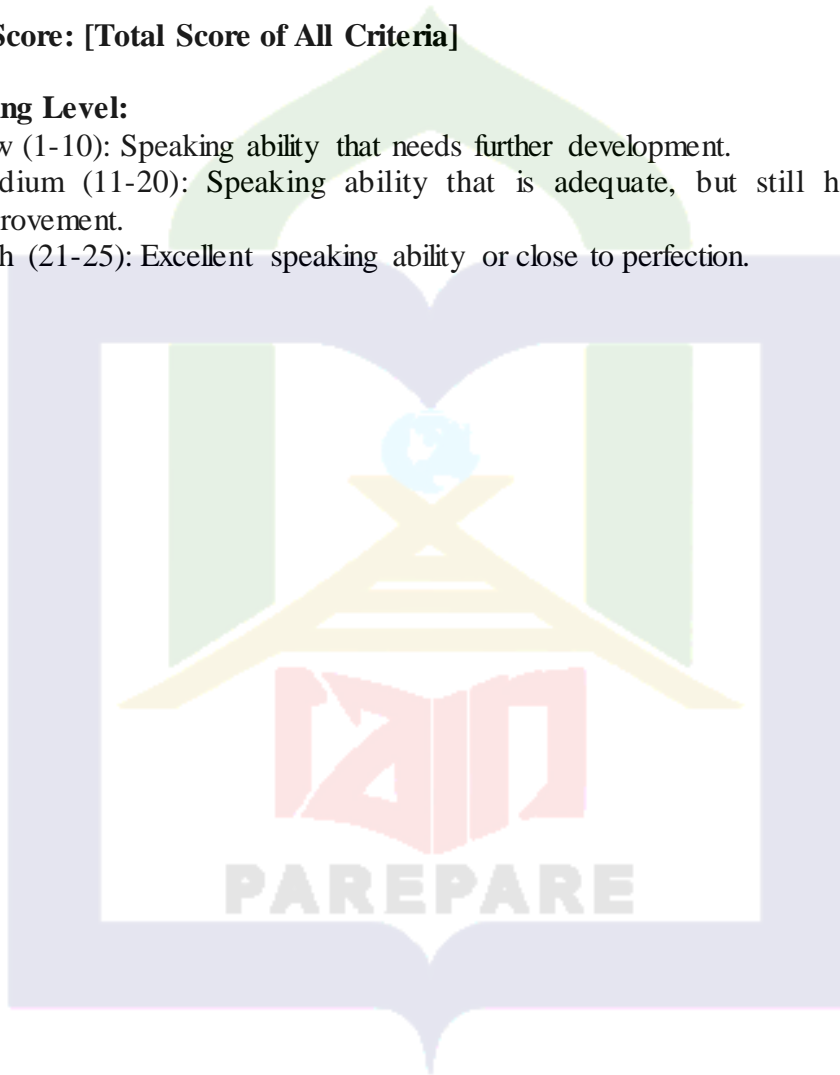


Interaction Skills	Interact fluently and responsively in conversations or discussions.		
	Respond to questions or comments in a relevant and timely manner.		
	Able to maintain a productive dialog with peers.		

**Total Score: [Total Score of All Criteria]**

**Speaking Level:**

1. Low (1-10): Speaking ability that needs further development.
2. Medium (11-20): Speaking ability that is adequate, but still has room for improvement.
3. High (21-25): Excellent speaking ability or close to perfection.



**Appendix 5: documentation**



Appendix 6: Table Correlation between Variable X and Y

		Correlations							
		X1	X2	X3	X4	X5	X6	X7	TOTAL_X
X1	Pearson Correlation	1	,306	-.012	,260	,110	,333	,269	,453*
	Sig. (2-tailed)		,100	,950	,165	,565	,072	,150	,012
	N	30	30	30	30	30	30	30	30
X2	Pearson Correlation	,306	1	,468**	,338	,438*	,397*	,159	,686**
	Sig. (2-tailed)	,100		,009	,067	,015	,030	,400	,000
	N	30	30	30	30	30	30	30	30
X3	Pearson Correlation	-.012	,468**	1	,629**	,272	,327	,135	,647**
	Sig. (2-tailed)	,950	,009		,000	,146	,078	,476	,000
	N	30	30	30	30	30	30	30	30
X4	Pearson Correlation	,260	,338	,629**	1	,267	,553**	,542**	,816**
	Sig. (2-tailed)	,165	,067	,000		,154	,002	,002	,000
	N	30	30	30	30	30	30	30	30
X5	Pearson Correlation	,110	,438*	,272	,267	1	,288	,057	,539**
	Sig. (2-tailed)	,565	,015	,146	,154		,122	,764	,002
	N	30	30	30	30	30	30	30	30
X6	Pearson Correlation	,333	,397*	,327	,553**	,288	1	,529**	,747**
	Sig. (2-tailed)	,072	,030	,078	,002	,122		,003	,000
	N	30	30	30	30	30	30	30	30

	N	30	30	30	30	30	30	30	30
X7	Pearson Correlation	,269	,159	,135	,542**	,057	,529**	1	,612**
	Sig. (2-tailed)	,150	,400	,476	,002	,764	,003		,000
	N	30	30	30	30	30	30	30	30
TOTAL_X	Pearson Correlation	.453*	,686**	,647**	,816**	,539**	,747**	,612**	1
	Sig. (2-tailed)	.012	,000	,000	,000	,002	,000	,000	
	N	30	30	30	30	30	30	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics	
Cronbach's Alpha	N of Items
,766	7

Correlations										
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	TOTAL_Y
Y1	Pearson Correlation	1	,128	,151	,643**	,572**	,345	,362	,449*	,772**
	Sig. (2-tailed)		,534	,463	,000	,002	,084	,069	,022	,000
	N	26	26	26	26	26	26	26	26	26
Y2	Pearson Correlation	,128	1	,329	,041	-.092	,233	,263	-.034	,385
	Sig. (2-tailed)	,534		,101	,844	,654	,251	,195	,870	,052
	N	26	26	26	26	26	26	26	26	26
Y3	Pearson Correlation	,151	,329	1	,154	,561**	,404*	,148	,206	,605**

	Sig. (2-tailed)	,463	.101		,452	,003	.041	,472	,314	,001
	N	26	26	26	26	26	26	26	26	26
Y4	Pearson Correlation	,643**	.041	,154	1	,325	,022	,066	,374	,555**
	Sig. (2-tailed)	,000	,844	,452		.105	,917	,749	,060	,003
	N	26	26	26	26	26	26	26	26	26
Y5	Pearson Correlation	,572**	-.092	,561**	,325	1	.446*	,359	.462*	,748**
	Sig. (2-tailed)	,002	,654	,003	.105		,022	.071	.017	,000
	N	26	26	26	26	26	26	26	26	26
Y6	Pearson Correlation	,345	,233	.404*	,022	.446*	1	,346	.304	,645**
	Sig. (2-tailed)	,084	,251	.041	,917	,022		,084	.131	,000
	N	26	26	26	26	26	26	26	26	26
Y7	Pearson Correlation	,362	,263	,148	,066	,359	,346	1	,068	,554**
	Sig. (2-tailed)	,069	,195	,472	,749	.071	,084		,742	,003
	N	26	26	26	26	26	26	26	26	26
Y8	Pearson Correlation	,449*	-.034	,206	,374	.462*	.304	,068	1	,553**
	Sig. (2-tailed)	,022	,870	,314	,060	.017	.131	,742		,003
	N	26	26	26	26	26	26	26	26	26
TOTAL_Y	Pearson Correlation	,772**	,385	.605**	,555**	,748**	,645**	,554**	,553**	1
	Sig. (2-tailed)	,000	,052	,001	,003	,000	,000	,003	,003	
	N	26	26	26	26	26	26	26	26	26

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
 \* . Correlation is significant at the 0.05 level (2-tailed).

Reliability Statistics	
Cronbach's Alpha	N of Items
,750	8

One-Sample Kolmogorov-Smirnov Test			
		English Learning Contents On YouTube	Students Speaking Ability
N		30	30
Normal Parameters, b	Mean	25.20	29.03
	Std. Deviation	5.115	5,163
Most Extreme Differences	Absolute	.141	,097
	Positive	,074	,088
	Negative	-.141	-.097
Statistical Tests		.141	,097
Asymp. Sig. (2-tailed)		.130c	,200c,d
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

One-Sample Kolmogorov-Smirnov Test		
	English Learning Contents On YouTube	Students Speaking Ability
N	30	30

Normal Parameters, b	Mean	25.20	29.03
	Std. Deviation	5.115	5,163
Most Extreme Differences	Absolute	.141	,097
	Positive	,074	,088
	Negative	-.141	-.097
Statistical Tests		.141	,097
Asymp. Sig. (2-tailed)		.130c	,200c,d
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	9,911	3,232		3,067	,005		
	English Learning Contents On YouTube	,759	.126	,752	6,034	,000	1,000	1,000

a. Dependent Variable: Students Speaking Ability

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752a	.565	.550	3,464
a. Predictors: (Constant), English Learning Contents On YouTube				





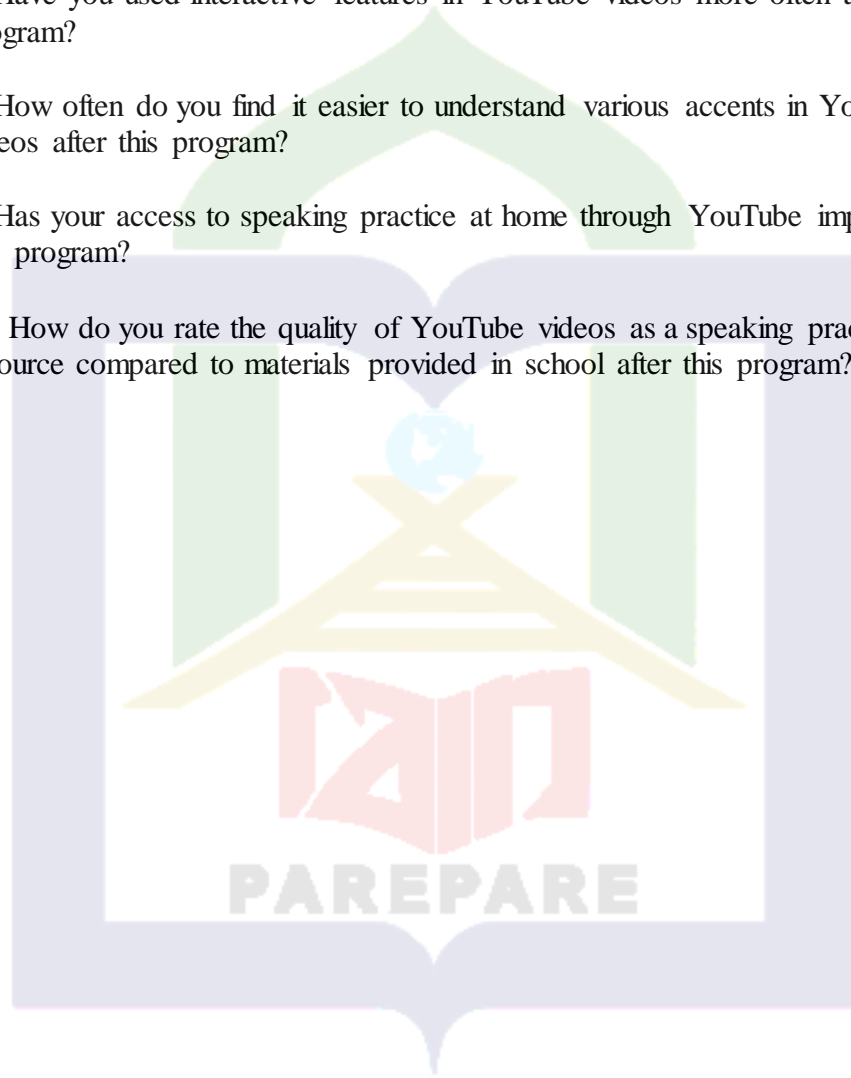
**Pre-Test**

1. What do you know about interacting with YouTube videos (e.g., comments, likes, shares)?
2. How often do you use YouTube to learn English?
3. Do you find it difficult to find suitable speaking materials on YouTube?
4. How often do you practice speaking English outside of school hours?
5. Do you feel that YouTube videos help you understand how to speak in real-life contexts?
6. How motivated are you to learn English through YouTube videos compared to other methods?
7. Have you ever used interactive features in YouTube videos to practice speaking (e.g., pronunciation exercises or speaking prompts)?
8. How often do you find it difficult to understand various accents in YouTube videos?
9. Do you feel that YouTube provides a good access for speaking practice at home?
10. How do you rate the quality of YouTube videos as a speaking practice resource compared to materials provided in school?

**Post-Test**

1. How much interaction did you have with YouTube videos during this period? (e.g., comments, likes, shares)
2. How often do you use YouTube for speaking practice after this program?
3. Do you find it easier to find suitable speaking materials on YouTube after this program?
4. How often do you practice speaking English outside of school hours after this program?

5. Do you feel that YouTube videos help you understand how to speak in real-life contexts more after this program?
6. How motivated are you to learn English through YouTube videos after this program?
7. Have you used interactive features in YouTube videos more often after this program?
8. How often do you find it easier to understand various accents in YouTube videos after this program?
9. Has your access to speaking practice at home through YouTube improved after this program?
10. How do you rate the quality of YouTube videos as a speaking practice resource compared to materials provided in school after this program?



## CURRICULUM VITAE



The researcher's name is **ANDI MULIA**. She was born on September, 23<sup>th</sup>, 2002 in Pajalele, Pinrang West Sulawesi . She is a daughter of Suaib Andi Saga and Hj.Nurhaeni,S,Pd. M.M. She has three brothers and two sisters. She is the 5<sup>th</sup> child from her siblings. Today, She lives on Soreang Parepare. The researcher graduated from Kinder Garten at 2008 and SD Negeri 035 Paku at 2013, SMP Negeri 2 lembang at 2016, and SMK Negeri 9 Pinrang Lembang at 2019. She continued her study at State Islamic Institute Parepare at 2020 and took English Education, Faculty of Tarbiyah. The researcher' hobbies is singing.

