

**PERCEPTION OF EFL STUDENTS ON THE USE OF
YOUTUBE VIDEOS FOR SPEAKING SKILL**

THESIS



**BY
ANDIKA PERMANA
SRN 1601121103**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1442 H**

**PERCEPTION OF EFL STUDENTS ON THE USE OF
YOUTUBE VIDEOS FOR SPEAKING SKILL**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of Sarjana in English Language Education



**BY
ANDIKA PERMANA
SRN 1601121103**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
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STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1442 H**

ADVISOR APPROVAL

Title : **PERCEPTION OF EFL STUDENTS ON THE USE
OF YOUTUBE VIDEOS FOR SPEAKING SKILL**

Name : Andika Permata

SRN : 1601121103

Faculty : Faculty of Teacher Training and Education

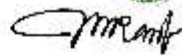
Department : Language Education

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This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination / Munasabah by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangkaraya.

Palangkaraya, 09 Oktober 2020

Adviser I



Hj. Anni Ranti M. Hum
ORN. 198101182008012013

Adviser II



Zaitun Qamariah, M.Pd
ORN. 198405192015032005

The Vice Dean of Academic



Dr. Nurul Wahdah, M.Pd
ORN. 198003072006042004

Secretary of Language
Education Department



Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003



PERSETUJUAN PEMBIMBING

Judul : PERCEPTION OF EFL STUDENTS ON THE USE
OF YOUTUBE VIDEOS FOR SPEAKING SKILL
Nama : Andika Permata
NIM : 1601121103
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris

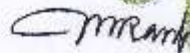
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Palangka Raya, 09 Oktober 2020

Disetujui oleh:

Advisor I

Advisor II



Hj. Anni Ranti M. Hum
NIP. 198101182008012013



Zaitun Qamarah, M.Pd
NIP. 198405192015032003

Wakil Dekan I Bidang Akademik

Sekretaris Jurusan Pendidikan Bahasa



Dr. Nurul Wahdah, M.Pd
NIP. 198003072006042004



Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003



OFFICIAL NOTE

Palangka Raya, 09 Oktober 2020

Case : Examination of
Andika Permana

To the chair of Faculty of
Teacher Training and
Education of IAIN Palangka
Raya

in-

Palangka Raya

Assalamu'alaikum Wz. Wb.

By reading and analyzing of the thesis, we think in the name of:

Name : **ANDIKA PERMANA**

SRN : **1601121103**

Title of Thesis : **PERCEPTION OF EFL STUDENTS ON THE USE OF
YOUTUBE VIDEOS FOR THE SPEAKING SKILL.**

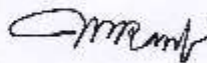
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English Education of the Department of Education IAIN Palangka Raya.

Thank You for your attention

Wassalamu'alaikum Wz. Wb.

Advisor I

Advisor II



Hj. Apni Ranti M. Hum
NIP. 198101122008012013



Zaitun Qamariah, M.Pd
NIP. 198405192015032003

NOTA DINAS

Palangka Raya, 09 Oktober 2020

Case : Mohon Diuji Skripsi

Saudara Andika Permana

Kepada:

Yth. Dekan Fakultas
Tadris dan Ilmu Keagamaan
Insritur Agama Islam Negeri
Palangka Raya

di-

Palangka Raya

Assalamu'alaikum Wr. Wb.

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NIM : **1601121103**

Judul Skripsi : **PERCEPTION OF EFL STUDENTS ON THE USE OF
YOUTUBE VIDEOS FOR SPEAKING SKILL**

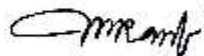
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Demikian atas perhatiannya, diucapkan terima kasih.

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Pembimbing I

Pembimbing II



Hj. Anni Ranti M. Hum
NIP. 198101182008012013



Zaitun Qamarah, M.Pd
NIP. 198405192015032003



THESIS APPROVAL

Thesis Title : Perception of EFL students on the use of
YouTube videos for speaking skill

Name : Andika Permana
SRN : 1601121103
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of
Teacher Training and Education of the State Islamic Institute of
Palangka Raya in the Thesis Examination/*Minyasah* on:

Day : Tuesday
Date : October 27, 2020 M/ 1442 H

BOARD OF EXAMINERS

1. Akhmad Ali Mirza, M.Pd
(Chair Examiner)
2. M. Zaini Miftah, M.Pd
(Main Examiner)
3. Hj. Apri Ranti, M.Hum
(Examiner)
4. Zaitun Qamariah, M.Pd
(Secretary/Examiner)

(.....)

(.....)

(.....)

(.....)

Approved by:

Dean, Faculty of Teacher
Training and Education



(.....)

Rudhatul Jennah, M.Pd
196710031993032001



MOTTO

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ

*“cukuplah Allah menjadi Penolong kami
dan Allah adalah sebaik-baik Pelindung.”*

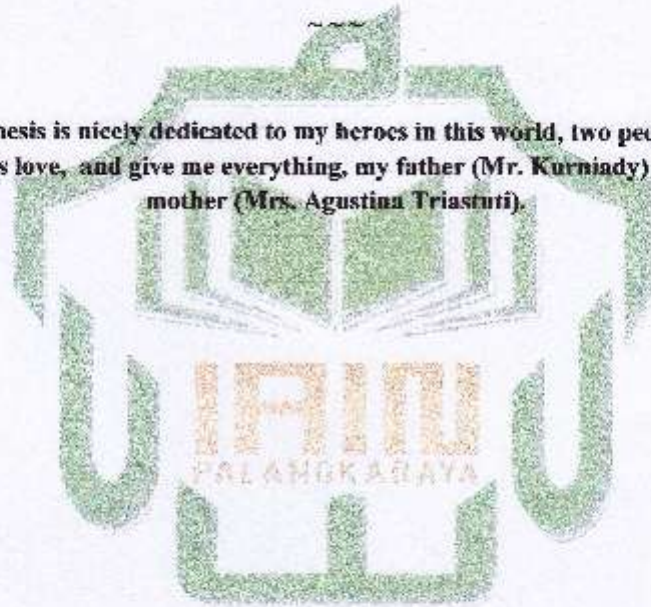
(QS. Ali 'Imron: 173)





DEDICATION

This thesis is nicely dedicated to my heroes in this world, two people who always love, and give me everything, my father (Mr. Kurniady) and my mother (Mrs. Agustina Triastni).





DECLARATION OF AUTHENTICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

I myself make a declaration that this thesis is entitled **PERCEPTION OF KBI. STUDENTS ON THE USE OF YOUTUBE VIDEOS FOR SPEAKING SKILL** is truly my own writing.

If it is not own writing, it is given a citation and shown in the list of references. If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

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My own Declaration



Andika Permana
SRN. 1601121103



ABSTRACT

Permana, Andika. 2020. Perception of EFL students on the use of YouTube videos for speaking skill, Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamis Institute of Palangka Raya. Advisors: (I) Hj. Apni Ranti M, Hum., (II) Zaitun Qamariah, M.Pd.

Key words: Perception, EFL, YouTube Video, Speaking.

Much technique has tried to make an interesting English class, and the various methods have been examined to create EFL students enjoy and happy learning speaking. Several media have used to get effective learning when they study English speaking. While at the same in English speaking class, the teacher needs to provide an attractive study to make learning activity more enjoyable for students and find productive media to get an effective learning process. Based on the statement above, the researcher observes two things that need to notice in the speaking class. The perception from EFL students in English speaking class and media to support English speaking study.

In this research, the researcher is interested in discovering EFL students' perceptions on the use of YouTube videos for speaking skills. This research aims to find the perception of EFL students on the use of YouTube Videos for speaking skills. The researcher gathers the sample of this study from EFL students in semester three and semester five, and semester seven of English education of the English department in Iain Palangkaraya.

This research was classified as a quantitative approach and the survey research as the research design. The Instruments for this research is the questionnaire. The researcher shares the questionnaire via google docs and sends the google docs by WhatsApp to samples. This research's total samples are 197 that collect from semester three and semester five, and semester seven. When collet the data, the researcher uses a cluster sampling technique. In this research, the researcher has used an interval scale and collected data by using questionnaire both of the close-ended and Likert type questions. This research about students' perception, which is known as attitudinal information.

The result showed that: (1) The perception of EFL students on the use of YouTube videos for the speaking skills is positive. (2) The questionnaire's final result that consists of 24 total items showed 76 %, and the categorized Agree. (3) Based on the result above, YouTube videos can be productive media to study English speaking, especially for EFL students who do not have a partner or English environment to study English.

ABSTRAK

Andika, Permana. 2020. Perception of EFL students on the use of YouTube Videos for the speaking skill. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Hj. Apni Ranti M, Hum., (II) Zaitun Qamariah, M.Pd.

Kata Kunci: Perception, EFL, YouTube videos, Speaking skill

Banyak teknik telah dicoba untuk membuat kelas bahasa Inggris menjadi menarik, dan berbagai metode telah diuji untuk membuat siswa EFL enjoy dan senang belajar speaking. Beberapa media telah digunakan untuk mendapatkan pembelajaran yang efektif dalam pembelajaran berbicara bahasa Inggris. Sementara di kelas berbahasa Inggris, guru perlu memberikan pembelajaran yang menarik agar kegiatan belajar lebih menyenangkan bagi siswa dan menemukan media yang produktif untuk mendapatkan proses pembelajaran yang efektif. Berdasarkan pernyataan di atas, peneliti mengamati dua hal yang perlu diperhatikan dalam kelas speaking. Persepsi siswa EFL di kelas dan media berbahasa Inggris untuk mendukung pembelajaran berbahasa Inggris.

Dalam penelitian ini, peneliti tertarik untuk mengetahui persepsi siswa EFL tentang penggunaan video YouTube untuk keterampilan speaking. Penelitian ini bertujuan untuk mengetahui persepsi siswa EFL tentang penggunaan Video YouTube untuk keterampilan speaking. Peneliti mengumpulkan sampel penelitian ini dari siswa EFL semester tiga dan semester lima, dan semester tujuh dari pendidikan bahasa Inggris jurusan bahasa Inggris di Iain Palangkaraya.

Penelitian ini tergolong dalam pendekatan kuantitatif dan penelitian survei sebagai desain penelitian. Instrumen penelitian ini adalah angket. Peneliti membagikan kuesioner melalui google docs dan mengirimkan google docs melalui WhatsApp ke sampel. Jumlah sampel penelitian ini adalah 197 yang dikumpulkan dari semester tiga dan semester lima, dan semester tujuh. Dalam pengumpulan data, peneliti menggunakan teknik cluster sampling. Dalam penelitian ini peneliti menggunakan skala interval dan pengumpulan data dilakukan dengan menggunakan kuesioner baik pertanyaan tertutup maupun pertanyaan jenis likert. Penelitian ini membahas tentang persepsi siswa yang dikenal dengan istilah informasi sikap.

Hasil penelitian menunjukkan bahwa: (1) Persepsi siswa EFL tentang penggunaan video YouTube terhadap keterampilan berbicara adalah positif. (2) Hasil akhir angket yang terdiri dari 24 item berjumlah 76%, dan kategori Setuju. (3) Berdasarkan hasil di atas, video YouTube dapat menjadi media yang produktif untuk belajar berbicara bahasa Inggris, terutama bagi siswa EFL yang tidak memiliki partner atau lingkungan bahasa Inggris untuk belajar bahasa Inggris.



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Andika Permana
SRN.1601121103



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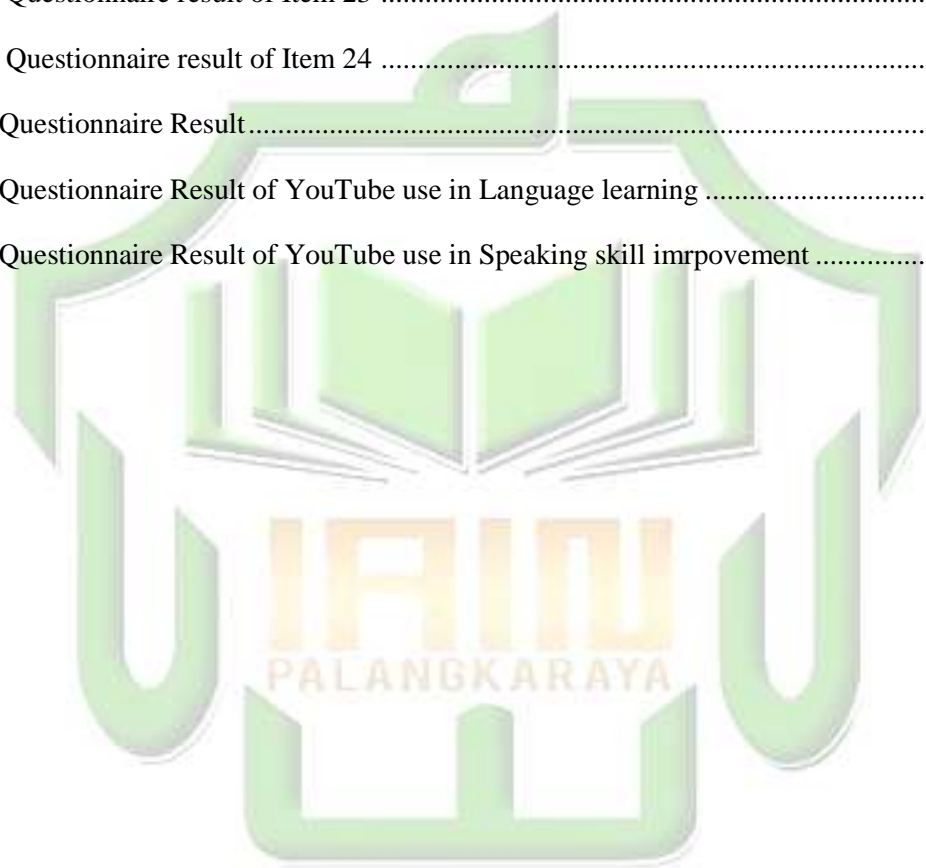


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CHAPTER I

INTRODUCTION

In this chapter, the introduction of the study which consists of the background of the study, research problem, objective of the study, assumption, scope and limitation, significance of the study, and definition of the key terms.

A. Background of Study

There are much technique has tried to make interesting English class, the various method has examined to create EFL students enjoy and happy learning speaking and several media have used to get effective learning when study English speaking. while at the same in English speaking class, the teacher needs to provide an attractive study to make learning activity more enjoyable for students and the requirement to find an effectual media to get an effective learning process.

Based on the statement above, in the speaking class, the researcher observes two things that need to notice. The perception from EFL students in English speaking class and media to support English speaking study. where investigate the perception from EFL students can help to know about the perception from students and discover media can help to obtain a helpful method to get an effective learning study. according to the researcher experience, the media that used to support English speaking study has big contributions when learn English speaking. The use of media can provide a creative method to learn English speaking. The researcher noticed the English

language still like a foreign language in Palangka Raya and rare to find English environment or a partner for practice English speaking that causes difficulty to improve English speaking skills.

The media can offer productive technique when study English speaking especially for EFL students that do not have a partner and English environment. while investigate perception of EFL students on the use media can help to know the effectiveness of media that supported in speaking study. For example, the usage technology on studying activity gained positive perception from students as stated in a research's finding done by Shadieff, Hwang & Liu (2018) who studied the usefulness of a studying activity supported by a mobile multimedia learning system to increase autonomous EFL student's in authentic contexts and the usage of the website in education has been widely known by some teachers or researchers over the world Clifton & Mann (2011), Duffy (2008), Fralinger & Owens (2009), Burke & Snyder (2008), Jaffar (2012), (Orús et.al., 2016). They found that YouTube has positive influences for learners on learning achievement, on motivation in studying certain subjects, and so forth.

For the meantime one popular of media is YouTube. the use of YouTube and other Web 2.0 technologies in education has been offered as a device to absorb new generation students Duffy (2008), Roodt and De Duffy (2008), Roodt and De Villiers (2011) in Roodt and Peier (2013) Villiers (2011) in Roodt and Peier (2013). YouTube has come to be an valuable device in many universities and colleges surrounding the world. According to Web Analytics

Association (2006), My Space, Facebook and YouTube are the top three much-loved websites for university students. In the meantime, the practice of YouTube videos to learn English Language is still new idea, how it can be applied in facilitating language learning in class effectively is relatively unclear (Zaidi, et al., University Students' Perceptions of YouTube Usage in (ESL) Classrooms, 2018, p. 543)

Based on the statement above, the researcher's interest to investigate the perception of EFL students on the use of YouTube videos for the speaking skills. this research aims to find out the perception of EFL students on the use of YouTube videos for the speaking skills, this research focuses on EFL students at the semester 7, semester 5 and semester 3 of English education of English department in Iain Palangka Raya. the reason of the study choose on EFL students at semester 3 of English education of English department in Iain Palangka Raya because the experience of the researcher as EFL students of English Education of English department in Iain Palangka Raya in particularly and the experience of the researcher that feeling difficult to find a helpful media to improve English speaking and that can help for EFL students that do not have a partner and English environment when the researcher as EFL students at semester 3 at English education of English department Iain Palangka Raya and it is same for the semester 7 and semester 5 and according to the experience from the researcher that the researcher find media can help EFL students to study English speaking especially for the students that do not

have partner or English environment to study English speaking and the media that can help that's situation is YouTube.

So, based on the experience from the researcher above, The researcher interest to investigate the perception of EFL students on the use of English speaking YouTube videos for English speaking skills.

B. Research Problem

In this study, the researcher curious about the perception of EFL students on the use of YouTube videos for the speaking skills. The researcher interest to investigate the perception of EFL students on the use of YouTube Videos for the speaking skills. In short, the research question were as follows:

1. How is the perception of EFL students on the use YouTube Videos for the English speaking skill?

C. Objective of the study

In this study, this research concern to investigate the perception of EFL students on the use of English speaking YouTube videos for English speaking skills. From the research, the researcher supposes that this research can give the point of view to present a productive media to teach English speaking and study English speaking especially for EFL students that do not have a partner and English environment.

D. Assumption

The researcher has an assumption of the study that the EFL student's perception of the use of YouTube videos for the Speaking Skills gives perspective to deliver an exciting media for the English speaking study.

E. Scope and Limitation

The focus of this research is investigating the perception of EFL students on the use of YouTube videos for the speaking skills. The researcher concern to find out the perception of EFL students on the use of YouTube videos for English speaking skills. specifically of EFL students from semester 7, semester 5 and semester 3 in English education of English department in Iain Palangka Raya.

F. Significance of the Study

The significance of this study is to clear up that EFL students feel unmotivated when learning with the classical teaching method. Besides the use of YouTube is still a new idea and how it can be used to deliver a pleasant English class mainly English speaking study, the researcher considers this research can assist to use youtube more effectively to deliver exciting media in study English particularly English speaking.

Theoretical Significant

The researcher suppose that this research can help students to find out an effective media when wants to study English speaking and particularly for the students who doesn't has a partner for practical English speaking

Practical significant

From this research, the researcher assume that this research can help students to find an enjoyment learning for English speaking and the researcher guess this study can aid student's who doesn't has partner for practical english speaking.

G. Definition of Key Terms

1. Perception

Perception is the process by which we obtain and arrange information from the world surrounding us (Ghanizadeh, Afsaneh Jahedizadeh, Safoura , 2015, p. 34). According to Greenberg and Baron (2008) Learners' perceptions is the procedure which products the base for understanding, learning and recognizing or for absorbing a certain action or reaction.

2. EFL

EFL is considered as English as a Foreign Language, and ESL is named English as a Second Language. Before distinguishing EFL from ESL, it is important that there are differences between "foreign language" and "second language" Peng, S. (2019)

Yoko Iwai (2011) termed that EFL denotes to those who study English in non-English speaking countries. (E.g. Japanese people who study English in their country are EFL students). and ESL implies to those who study English in countries where English is utilized as a means for communication and is properly spoken. (E.g. Hispanic people study are learning English, are ESL students). In this research, EFL students refers to EFL students EFL students

at semester 3 in English education of English department in Iain Palangka Raya.

3. Youtube

YouTube by official address www.youtube.com, is a recognized video sharing website wherever users can upload, watch and split video clips Duffy (2008) in Roodt and Peier (2013). Based on the statistical info on its official website, it has more than one billion guest each month and thousands of videos on thousands of subjects in many languages are available on YouTube. usually, with these videos, imaginative teachers can choose from and expose students to meaningful activities including the four English language skills namely speaking, listening, writing and reading. Instances of activities may selection from conversational activities, 'movie trailer', 'voiceover' to 'famous movie screen re-enactments' which can be utilized for listening and speaking activities Watkins and Wilkins (2011).

4. Speaking

One major ability in English that should be mastered is speaking skill. Talking itself is the method of delivery message or communication to others in organize to bestow data. Talking is the method to build meaning that incorporates creating, handling and accepting data. In expansion, characterized that the center in talking was on engine keen abilities. In this way, talking is the generation of signals to appear verbal reaction to listener. In conveying data, speakers tend to utilize their abilities in arrange to supply clear data for

audience. Therefore, its work is to assist understudies to form a great interaction in trading data through talking ability Safitri and Khoiriyah (2017).



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter would like to discussed related studies, perception of EFL student, YouTube, speaking, advantage and disadvantage of learning speaking by YouTube.

A. Related studies

There are some related studies to this study as follows:

(1) Previous study by (Alkathiri, 2019, p. 12)

To begin the study by (Alkathiri 2019, p. 12). The reason for this investigation is to decide if Youtube, as a media source that can show language practice in a connecting with way, can be utilized to assist ELLs with picking up improve word articulation abilities. The outcomes showed that the utilization of Youtube in the English language homeroom speaks to a connecting with strategy, and this spurs understudies to partake in these exercises. Moreover, interest in English talking exercises utilizing Youtube recordings expanded understudy certainty about their English-talking capacities.

(2) Previous study by Duffy (2008)

The study by Duffy (2008) proposed a few nitty gritty cases of how YouTube might be included and embedded into educating and learning within the ESL classroom. A few of the exercises suggested are inquiring the understudies to create a video as a portion of a valuation, record a video of a

visitor moderator and transfer it on YouTube and utilize the commentaries usefulness as a organize for the discourse. Other than that, he moreover pushed that the understudies can seek for recordings that are connected to questions distributed at the conclusion of addresses, and teachers can appear understudies the real-world illustrations of fabric and hypothesis included within the lesson as well as inquire understudies to post video scenes

(3) Previous study by (Zaidi, et al., 2018, p. 542)

The study by (Zaidi, et al., 2018, p. 542) study was to investigate (RQ1) the students' interests and (RQ2) the students' perceptions of the use of YouTube in learning English. The outcome of this study exposed that students are highly interested to use YouTube in learning English. It was also discovered that the students have used YouTube to help them completed their course assignments and study tasks. Thus, it can be arrange that the students preferred to use English YouTube videos to help them enhance their English language proficiency.

(4) Previous study from (Kurniawan, p. 324)

The study from (Kurniawan, p. 324) which was to examine the recognition of understudies of English talking course on utilizing YouTube toward their accomplishment in talking expertise. The subject of the investigate was understudies of the English division of Bengkulu College who took Talking 2 lesson with 40 understudies in add up to. Survey and brief interviews were utilized as a way to gather the information. The survey then was analyzed by employing a Likert scale whereas meet information was utilized to find

modern facts/phenomena from the think about. The finding by and large appears that 1) understudies consider that YouTube can offer assistance their talking aptitudes becoming much way better. 2) The utilize of YouTube within the talking class also can trigger them to be much certain to talk English before the camera and open. 3) Feedbacks/comments coming from other understudies on YouTube were valuable to make strides their talking abilities and video quality as well. It can be concluded that the utilize of YouTube as a learning media within the talking course can offer assistance understudies to move forward

(5) Previous study from (Balbay & Kilis, 2017)

The study from (Balbay & Kilis, 2017) examine students' encounters and discernments towards the utilize of this YouTube channel. the ponder was conducted on 70 understudies taking the obligatory Scholarly Talking Aptitudes course advertised to understudies from shifting disciplines in Center East Specialized College. understudies were inquired to fill out a Google Sheets overview at the conclusion of the course on their recognitions of the benefits and downsides of the previously mentioned YouTube channel. the information were analyzed based on both graphic insights and deductive substance examination. the comes about demonstrated that the larger part of the understudies profited to a expansive degree from the recordings on the playlists of this specifically-designed supplementary fabric YouTube channel. the discoveries can contribute to encourage directing college dialect educates

by recommending the plenitude of elective ways to advantage from YouTube and comparable online video source stages.

(6) Previous study by (Jenkins and Dillon (2013))

The study by (Jenkins and Dillon (2013)) information their study in which they have students explore an idea through student presentations broadcast on YouTube and have their students do peer review. The students were guessed to work in groups of four and give for 1-4 minutes.

(7) Previous study by Berk (2009)

The use of YouTube has given positive impacts to the students' motivation. As stated by Berk (2009), recordings can have a solid impact on their minds and faculties. He moreover proposed that the utilize of video clips ought to be embedded in mixed media introduction to move forward learning in higher instructive educate. These included utilizing recordings to seize students' consideration, make strides students' concentration, produce interface within the lesson, progress states of mind towards substance, draw on students' creative energy and make learning fun and significant.

(8) Previous study by Seilstad (2012)

Another study by Seilstad (2012) explored utilizing YouTube clips as a unused strategy for educating English dialect understudies in Morocco. The inquire about pointed out that utilizing YouTube recordings could be a moderately basic procedure to form pertinent and particular instructing fabric. Comes about from the learners' studies, comparison to students' last grades in

past semesters, and shapes of individual reflection shed light on the proficiency of utilizing YouTube recordings.

(9) Previous study by Prensky (2009)

Prensky (2009) stated the viability of utilizing YouTube recordings in educating since there it contains recordings from major researchers, creators, TV news broadcasts, lawmakers, and other TV programs. The analyst included that YouTube recordings have gotten to be a standard implies of communication with vital data that's accessible as it were in video and isn't found in print frame.

(10) Previous study by (Albahlal, 2019, p. 1)

(Albahlal, 2019, p. 1) The ponder pointed to recognize English dialect teachers' recognitions on utilizing YouTube in creating talking abilities and their states of mind towards YouTube utilization as well as the leading ways to utilize YouTube. Moreover, the comes about appeared that there are distinctive ways to utilize YouTube within the course such as utilizing YouTube to ask understudies to specify a few focuses or points of interest they see within the recordings and to deliver chances to the understudies to allow data, comment, talk about, and get it the fabric. To make simple, the researcher makes a table to get the comparison that consists of the researcher name, journal title, similarity, differences. the table as follows.

Table 2.1 The Comparison between this research and previous research

No	Researchers	Journal Title	Similarity	Differences
1	(Alkathiri, Students' Perspectives towards Using Youtube in Improving EFL, 2019)	Students' Perspectives towards Using YouTube in Improving EFL	The perception of students on the use of YouTube as media to the English study.	My research is concern to investigate the perception of EFL students on the use of English speaking YouTube videos for English speaking skills and The purpose of this study is to determine whether Youtube, as a media source that is able to model

				<p>language practice in an engaging manner, can be used to help ELLs gain improve word pronunciation skills.</p>
2	Duffy (2008)	University Students' Perceptions of YouTube Usage in (ESL) Classrooms	The YouTube integrated in English Classroom	<p>My research is concern to investigate the perception of Efl students on the use YouTube for the speaking skill.</p> <p>While this research suggested several specific examples how</p>

				YouTube could be integrated and embedded into teaching and learning in ESL classroom
3	(Zaidi, et al., University Students' Perceptions of YouTube Usage in (ESL) Classrooms , 2018)	University Students' Perceptions of YouTube Usage in (ESL) Classroom	the students' perceptions on the use of YouTube in learning English.	My research is about the perception of Efl students on the use of YouTube for the speaking skill. While this research are about the students interest and the students perceptions on the use of YouTube in

				learning English.
4	(Kurniawan)	STUDENT'S PERCEPTION ON THE USE OF YOUTUBE AS A LEARNING MEDIA TO IMPROVE THEIR SPEAKING SKILL	the perception of students of English speaking class on using Youtube in the english speaking class.	My research is The perception of Efl students on the use YouTube for the English speaking skill. While this research is about the perception of students of English speaking class on using Youtube toward their achievement in speaking skill.
5	(Balbay & Kilis, 2017)	Students' Perceptions of the use of a YouTube	The students	My research is about the

		channel specifically designed for an Academic Speaking Skills Course	perceptions on the use of YouTube in the English speaking class.	perception of Efl students on the use of YouTube for the speaking skill. While this research is about students' experiences and perceptions towards the use of this YouTube channel.
6	Jenkins and Dillon (2013)	Students' Perceptions of the use of a YouTube channel specifically designed for an Academic Speaking Skills Course	The use of YouTube as an media that students use in the learning.	My research is about the perception of Efl students on the use of YouTube for the speaking

				<p>skill. While this research is study in which they have students explore a concept through student presentation broadcast on YouTube and have their students do peer critique.</p>
7	Berk (2009)	University Students' Perceptions of YouTube Usage in (ESL) Classrooms	The use of YouTube as media in the learning process.	<p>My research is concern to investigate the perception of Efl students on the use YouTube for the speaking skill .</p>

				<p>While the other research to grab students' attention, improve students' concentration, generate interests in the lesson, improve attitudes towards content, draw on students' imagination and make learning fun and meaningful.</p>
8	Seilstad (2012)	THE EFFECTIVE USE OF YOUTUBE	The use of YouTube	<p>My research is The perception</p>

		VIDEOS FOR TEACHING ENGLISH LANGUAGE IN CLASSROOMS AS SUPPLEMENTARY MATERIAL AT TAIBAH UNIVERSITY IN ALULA	in the teaching English language.	of Efl students on the use YouTube for the English speaking skill. While the other research is about the use of YouTube for teaching language.
9	Prensky (2009)	THE EFFECTIVE USE OF YOUTUBE VIDEOS FOR TEACHING ENGLISH LANGUAGE IN CLASSROOMS AS SUPPLEMENTARY MATERIAL AT TAIBAH UNIVERSITY IN ALULA	The use of YouTube videos as an media for teaching.	My research is about the perception of Efl students on the use YouTube for the speaking skill. While the other research is the use of YouTube in

				teaching.
10	(Albahlal, 2019)	The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives	The perception of YouTube for the English speaking skills.	My research is concern to investigate the perception of EFL students on the use of English speaking YouTube videos for English speaking skills while this research, The study aimed to identify English language teachers' perceptions on using YouTube in developing

				speaking skills and their attitudes towards YouTube usage as well as the best ways to use YouTube.
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B. Perception

Perception is the process by which we accept and understand information from the world around us. The world contains diverse levels and types of physical energy. Our knowledge of the world appears through our sense organs, which respond to these energies. Various factors influence what and how we notice it. Our perceptions are affected by the ways our bodies are structured to accept and process stimuli from the surroundings. These perceptions also signal our emotions, expectations, learning, and needs. Teachers' and students' outlooks about the perceptions of classroom activities are significant areas to think about when designing effective educational experiences. Finding ways to raise the efficacy of student learning is very important as well. Students' motivation is influenced by the classroom environment: the combined intellectual, emotional, physical, and social surroundings in which students learn. If students recognize the environment as

supportive and feel heard and included, their motivation will be increased (Ghanizadeh, Afsaneh Jahedizadeh, Safoura , 2015, p. 34)

Learners' perceptions are the process that gives the basis for understanding, learning, and knowing or for motivating a particular action or reaction Greenberg and Baron (2008). Davis (1989) explained that learners perceptions consist of two cognitive beliefs; learners perception of the usefulness of an object (PU), which is the degree to which technology improves one's Skill or output on a job, and perception of the ease of use (PEU), which is the ability to use technology with little or no difficulty. Davis (1989) posits that learners make decisions based on their impressions of how they perceive each mode of learning. Therefore, learners' perception of online learning would make learners approach learning with an attitude that would enhance or undermine their effort to use certain resources.

C. EFL students

EFL is considered as English as a Foreign Language, and ESL is named English as a Second Language. Before separating EFL from ESL, there must be disparities between "foreign language" and "second language" Peng, S. (2019). some studies about EFL students are from Shu Dingfang (1994) and Yoko Iwai (2011).

Shu Dingfang (1994) makes a distinction discrepancies between "foreign language" and "second language" according to language environment, language entered, and sentimental factors which influence the learning process and so on. Therefore, EFL means learning English in non-English-speaking

countries, while ESL means English as a second language, which has the same or even more important status as the mother tongue.

Yoko Iwai (2011) termed that EFL indicates to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). and ESL represents those who learn English in countries where English is used as a means for communication and is officially spoken (E.g. Hispanic people who are learning English, are ESL learners.)

D. Youtube

1. YouTube

YouTube, with its official address www.youtube.com, is a renowned video-sharing website where users can upload, watch, and share video slides Duffy (2008) in Roodt and Peier (2013). Based on the statistical information on its official website, it has more than one billion peoples every month, and thousands of videos on thousands of subject matter in many languages are obtainable on YouTube. Generally, with these videos, innovative teachers can choose from and expose students to meaningful activities involving the four English language skills, namely speaking, listening, writing, and reading. Examples of activities may range from conversational activities, 'movie trailer', 'voiceover' to 'famous movie screen re-enactments,' which can be used for listening and speaking activities Watkins and Wilkins (2011). Brook (2011) states that YouTube is a tool that facilitates language learning and

teaching, boosts confidence, provides authentic materials, and also increases the participation of the students. Moreover, YouTube was established by

Jawed Karim, Chad Hurley, and Steve Chen in (2005). This site facilitates its users to upload, view, and to distribute videos.

As an open-source for learning, YouTube supports its users to upload their private learning videos. Of course, before uploading a video (s), of course, you requirement to follow all terms and conditions correlated to the contents of the video(s) issued by YouTube. To upload a video on YouTube is not complicated at all. After you have organized a video on your laptop or smartphone. Your next step is just to upload it on YouTube. Positively you have pay attention too much to your video's content because you will be liable for your uploaded video(s). So, you have to be cautious with that one because when you make a blunder or any illegal contents of the video(s), you will be, for example, probably indicted for copyright matters. Here are several strides on how to upload learning videos on the YouTube channel. Firstly, you have to register on [www. Youtube.com](http://www.Youtube.com). You necessary an active e-mail for this procedure. Then, after you have registered and have an account, you are now acceptable to upload a video(s). However, save in your mind that to see the size, your videos (the length or duration of your videos) may not surpass more than 5MB, and the duration should not be more than one hour for example.

2. YouTube Video

Smaldino, Russell, Heinich, and Molenda (2005) state that teachers can use YouTube videos to present reference learning for all students. The presented media can supply an alternative to teachers. 1) Cognitive skills. Students can watch dramatic recreations of historical events and real footage of more latest events. Color, sound, and motion make natures come to life. 2) Demonstrations. Videos are great for displaying how events happen. Demonstrations of motor skills can be more clearly viewed via media than in real life. If teachers are teaching a step by step process, teachers can display it in real-time, speed up to present an overview, or slow down to show specific details. 3) Virtual Field Trips. Videos can take students to places they might not be able to go otherwise. Teachers can catch their students to the Amazon rain forest, the Jungles of New Guinea, to watch the activities of animals in the field. Teachers and students can go to those places and many others on videos. 4) Documentary. Videos are the major standard for documenting actual incidents and carrying them into the classroom. 5) Dramatization. Videos have the power to keep the students enthralled as a human drama reveals before their eyes. 6) Discussion Basics. By watching videos together, a separate group of students can form a common base of experience as a substance for discussion.

In addition, Tarunpatel (2009) cited that YouTube now includes a huge total of video content, some of which are highly available in the classroom. He also mentions particular major advantages of using YouTube in English Language Teaching; first, teachers obtain free video content; second, teachers

can reproduce authentic language in the classroom and also the understandable idea is proposed via videos, and the last, more intelligence are- the more times and means we are presented with information, the more likely we will learn it.

3. YouTube Channel

A channel on YouTube is the home page for a personal account, and a channel is necessary to upload videos, add comments, or make playlists Karch (2017). A personal YouTube channel is presented to everyone who joins YouTube as a member. The channel provides the home page for the user's account. After the user joins and approves the information, the channel presents the account name, the account type, a personal description, the public videos the member uploads, a record of members who are friends, and any user info the member joins. The channel also contains a section where other members can remark.

E. Speaking

1. Speaking

Johnson (1983:18) refers to speaking as the ability to generate voicing, sounds, or words to express, to speak, to display, and to think about ideas, taught, and feeling. Murica (1978:91) says speaking is the central element of language, and it can be grown from the beginning when someone was born, from the first interaction with the language. Speaking Skills One main Skill in English that needs to be mastered is speaking skills. Speaking itself is the process of sending a message or speech to others in order to give info.

Speaking is the process of building meaning that contains producing, processing, and obtaining info.

2. Speaking Course

Scott and Ytreberg (2010:33) state that "speaking is possibly the most necessitating Skill for the teacher to teach. In their language, children can express emotions, converse objectives and responses, sightsee the language and produce fun of it". Developing speaking skills is of fundamental importance in EFL/ESL programs. Nunan (1999) and Burkart and Sheppard (2004) argue that success in learning a language is determined in designates of the ability to carry out a conversation in the (target) language. Therefore, speaking is perhaps important for most learners of English (Florez, 1999). Speaking instruction is important because it helps students obtain EFL speaking skills, thus converse extemporaneously and naturally with native speakers. Furthermore, if the right speaking behaviors are educated in the classroom, speaking can build common learners' motivation and make the English language classroom an enjoyable and active place to be Nunan (1999) and Celce-Murcia, 2001).

Besides, speaking can aid other language skills. Recent research has well thought out oral contact as an important influence in the influencing of the learner's increasing language Gass and Varionis (1994). For example, it was evidenced that learning speaking can help the increase of reading competence Hilferty (2005), the growth of writing Trachsel and Severino (2004) as well as the improvement of listening skills Regina (1997). In Kenya, English is

educated as a second language. It has been taking into consideration a high status than native languages by the Government due to its position as a national and international language (Chesang, 2005). according to Mazouzi (2013), learners' performances should be planned based on a sameness between fluency and accuracy accomplishment. Both fluency and accuracy are significant parts of the communicative approach. Classroom practice can help learners grow their communicative competence. So they should recognize how the language system works.

3. Speaking Skill

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill Siahaan (2008:95). It implies that speaking could be a person's ability to create sounds that exist at the meaning and be caught on by other individuals, so that able to make of great communication. Moreover, talking is the utilize of dialect to communicate with other Fulcher (2003:23).

F. Advantage & Disadvantages of speaking study by YouTube video

1. Advantage

Youtube has some advantages for teaching and learning purposes. According to Jalaluddin (2016), those advantages are as follows.

1. YouTube videos are very beneficial media which can be log on outside and inside of the classroom. It is because YouTube video is an online-based video which can be gain access to everywhere inside the area of

internet connection. So, it advances the flexibility of learning and enables the teacher to allocate the students to look at more interrelated videos outside the classroom.

2. YouTube videos supply exposure to authentic English and present authentic examples of everyday English spoken by the people. It assists the students to have entry toward English which are spoken by the native speakers. Moreover, utilizing authentic material will cause the students to become more confident in facing real-life situations.
3. Using YouTube videos help a learning style that is more autonomous and students center. The students will vigorously involve in their learning and the role of the teacher just as the facilitator. Moreover, the acceptance of log on various videos on YouTube gives the students chance to discover knowledge by themselves without being spoon-fed by their teacher. Also, a video that combines both pictures and audio make the students come to be easier to recognize an abstract concept.
4. Using YouTube videos in the classroom significantly invites students' attention, so it makes the classroom very interactive for language learning. It is since they find video is fascinating and interesting to watch as it displays them how people behave while using the target language they are learning.
5. Using YouTube videos lets the students comment on any video specifically when they play it online. So, it even supplies to the other language skills development of the students.

2. Disadvantages

There are several disadvantages of learning speaking by YouTube videos. According to Jalaluddin (2016) those disadvantages as follows.

- 1) Students can stand in front of the problems in understanding the language of videos
- 2) The kind of language level used in the videos can be confusing for the students.
- 3) There might be issues of privacy invasion.
- 4) There possibly will be copyright matters.
- 5) Some videos can occasionally be inappropriate without warning.
- 6) No control on comments
- 7) No control over-consuming it.
- 8) On occasion, tasteless and inappropriate content can bother students while looking for sources.
- 9) YouTube can easily sidetrack the students and disturb the topic easily.
- 10) There is no way to block the inappropriate content on YouTube when you are utilizing it in the classroom.

G. The function of YouTube in the English study

YouTube has gotten one of the most-mainstream sites on the planet (Alexa, 2011 in Almurashi, 2016). It offers fun and quick admittance to guidance, culturebased recordings, and language from everywhere the world (Terantino, 2011 in Almurashi, 2016). Moreover, as per Watkins and Wilkins (2011), utilizing YouTube both inside and outside the homeroom can improve discussion

and elocution abilities of the understudies. In addition, YouTube additionally advances bona fide jargon improvement. Further, he expressed that utilizing YouTube in the homeroom lets the understudies having introduction toward genuine English and self-rule in learning (understudy focused). Besides, the aftereffects of certain investigates show that utilizing YouTube Video can improve understudies' talking aptitude in term of elocution, syntax, jargon, and familiarity. Along these lines, it tends to be said that YouTube video as IT-based media is prescribed to be utilized for improving understudies' talking aptitude (Gunada, 2017, p. 2)

H. The function of YouTube for the speaking study

The previous research showed the effectiveness of YouTube in learning. Guan, Song, & Li (2018) concluded that By using multimedia technology, students' interest in learning can be improved and by using useful and auxiliary teaching tools, teachers' teaching tasks become much easier and teachers' passion in teaching is recalled. Other finding show that the implementation of YouTube-based videos in teaching speaking can improve the students' speaking skills and motivation (Riswandi, 2016).

Youtube has been used as a tool for the purpose of improving the English-speaking skills of students. In particular, an action research study that evaluated the use of this technique on seventh grade students could that there was an overall improvement in the students' speaking skills after applying this intervention. In particular, Riswandi (2016) found that knowledge of content, grammar, pronunciation, vocabulary, and fluency improved for those who had participated.

This technique has also been applied to support the English-speaking skills of 11th grade students in Portugal (Bastos & Ramos, 2009).

Another advantage is that Youtube videos could be used to educate students about some of the diversity that appears in English speaking across the world to better prepare them for some of the social situations that they may find themselves in (Jalaluddin, 2016).

I. Discuss Media About YouTube for the speaking study

In this investigate, the researcher used video on YouTube to educate lexicon. The research centers on how students' engagement amid the execution of video on YouTube in educating lexicon at an English course. In this inquire about, the analyst utilized descriptive-qualitative research, and observation and documentation were utilized for collecting the information. This research was conducted at an English course in Bogor, in which the participants are seven youthful learners at review two. The discoveries of this investigate were classified into two subjects; students' reaction to the classroom exercises and the instructor instruction, and student's engagement to the utilize of video on YouTube. It is revealed that most youthful learners at an English course were locked in amid the execution of the video on YouTube in educating lexicon. They also gave positive responses to the learning movement and favored learning English lexicon by utilizing video on YouTube.

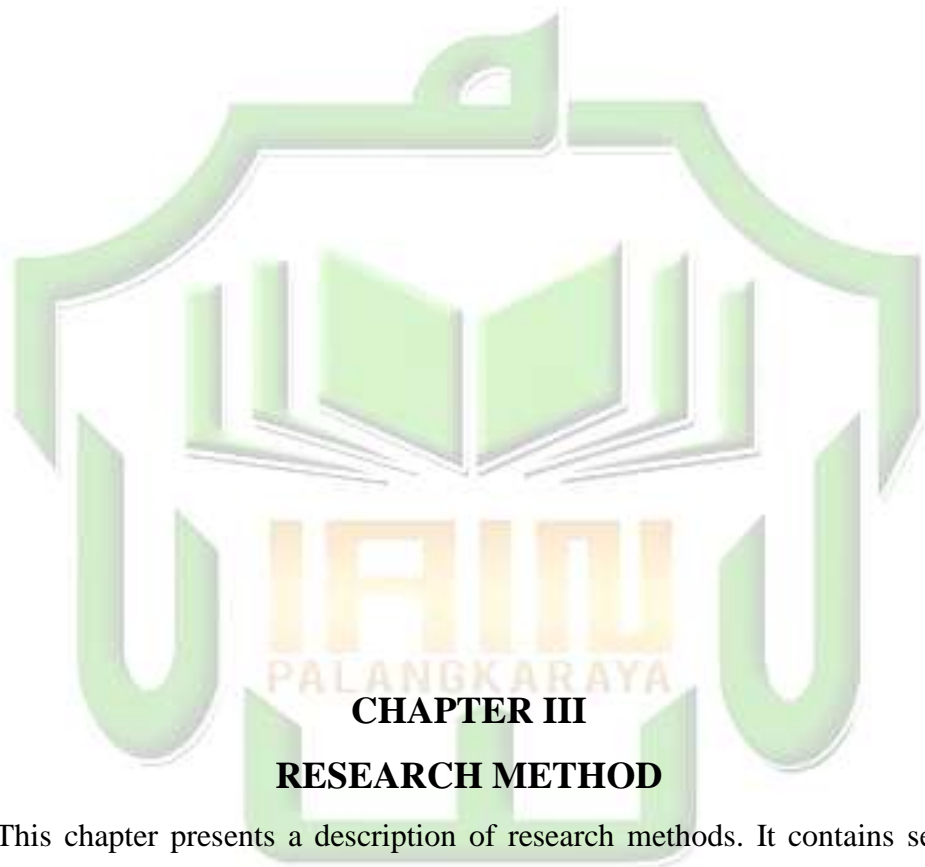
J. The Function of YouTube in English speaking and for teaching speaking skills

Heriyanto (2015) too expressed that YouTube recordings are restricted in lengths; this makes them reasonable for the choked classroom's time. It implies that YouTube can be one of the educating media that can be utilized within the classroom. We considered YouTube as an elective procedure to improve understudies' speaking aptitude. The genuine models of talking English can be gotten from YouTube recordings. Concurring to Alimemaj (2010), YouTube can offer assistance understudies investigate a target culture in a assortment of ways, and it can offer assistance understudies create their learning independence levels because it energizes them to observe recordings and clips persistently. Hence, YouTube recordings can be one arrangement to energize students' to talk. In expansion, agreeing to Watkins and Wilkins (2011), utilizing YouTube both interior and exterior the classroom can upgrade discussion and elocution aptitudes of the understudies. Other than, YouTube too advances true vocabulary development. Encourage, they expressed that utilizing YouTube within the classroom lets understudies have introduction toward

K. Discuss Media About YouTube for teaching English speaking

Actualizing audio-visual materials to progress talking aptitude has been prove its victory by Djahida (2017) that explored the part of instructive YouTube recordings to progress EFL students' talking expertise to second-semester understudies of Biskra University. The result appeared its adequacy not as it were to advance students' communicative competence but too improve their self-

confidence, relevant dialect introduction, and lexicon enhancement (Djahida, 2017).



CHAPTER III RESEARCH METHOD

This chapter presents a description of research methods. It contains several parts. They are research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

This study was classified as quantitative approach and the survey research as the research design. Quantitative research is based on the aspect of quantity or extent. It is connected to thing that can be stated in positions of quantity or

something that can be counted. Such kind of research include systematic experimental analysis of visible phenomenon via statistical, mathematical or computational methods in numerical form such as statistics, percentages, etc. Bhushan Mishra and Alok (2017). Leedy (1997) defines research design as a scheme for a study, delivering the general framework for gathering data. MacMillan and Schumacher (2001) define it as a scheme for choosing subjects, research sites, and data collection processes to report the research question(s). Where Survey research designs are processes in quantitative research during which investigators manage a survey to take look at or to the full population of individuals to elucidate the attitudes, opinions, behaviors, or characteristics of the population. During this process, survey researchers gather quantitative, numbered data via questionnaires (e.g., mailed questionnaires) or interviews (e.g., one-on-one interviews) and statistically analyze the information to clarify things about responses to questions and to check research questions or hypotheses John (2012).

B. Population and Sample

The population for this research is Efl students at English Education of English department in Iain Palangka Raya. The populace could be a add up to of things approximately which data is craved. It can be classified into two categories- limited and unbounded. the populace is said to be limited on the off chance that it comprises of a settled number of components so that it is conceivable to identify in its totality. Illustrations of the limited populace are the populaces of a city, the number of laborers in a plant, etc. An unbounded populace is that populace in which it is hypothetically incomprehensible to watch all the

components. In an unbounded populace, the number of things is interminable. An case of an infinite population is the number of stars within the sky. from commonsense thought, we utilize the term unbounded populace for a populace that cannot be listed in a sensible period (Kabir, 2016, p. 169)

The researcher gathers the sample of this study from EFL students in semester 3 and semester 5 and semester 7 of English education of the English department in Iain Palangkaraya. The sample is part of the population that represents the characteristics of the population (Kabir, 2016, p. 169). When collect the data, the researcher uses a cluster sampling technique. Cluster sampling is where the entire population is separated into clusters or units. Consequently, a random sample is gained from these clusters, all of which are consumed in the final sample Wilson (2010). When the overall region of the inquire about is as well expansive a stronger way for the analyst is to distribute the range into a little portion of the same or break even with and after that select haphazardly from the littler units. the overall populace likely is to be isolated into moderately a littler number which is still from the clusters of littler units and after that, a few of this cluster unit will be chosen arbitrarily so that it'll be contained within the common examining (Ilker Etikan, Kabiru Bala, 2017)

Minimum sample size answers the questions of “how much data is enough?” (Boen and Zahn 1982, pp. 120–121). For example, the Yamane sample table ranges from 83– 400 (Yamane, 1967). Kish (1965) recommends 30-200 samples. Sudman (1976) (Louanglath, 2017) recommends 100 samples. the total sample for this research are 197. the sample are chosen from semester 3 and semester 5 and

semester 7 at English Education of English department in Iain Palangka Raya. For more specifically look at this table.

C. Research Instrument

A research instrument is what you used to gather information (data) to riposte your research question KokEng (2013). The Instruments for this research is the research questionnaire. The questionnaire is the favorite instrument of many of those involved in research, and it can often deliver a cheap and efficient way of gathering data in an organized and convenient form Wilkinson and Birmingham (2003). According to Brown, questionnaires are any written tools that give respondents with a sequence of questions or statements to which they are to respond either by writing out their answers or choosing from amongst offered answers. And Sandra Lee McKay states there are two forms of questions are open-ended and close-ended questions. For the research, the researcher used close-ended questions because Sandra Lee McKay states close-ended questions accept for more evenness or replies and are at ease to answer, code, and analyze. This kind was suitable for the topic of the research which asks the perception of EFL students on the use of YouTube videos for the Speaking Skill.

The questionnaire is formed in the form of a Likert Scale. Likert scaling is a bipolar scaling method, gauging either positive or negative reply to a statement. Likert scale is a psychometric scale that usually consists of in research that uses questionnaires. Incalls of the other data characteristics, the researcher utilized the Likert scale, the interval scales was also employed for coding the question. Each

reply was given a number for example strongly agree = SA, agree = A, Neutral= N, disagree = D, and strongly disagree = SD.

The researcher designed five-point Likert scale questionnaire to collect the data of the study. The questionnaire was adopted (Alkathiri, 2019, p. 20). The questionnaire aimed at exploring EFL students' attitudes towards using Youtube in improving their motivation to speak consisting of 24 items.

Table 3.1 Questionnaire grid

QUESTIONNAIRE GRID	
It was divided into two sections. The first section (1-12) was about YouTube use and language learning. The second (12-24) was about the role of Youtube in speaking skill improvement.	
<i>Responses to the First Section</i>	
The first section of the questionnaire was concerned with examining the students' perceptions of the use of Youtube in language learning.	
<i>Responses to the Second Section</i>	
The second section of the questionnaire was concerned with examining the students' perceptions of the use of Youtube in speaking skill improvement. Below are the responses of the students to each item of this section	

Table 3.2 Questionnaire for YouTube Use in Language Learning

Responses to YouTube Use in Language Learning

No	Statements	Alternative Answer
----	------------	--------------------

		SS (SA) 5	S (A) 4	N (N) 3	TS (D) 2	STS (SD) 1
1	<p>YouTube is a beneficial tool for language learning.</p> <p>(YouTube adalah alat yang bermanfaat untuk belajar bahasa)</p>					
2	<p>YouTube videos capture and retain your attention during the whole class.</p> <p>(Video YouTube menangkap dan mempertahankan perhatian Anda selama kelas berlangsung)</p>					
3	<p>You learn English faster and better by using YouTube videos.</p> <p>(Anda belajar bahasa Inggris lebih cepat dan lebih baik dengan menggunakan video YouTube)</p>					
4	<p>Using YouTube videos in language learning decreases your anxiety in the class.</p> <p>(Menggunakan video YouTube dalam pembelajaran bahasa mengurangi kecemasan Anda di kelas).</p>					
5	<p>Youtube learning activities are very interesting and motivating.</p> <p>(Kegiatan belajar Youtube sangat menarik dan memotivasi).</p>					
6	<p>The authentic materials in YouTube videos help you better understand the lesson.</p> <p>(Materi otentik dalam video YouTube</p>					

	membantu Anda lebih memahami pelajaran).					
7	<p>YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms.</p> <p>(Video YouTube memungkinkan Anda menggunakan kosakata yang sesuai dan bentuk tata bahasa yang benar)</p>					
8	<p>YouTube videos minimize your fears to pronounce words in front of the whole class.</p> <p>(Video YouTube meminimalkan ketakutan Anda untuk mengucapkan kata-kata di depan seluruh kelas)</p>					
9	<p>You do not feel bored when the teacher uses YouTube videos in the class</p> <p>(Anda tidak merasa bosan saat guru menggunakan video YouTube di kelas)</p>					
10	<p>Youtube videos encourage you to ask and answer questions in the class.</p> <p>(Video Youtube mendorong Anda untuk bertanya dan menjawab pertanyaan di kelas).</p>					
11	<p>You feel more comfortable in using YouTube to learn English.</p>					
12	<p>You enjoy choosing materials on YouTube in learning English.</p> <p>(Anda menikmati memilih materi di YouTube dalam belajar bahasa Inggris).</p>					

Table 3.3 Questionnaire for *Speaking Skill Improvement*

Responses to the Role of YouTube in Speaking Skill Improvement

No	Statements	Alternative Answer				
		SS (SA) 5	S (A) 4	N (N) 3	TS (D) 2	STS (SD) 1
13	<p>Watching YouTube videos helps you speak with your colleagues and teachers in the class.</p> <p>(Menonton video YouTube membantu Anda berbicara dengan kolega dan guru Anda di kelas).</p>					
14	<p>YouTube videos give you the motive to comment on and discuss things in the class.</p> <p>(Video YouTube memberi Anda motif untuk mengomentari dan mendiskusikan berbagai hal di kelas).</p>					
15	<p>YouTube videos allow you to organize ideas while speaking.</p> <p>(Video YouTube memungkinkan Anda mengatur ide sambil berbicara).</p>					
16	<p>YouTube videos help you understand the material being delivered.</p> <p>(Video YouTube membantu Anda memahami materi yang dikirimkan).</p>					
17	<p>Youtube videos increases the number of new words you learn.</p> <p>(Video Youtube meningkatkan jumlah kata baru yang Anda pelajari).</p>					
18	<p>Your pronunciation is improved when you learn via YouTube videos.</p>					

	(Pelafalan Anda ditingkatkan ketika Anda belajar melalui video YouTube)					
19	<p>Youtube videos simplify the lesson to you.</p> <p>(Video Youtube menyederhanakan pelajaran bagi Anda)</p>					
20	<p>YouTube videos help you guess the meaning of unfamiliar words.</p> <p>(Video YouTube membantu Anda menebak arti kata-kata asing)</p>					
21	<p>Youtube videos help you speak fluently.</p> <p>(Video Youtube membantu Anda berbicara dengan lancar).</p>					
22	<p>YouTube videos help you segment the stream of speech into recognizable units.</p> <p>(Video YouTube membantu Anda menyegmentasikan aliran ucapan menjadi unit yang dapat dikenali).</p>					
23	<p>YouTube videos prevent you from going astray while speaking</p> <p>(Video YouTube mencegah Anda tersesat saat berbicara).</p>					
24	<p>You better understand the material when you watch a Youtube video about it.</p> <p>(Anda lebih memahami materi saat menonton video Youtube tentangnya).</p>					

D. Research Instrument Reliability

According to Donald Ary (1985), the dependability of a measurement instrument is the degree of consistency with which it gauges whatever it is gauging. This quality is important in any kind of measurement. In designing a survey, as in all research, it is important for researchers to struggle for reliability. In order to confirm the reliability of a survey, some measures can be used.

a) First, the same survey can be given on two chances to the same individuals. Then the researcher can ensure to view how consistently the respondents gave the same response to the same item.

b) The second way of ensuring reliability is to have two forms of a survey and have individuals take both forms. The consistency of reply on these two forms could again be ensured.

c) The final way to get reliability is to confirm the internal consistency of responses in a survey. In this case, if a survey includes some items that ask alike questions but in diverse forms, then the researcher can ensure to see how consistently the respondents have replied to these questions.

E. Research Instrument Validity

Validity explains how well the gathered data covers the concrete area of investigation Ghauri and Gronhaug (2005). Validity mainly means “measure what is aimed to be measured” Field (2005). Based on the site above, to gauge what is aimed to be gauged. The researcher did Face Validity.

1. Face Validity

Face validity is a subjective decision on the operationalization of a build. Face validity is the degree to which a gauge seems to be linked to a detailed construct, in the judgment of non-experts such as test-takers and representatives of the legal system. That is, a test has face validity if its subject easily views pertinent to the person taking the test. It assesses the form of the questionnaire in names of probability, readability, consistency of style and formatting, and the clearness of the language used. In order to examine face validity, the dichotomous scale can be utilized with the categorical option of “Yes” and “No” which designate a good and bad item respectively.

2. Content Validity

One aspect of validity is content validity. Content validity is the extent of the representativeness of course subject in a test Brown (1996) Carroll and Hall (1985) Harris (1969) Hughes (1989) Weir (1988). Bums and Grove spelled out that content validity "is acquired from three bases: literature, representatives of the pertinent populations, and experts". Based on the statement above about the content of validity in this research that the researcher chose for representatives of the relevant sample are EFL students at semester 3 and 5 and 7 of the English education department in IAIN Palangka Raya.

F. Data Collection Procedure

Data collection is the process of gathering and gauging information on targeted variables in a well-known system, which then enables one to answer pertinent questions and evaluate results Wikipedia (2019). On the other hand, the

importance of designing a survey is deciding what means of collecting information was effective. The most prevalent data-collection methods are questionnaires. In this research, the researchers used a questionnaire as the technique for collecting the data by respondents.

In this study, the researcher used some procedure to collect the data. They are:

1. The researcher prepares the questionnaire.
2. The questionnaire was adopted from (Alkathiri, 2019, p. 20)
3. The researcher prepares the samples.
4. The researcher was chosen the samples from EFL students in semester 3, 5, and 7 of English education of the English department in IAIN Palangka Raya.
5. Distributing the questionnaire to the samples.
6. For some students that do not give the responses to the questionnaire, the researcher asks or distributing it again via individual chatting from WhatsApp.
7. The researcher was collect the data.
8. The researcher analyses the data obtained using IBM SPSS Statistics 20 and to measure the central tendency.
9. Calculating and analysing the result of the questionnaire by using SPSS20.

G. Data Analysis Procedure

According to Wikipedia, Data analysis is a procedure of inspecting, cleansing, transforming, and modeling data to find useful information, informing

conclusions, and supporting decision-making. Data analysis has manifold aspects and approaches, including diverse techniques under a variety of names, and is used in diverse business, science, and social science domains.

In this research, the researcher was used interval scale and collected data by using questionnaire both of the close-ended and Likert type's questions. This research about students' perception which is known as attitudinal information.

The Researcher analysing the data the data used computer programs for processing questionnaire data. There are numerous statically software packages that can be used to process quantitative questionnaire data. Personally use SPSS (Statistical Package for the Social Sciences). Which is the market leader category. For the process analysis close-ended in this survey, the researcher used IBM SPSS Statistics 20, because the process analysis of this program makes it possible not only to provide statistic-based on the method. In addition, because it is strongly related with the statistic modules of software data management for analysis by importing and exporting the text based result becomes easier.

1. The researcher was collected the main data
2. The researcher was arranged the collected score into distribution of frequency of score table.
3. The researcher calculated Mean using formula, Medium and Modus.

According to Sidebar, r (2013).

a. Mean

$$Mx = \frac{\sum x}{N}$$

Where:

Mx: Mean Value

$\Sigma f x$ = sum of each mid-point times by it frequency

N = Number of Case

b. Median

Median is defined as that point in a distribution of measure which 50 % percent of the cases lie.

c. Modus/ Mode

The mode is the value in distribution that occurs most frequently.

d. The researcher was calculated the deviation score and standard.

Deviation using the formula:

1) Deviation Score

$$x = X - \bar{X}$$

x = Deviation Score

X = raw score

\bar{X} = Mean

Standard Deviation

$$S^2 = \frac{\Sigma x^2}{N-1}$$

$$S = \frac{\sqrt{\Sigma x^2}}{N-1}$$

$$S = \frac{\sqrt{\Sigma X^2 - \frac{(\Sigma x)^2}{N}}}{N-1}$$

ΣX^2 = Sum of the squares of each score

$(\sum X^2)$ = Sum of the score squared (the score are first summed, and then this total is squared)

N = number of cases

- e. The researcher measurement the validity using Pearson's correlation coefficient formula and calculate it by IBM SPSS Statistics 20.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Pearson correlation coefficient

Correlation between sets of data is a measure of how well they are related. The most common measure of correlation in stats is the

Pearson Correlation. The full name is the **Pearson Product Moment Correlation (PPMC)**.

- f. The researcher measurement the reliability using Cronbach's alpha formula and calculate it by IBM SPSS Statistics 20.

The formula for Cronbach's alpha is:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

Where: N = the number of items.

\bar{c} = average covariance between item-pairs.

\bar{v} = average variance.

Cronbach's alpha, α (or coefficient alpha), developed by Lee Cronbach in 1951, measures reliability, or internal consistency.

“Reliability” is how well a test measures what it should. A rule of thumb for interpreting alpha for dichotomous questions (i.e. questions with two possible answers) or Likert scale questions is:

Table 3.4 Measurement of Reliability with Cronbach's alpha formula

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

In general, a score of more than 0.7 is usually okay. However, some authors suggest higher values of 0.90 to 0.95.

g. The researcher interpreted the analysis result of items with this steps :

1) Score interpretation steps :

1. Calculate the highest score (Y) with this formula :

$$Y = \text{Highest score Likert} \times \text{Total of responden}$$

2. Calculate the lowest score (X) with this formula :

$$X = \text{Lowest score Likert} \times \text{Total of responden}$$

2) Index % Formula = $\frac{\text{Total Skor}}{Y} \times 100 \%$

3) Interval Formula = $X / \text{Likert number}$

4) Final result = $\frac{\text{Total Score}}{\text{Total Item}}$

h. The researcher gave conclusion.

4. Data Display

Quantitative data is information about quantities; that is, information that can be calculated and written down with numbers. Some other features to consider about quantitative data:

- Focuses on numbers
- Can be displayed through graphs, charts, tables, and maps
- Data can be displayed over time (such as a line chart)

The researcher uses several ways to display the data and the alternative possible ways as bellow :

a. Frequency Analysis

The study of quantitatively defining the characteristics of a set of data is called descriptive statistics. Frequency Analysis is a part of descriptive statistics. In statistics, frequency is the number of times an event occurs. Frequency Analysis is an significant area of statistics that deals with the number of occurrences (frequency) and analyzes measures of central tendency, dispersion, percentiles, etc.

Most popular measures of central tendency used for frequency analysis are Mean, Median and Mode. While the mean is the average value of the data set, the median is the middle remark (remark which has an equal number of values lying above and below it) in the data set. Mode is the value that occurs the most number of times in a data set.

While Mean has been calculated by mathematicians and astrologers since ages, Median was first introduced by Edward Wright in his book on navigation in 1599; and Mode originated in 1895 by Karl Pearson's efforts

b. Percentages

A second alternative is to explain the results in *percentages*. If researchers desire to describe the results in terms of frequency or percentages they could also display these outcomes in a figure using a bar graph or pie chart. Visually displaying results in this way often make it easier to highlight the outcome of the survey.

Table 3.5 Category of Measurement of Students Perceptions

No	Score	Categorized
1.	80 %– 100 %	Strongly Agree

2.	60 %– 79.99 %	Agree
3.	40 %– 59.99%	Neutral
4.	20 %– 39.99 %	Disagree
5.	0 %– 19.99 %	Strongly Disagree

(Nazir M. Metode Penelitian, Ghalia Indonesia: Bogor: 2005)

c. Interval scale

Finally, with interval scales, one could explain the data in terms of *central tendency*. One of the most generally used interval scale questions is arranged on a five-point Likert Scale question, where every emotion is denoted with a number, and the variables range from extremely dissatisfied to extremely satisfied.

5. Data Conclusion

The researcher create conclusion answering for formulating the problems. The researcher makes conclusion from all the data that is get in order to make clear understand for the students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion of the research about Perception of EFL students on the use of YouTube videos for the speaking skills.

Table 4.1 Data Presentation

A. Data Persentation

No	Statement	Number & Percent	Scale					N
			SD=1	D=2	N=3	A=4	SA=5	
Responses to YouTube Use in Language Learning								
1	YouTube is a beneficial tool for language learning. (YouTube adalah alat yang bermanfaat untuk belajar bahasa)	Number	0	0	9	91	97	197
Percent			0	0	4,6 %	46,2%	49,2%	100

2	YouTube videos capture and retain your attention during the whole class. (Video YouTube menangkap dan mempertahankan perhatian Anda selama kelas berlangsung)	Number	0	8	77	87	25	197
Percent			0	4,1%	39,1%	44,12%	12,7%	
3	You learn English faster and better by using YouTube videos. (Anda belajar bahasa Inggris lebih cepat dan lebih baik dengan menggunakan video YouTube)	Number	0	4	59	90	44	197
Percent			0	2%	29,9%	45,7%	22,3%	100
4	Using YouTube videos in language learning decreases your anxiety in the class. (Menggunakan video YouTube dalam pembelajaran bahasa mengurangi kecemasan Anda di kelas).	Number	0	13	67	85	32	197
Percent			0	6,6%	34%	43,1%	16,2%	100
5	Youtube learning activities are very interesting and motivating. (Kegiatan belajar Youtube sangat menarik dan memotivasi).	Number	0	1	33	111	52	197
Percent			0	0,5%	16,8%	56,3%	26,4%	100
6	The authentic materials in YouTube videos help you better understand the lesson. (Materi otentik dalam video YouTube membantu Anda	Number	0	1	41	120	35	197

	lebih memahami pelajaran).							
Percent			0	0,5	20,8%	60,9%	17,5%	100
7	YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms. (Video YouTube memungkinkan Anda menggunakan kosakata yang sesuai dan bentuk tata bahasa yang benar)	Number	0	2	66	102	27	197
Percent			0	1%	33,5%	51,8%	13,7%	100
8	YouTube videos minimize your fears to pronounce words in front of the whole class. (Video YouTube meminimalkan ketakutan Anda untuk mengucapkan kata-kata di depan seluruh kelas)	Number	1	13	69	85	29	197
Percent			0,5%	6,6%	35%	43,1%	14,7%	100
9	You do not feel bored when the teacher uses YouTube videos in the class. (Anda tidak merasa bosan saat guru menggunakan video YouTube di kelas)	Number	0	9	62	91	35	197
Percent			0	4,6%	31,5%	46,2%	17,8%	100
10	Youtube videos encourage you to ask and answer questions in the class. (Video Youtube mendorong Anda untuk bertanya dan menjawab pertanyaan di kelas).	Number	1	11	109	59	18	197
Percent			0,5%	5,6%	55,3%	29,4%	9,1%	100

11	You feel more comfortable in using YouTube to learn English. (Anda merasa lebih nyaman menggunakan YouTube untuk belajar bahasa Inggris).	Number	1	6	65	89	36	197
Percent			0,5%	3,0%	33%	45,2%	18,3%	100
12	You enjoy choosing materials on YouTube in learning English. (Anda menikmati memilih materi di YouTube dalam belajar bahasa Inggris).	Number	0	1	53	104	39	197
Percent			0	0,5%	26,9%	52,8%	19,8%	100
Responses to the Role of YouTube in Speaking Skill Improvement								
13	Watching YouTube videos helps you speak with your colleagues and teachers in the class. (Menonton video YouTube membantu Anda berbicara dengan kolega dan guru Anda di kelas)	Number	0	7	75	96	19	197
Percent			0	3,6%	38,1%	48,7%	9,6%	100
14	YouTube videos give you the motive to comment on and discuss things in the class. (Video YouTube memberi Anda motif untuk mengomentari dan mendiskusikan berbagai hal di kelas).	Number	0	5	87	87	18	197
Percent			0	2,5%	44,2%	44,2%	9,1%	100
15	YouTube videos allow you to organize ideas while speaking. (Video YouTube memungkinkan Anda	Number	0	8	70	97	22	197

	mengatur ide sambil berbicara).							
Percent			0	4,1%	35,5%	49,2%	11,2%	100
16	YouTube videos help you understand the material being delivered.(Video YouTube membantu Anda memahami materi yang dikirimkan).	Number	0	2	45	118	32	197
Percent			0	1%	22,8%	59,9%	16,2%	100
17	Youtube videos increases the number of new words you learn. (Video Youtube meningkatkan jumlah kata baru yang Anda pelajari).	Number	0	1	23	109	64	197
Percent			0	0,5%	11,7%	55,3%	32,5%	100
18	Your pronunciation is improved when you learn via YouTube videos. (Pelafalan Anda ditingkatkan ketika Anda belajar melalui video YouTube)	Number	0	3	36	102	56	197
Percent			0	1,5%	18,3%	51,8%	28,4%	100
19	Youtube videos simplify the lesson to you. (Video Youtube menyederhanakan pelajaran bagi Anda)	Number	1	3	55	104	34	197
Percent			0,5%	1,5%	27,9%	52,8%	17,3%	100
20	YouTube videos help you guess the meaning of unfamiliar words. (Video YouTube membantu Anda menebak arti kata-kata asing)	Number	0	2	41	112	42	197

Percent			0	1,0%	20,8%	56,9%	21,3%	100
21	Youtube videos help you speak fluently. (Video Youtube membantu Anda berbicara dengan lancar)	Number	0	5	68	97	27	197
Percent			0	2,5%	34,5%	49,2%	13,7%	100
22	YouTube videos help you segment the stream of speech into recognizable units. (Video YouTube membantu Anda menyegmentasikan aliran ucapan menjadi unit yang dapat dikenali).	Number	0	8	90	85	14	197
Percent			0	4,1%	45,7%	43,1%	7,1%	100
23	YouTube videos prevent you from going astray while speaking. (Video YouTube mencegah Anda tersesat saat berbicara)	Number	0	9	88	85	15	197
Percent			0	4,6%	44,7%	43,1%	7,6%	100
24	You better understand the material when you watch a Youtube video about it. (Anda lebih memahami materi saat menonton video Youtube tentangnya).	Number	0	2	63	100	32	197
Percent				1%	32%	50,8%	16,2%	100

B. Research Findings

The researcher use the questionnaire for the main data. The data collected by 24 questionnaire as the instrument for collecting the data. The questionnaire was adopted from (Alkathiri, 2019, p. 20).

The result on Perception of EFL students on the use of YouTube videos for the speaking skills was obtained by using questionnaire as the main instrument to collect the data. The questionnaire consisted of responses, central tendency (mean, median, modus), and standard deviation. There were 197 students of English Education of English department from semester 3 and semester 5 and

There were analyzed the result of the questionnaire consisted 24 items questionnaire.

Table 4.2 The Analysis of Questionnaire Result

Item	Number /percent	Scale					Total	MN	MDN	MO	SD
		SD	D	N	A	SA					
		1	2	3	4	5					
1	Number	0	0	9	91	97	876	4,44	4,00	5,00	58
	Percent	0	0	4,6%	46,2%	49,2%	100				
2	Number	0	8	77	87	25	720	3,70	4,00	4,00	75
	Percent	0	4,1%	39,1%	44,12%	12,7%	100				
3	Number	0	4	59	90	44	765	3,90	4,00	4,00	77
	Percent	0	2%	29,9%	45,7%	22,3%	100				
4	Number	0	13	67	85	32	727	3,70	4,00	4,00	82
	Percent	0	6,6%	34%	43,1%	16,2%	100				

5	Number	0	1	33	111	52	805	4,08	4,00	4,00	67
	Percent	0	0,5%	16,8%	56,3%	26,4%	100				
6	Number	0	1	41	120	35	780	3,95	4,00	4,00	64
	Percent	0	0,5%	20,8%	60,9%	17,5%	100				
7	Number	0	2	66	102	27	745	3,80	4,00	4,00	68
	Percent	0	1%	33,5%	51,8%	13,7%	100				
8	Number	1	13	69	85	29	719	3,70	4,00	4,00	82
	Percent	0,5%	6,6%	35%	43,1%	14,7%	100				
9	Number	0	9	62	91	35	743	3,80	4,00	4,00	79
	Percent	0	4,6%	31,5%	46,2%	17,8%	100				
10	Number	1	11	109	59	18	672	3,41	3,00	3,00	75
	Percent	0,5%	5,6%	55,3%	29,4%	9,1%	100				
11	Number	1	6	65	89	36	744	3,80	4,00	4,00	79
	Percent	0,5%	3,0%	33%	45,2%	18,3%	100				
12	Number	0	1	53	104	39	772	3,91	4,00	4,00	69
	Percent	0	0,5%	26,9%	52,8%	19,8%	100				
13	Number	0	7	75	96	19	718	3,70	4,00	4,00	70
	Percent	0	3,6%	38,1%	48,7%	9,6%	100				
14	Number	0	5	87	87	18	709	3,60	4,00	3,00	69

	Percent	0	2,5%	44,2 %	44,2%	9,1%	100				
15	Number	0	8	70	97	22	724	3,70	4,00	4,00	72
	Percent	0	4,1%	35,5 %	49,2%	11,2 %	100				
16	Number	0	2	45	118	32	771	3,91	4,00	4,00	65
	Percent	0	1%	22,8 %	59,9%	16,2 %	100				
17	Number	0	1	23	109	64	827	4,19	4,00	4,00	65
	Percent	0	0,5%	11,7 %	55,3%	32,5 %	100				
18	Number	0	3	36	102	56	802	4,07	4,00	4,00	72
	Percent	0	1,5%	18,3 %	51,8%	28,4 %	100				
19	Number	1	3	55	104	34	758	3,84	4,00	4,00	73
	Percent	0,5 %	1,5%	27,9 %	52,8%	17,3 %	100				
20	Number	0	2	41	112	42	785	3,98	4,00	4,00	68
	Percent	0	1%	20,8 %	56,9%	21,3 %	100				
21	Number	0	5	68	97	27	737	3,80	4,00	4,00	72
	Percent	0	2,5%	34,5 %	49,2%	13,7 %	100				
22	Number	0	8	90	85	14	696	3,60	4,00	3,00	68
	Percent	0	4,1%	45,7 %	43,1%	7,1%	100				
23	Number	0	9	88	85	15	697	3,60	4,00	3,00	70
	Percent	0	4,6%	44,7 %	43,1%	7,6%	100				

				%							
24	Number	0	2	63	100	32	753	3,90	4,00	4,00	70
	Percent	0	1%	32%	50,8%	16,2 %	100				

Result of the questionnaire

Table 4.3 Questionnaire result of Item 1

Result of analysis survey item 1

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	0	0	0	0
D	0	0	0	0
N	9	4,6	4,6	4,6
A	91	46,2	46,2	50,8
SA	97	49,2	49,2	100
Total	197	100	100	

Interpretation of Calculation Scores of Item 1
(89%)
Strongly Agree

Item 1, “When my teacher corrects my speaking errors, I do not get annoyed”. There was 0 student who chose option Strongly Disagree (0). There was 0 student who chose option Disagree (0). There were 9 students who chose option Neutral (4.6%). There were 91 students who chose Agree (46,2 %). There were 97 students who chose option Strongly Agree (49,2 %). The calculation of analysis students’ perception item 1 was 89 % with the categorized Strongly Agree.

Table 4.4 Questionnaire result of Item 2

Result of analysis survey item 2

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	0	0	0	0
D	8	4,1	4,1	4,1
N	77	39,1	39,1	43,1
A	87	44,2	44,2	87,3
SA	25	12,7	12,7	100
Total	197	100	100	

Interpretation of Calculation Scores of Item 2
(73%)
Agree

Item 2, “YouTube videos capture and retain your attention during the whole class. There was 0 student who chose option Strongly Disagree (0). There was 0 student who chose option Disagree (0). There were 9 students who chose option Neutral (4.6%). There were 91 students who chose Agree (46,2 %). There were 97 students who chose option Strongly Agree (49,2 %). The calculation of analysis students’ perception item 2 was 73 % with the categorized Agree.

Table 4.5 Questionnaire result of Item 3

Item 3					
You learn English faster and better by using YouTube videos					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	4	2,0	2,0	2,0
	N	59	29,9	29,9	32,0
	A	90	45,7	45,7	77,7
	SA	44	22,3	22,3	100
	Total	197	100	100	

Interpretation of Calculation Scores of Item 3
(78%)
Agree

Item 3, “You learn English faster and better by using YouTube videos”. There was 0 student who chose option Strongly Disagree (0). There was 4 student who chose option Disagree (0). There were 59 students who chose option Neutral (4.6%). There were 90 students who chose Agree (45,7%). There were 44 students who chose option Strongly Agree (22,3 %). The calculation of analysis students’ perception item 3 was 78 % with the categorized Agree.

Table 4.6 Questionnaire Result of Item 4

Item4					
Using YouTube videos in language learning decreases your anxiety in the class.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	13	6,6	6,6	6,6
	N	67	34,0	34,0	40,6
	A	85	43,1	43,1	83,8
	SA	32	16,2	16,2	100
Total		197	100	100	
Interpretation of Calculation Scores of Item 4 (74%) Agree					

Item 4, “Using YouTube videos in language learning decreases your anxiety in the class.” There was 0 student who chose option Strongly Disagree (0). There was 4 student who chose option Disagree (0). There were 59 students who chose option Neutral (4.6%). There were 90 students who chose Agree (45,7%). There were 44 students who chose option Strongly Agree (22,3 %). The

calculation of analysis students' perception item 4 was 74 % with the categorized Agree.

Table 4.7 Questionnaire result of Item 5

Item5					
Youtube learning activities are very interesting and motivating					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	1	0,5	0,5	0,5
	N	33	16,8	16,8	17,3
	A	111	56,3	56,3	73,6
	SA	52	26,4	26,4	100
Total		197	100	100	
Interpretation of Calculation Scores of Item 5 (82%) Strongly Agree (SA)					

Item 5, "Youtube learning activities are very interesting and motivating."

There was student chose option Strongly Disagree 0 (0 %). There was student who chose option Disagree 1 (0,5). There were 33 students who chose option Neutral (16,8 %). There were 111 students who chose Agree (56,3%). There were 52 students who chose option Strongly Agree (26,4 %). The calculation of analysis students' perception item 5 was 82 % with the categorized Strongly Agree.

Table 4.8 Questionnaire result of Item 6

Item6					
The authentic materials in YouTube videos help you better understand the lesson					
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	SD	0	0	0	0
	D	1	0,5	0,5	0,5
	N	41	20,8	20,8	21,3
	A	120	60,9	60,9	82,2
	SA	35	17,8	17,8	100
Total	197	100	100		
Interpretation of Calculation Scores of Item 6 (79%) Agree (A)					

Item 6, “The authentic materials in YouTube videos help you better understand the lesson.” There was 0 student who chose option Strongly Disagree (0). There was 1 student who chose option Disagree (0,5%). There were 41 students who chose option Neutral (20.8%). There were 120 students who chose Agree (60,9%). There were 35 students who chose option Strongly Agree (17,8 %). The calculation of analysis students’ perception item 6 was 79 % with the categorized Agree .

Table 4.9 Questionnaire result of Item 7

Item7					
YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	2	1,0	1,0	1,0
	N	66	33,5	33,5	34,5
	A	102	51,8	51,8	86,3
	SA	27	13,7	13,7	100
Total	197	100	100		
Interpretation of Calculation Scores of Item 7 (76%) Agree (A)					

Item 7, “YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms.” There was 0 student who chose option Strongly Disagree (0). There was 2 student who chose option Disagree (1%). There were

66 students who chose option Neutral (33.5%). There were 27 students who chose Agree (13,7%). There were 27 students who chose option Strongly Agree (13,7 %). The calculation of analysis students' perception item 7 was 76 % with the categorized Agree .

Table 4.10 Questionnaire result of Item 8

Item8					
YouTube videos minimize your fears to pronounce words in front of the whole class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.5	.5	.5
	D	13	6,6	6,6	7,1
	N	69	35,0	35,0	42,1
	A	85	43,1	43,1	85,3
	SA	29	14,7	14,7	100
	Total	197	100	100	
Interpretation of Calculation Scores of Item 8 (73%) Agree (A)					

Item 8, “YouTube videos minimize your fears to pronounce words in front of the whole class”. There was 1 student who chose option Strongly Disagree (0,5%). There was 13 student who chose option Disagree (6,6%). There were 69 students who chose option Neutral (69%). There were 85 students who chose Agree (43,1%). There were 29 students who chose option Strongly Agree (14,7 %). The calculation of analysis students' perception item 8 was 73 % with the categorized Agree .

Table 4.11 Questionnaire result of Item 9

Item9
You do not feel bored when the teacher uses YouTube videos in the class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	9	4,6	4,6	4,6
	N	62	31,5	31,5	36,0
	A	91	46,2	46,2	82,2
	SA	35	17,8	17,8	100
	Total	197	100	100	
Interpretation of Calculation Scores of Item 9 (75%) Agree (A)					

Item 9, “You do not feel bored when the teacher uses YouTube videos in the class.”. There was 0 student who chose option Strongly Disagree (0). There was 9 student who chose option Disagree (4,6%). There were 62 students who chose option Neutral (31,5%). There were 91 students who chose Agree (46,2%). There were 44 students who chose option Strongly Agree (17,8 %). The calculation of analysis students’ perception item 9 was 75 % with the categorized Agree .

Table 4.12 Questionnaire result of Item 10

Item10					
Youtube videos encourage you to ask and answer questions in the class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	0,5	0,5	0,5
	D	11	5,6	5,6	6,1
	N	109	55,3	55,3	61,4
	A	58	29,4	29,4	90,9
	SA	18	9,1	9,1	100
	Total	197	100	100	
Interpretation of Calculation Scores of Item 10 (68%) Agree (A)					

Item 10, “Youtube videos encourage you to ask and answer questions in the class.” There was 1 student who chose option Strongly Disagree (0,5%). There was 11 student who chose option Disagree (5,6%). There were 109 students who chose option Neutral (55.3%). There were 58 students who chose Agree (29,4%). There were 18 students who chose option Strongly Agree (9,1%). The calculation of analysis students’ perception item 10 was 79 % with the categorized Agree .

Table 4.13 Questionnaire result of Item 11

Item11					
You feel more comfortable in using YouTube to learn English					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	0,5	0,5	0,5
	D	6	3,0	3,0	3,6
	N	65	33,0	33,0	36,5
	A	89	45,2	45,2	81,7
	SA	36	18,3	18,3	100
	Total	197	100	100	
Interpretation of Calculation Scores of Item 11 (76%) Agree (A)					

Item 11, “You feel more comfortable in using YouTube to learn English.” There was 1 student who chose option Strongly Disagree (0,5%). There was 6 student who chose option Disagree (3%). There were 65 students who chose option Neutral (33.0%). There were 89 students who chose Agree (45,2%). There were 36 students who chose option Strongly Agree (18,3 %). The calculation of analysis students’ perception item 11 was 76 % with the categorized Agree.

Table 4.14 Questionnaire result of Item 12

Item12					
You enjoy choosing materials on YouTube in learning English					
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	SD	0	0	0	0
	D	1	0,5	0,5	0,5
	N	53	26,9	26,9	27,4
	A	104	52,8	52,8	80,2
	SA	39	19,8	19,8	100
Total	197	100	100		
Interpretation of Calculation Scores of Item 12 (78%) Agree (A)					

Item 12, “You enjoy choosing materials on YouTube in learning English.” There was 0 student who chose option Strongly Disagree (0). There was 1 student who chose option Disagree (0,5%). There were 53 students who chose option Neutral (26.9%). There were 104 students who chose Agree (52,8%). There were 39 students who chose option Strongly Agree (19,8 %). The calculation of analysis students’ perception item 12 was 78 % with the categorized Agree .

Table 4.15 Questionnaire result of Item 13

Item13					
Watching YouTube videos helps you speak with your colleagues and teachers in the class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	7	3,6	3,6	3,6
	N	75	38,1	38,1	41,6
	A	96	48,7	48,7	90,4
	SA	19	9,6	9,6	100,0
Total	197	100.0	100.0		
Interpretation of Calculation Scores of Item 13 (73%) Agree (A)					

Item 13, “Watching YouTube videos helps you speak with your colleagues and teachers in the class”. There was 0 student who chose option Strongly Disagree (0). There was 7 student who chose option Disagree (3,6%). There were 75 students who chose option Neutral (38,1%). There were 96 students who chose

Agree (48,7%). There were 19 students who chose option Strongly Agree (9,6 %). The calculation of analysis students' perception item 13 was 73 % with the categorized Agree.

Table 4.16 Questionnaire result of Item 14

Item14					
YouTube videos give you the motive to comment on and discuss things in the class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	5	2,5	2,5	2,5
	N	87	44,2	44,2	46,7
	A	87	44,2	44,2	90,9
	SA	18	9,1	9,1	100
Total		197	100	100	
Interpretation of Calculation Scores of Item 14 (72%) Agree (A)					

Item 14, "YouTube videos give you the motive to comment on and discuss things in the class". There was 0 student who chose option Strongly Disagree (0). There was 5 student who chose option Disagree (2,5%). There were 87 students who chose option Neutral (44.2%). There were 87 students who chose Agree (44,2%). There were 18 students who chose option Strongly Agree (9,1 %). The calculation of analysis students' perception item 14 was 72 % with the categorized Agree .

Table 4.15 Questionnaire result of Item 15

Item15					
YouTube videos allow you to organize ideas while speaking					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	8	4,1	4,1	4,1

	N	70	35,5	35,5	39,6
	A	97	49,2	49,2	88,8
	SA	22	11,2	11,2	100
	Total	197	100	100	
Interpretation of Calculation Scores of Item 15 (74%) Agree (A)					

Item 15, “YouTube videos allow you to organize ideas while speaking”. There was 0 student who chose option Strongly Disagree (0). There was 8 student who chose option Disagree (4,1%). There were 70 students who chose option Neutral (35,5%). There were 97 students who chose Agree (49,2%). There were 22 students who chose option Strongly Agree (11,2 %). The calculation of analysis students’ perception item 15 was 74 % with the categorized Agree .

Table 4.18 Questionnaire result of Item 16

Item16					
YouTube videos help you understand the material being delivered					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	2	1,0	1,0	1,0
	N	45	22,8	22,8	23,9
	A	118	59,9	59,9	83,8
	SA	32	16,2	16,2	100
	Total	197	100	100	
Interpretation of Calculation Scores of Item 16 (78%) Agree (A)					

Item 16, “YouTube videos help you understand the material being delivered”. There was 0 student who chose option Strongly Disagree (0). There was 2 student who chose option Disagree (1%). There were 45 students who chose option Neutral (22.8%). There were 118 students who chose Agree (59,9%). There were 32 students who chose option Strongly Agree (16,2 %). The calculation of analysis students’ perception item 16 was 78 % with the categorized Agree.

Table 4.19 Questionnaire result of Item 17

Item17					
Youtube videos increases the number of new words you learn					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	1	0,5	0,5	0,5
	N	23	11,7	11,7	12,2
	A	109	55,3	55,3	67,5
	SA	64	32,5	32,5	100
Total		197	100	100	
Interpretation of Calculation Scores of Item 17 (84%) Strongly Agree (SA)					

Item 17, “Youtube videos increases the number of new words you learn”. There was 0 student who chose option Strongly Disagree (0). There was 1 student who chose option Disagree (0,5%). There were 23 students who chose option Neutral (11.7%). There were 109 students who chose Agree (55,3%). There were 64 students who chose option Strongly Agree (32,5 %). The calculation of analysis students’ perception item 17 was 84 % with the categorized Strongly Agree .

Table 4.20 Questionnaire result of Item 18

Item18					
Your pronunciation is improved when you learn via YouTube videos					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	3	1,5	1,5	1,5
	N	36	18,3	18,3	19,8
	A	102	51,8	51,8	71,6
	SA	56	28,4	28,4	100,0
Total		197	100	100	

<p>Interpretation of Calculation Scores of Item 18 (81%) Strongly Agree (SA)</p>
--

Item 18, “Your pronunciation is improved when you learn via YouTube videos”. There was 0 student who chose option Strongly Disagree (0). There was 3 student who chose option Disagree (1,5%). There were 36 students who chose option Neutral (18.3%). There were 102 students who chose Agree (51,8%). There were 56 students who chose option Strongly Agree (28,4 %). The calculation of analysis students’ perception item 18 was 81 % with the categorized Strongly Agree.

Table 4.21 Questionnaire result of Item 19

Item19					
Youtube videos simplify the lesson to you					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	0,5	0,5	0,5
	D	3	1,5	1,5	2,0
	N	55	27.9	27.9	29,9
	A	104	52,8	52,8	82,7
	SA	34	17,3	17,3	100,0
	Total	197	100.0	100.0	
<p>Interpretation of Calculation Scores of Item 19 (77%) Agree (A)</p>					

Item 19, “Youtube videos simplify the lesson to you”. There was 1 student who chose option Strongly Disagree (0,5%). There was 3 student who chose option Disagree (1,3%). There were 55 students who chose option Neutral (27,9%). There were 104 students who chose Agree (52,8%). There were 34 students who chose option Strongly Agree (17,3 %). The calculation of analysis students’ perception item 19 was 77 % with the categorized Agree .

Table 4.22 Questionnaire result of Item 20

Item20
YouTube videos help you guess the meaning of unfamiliar words.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	2	1,0	1,0	1,0
	N	41	20,8	20,8	21,8
	A	112	56,9	56,9	78,7
	SA	42	21,3	21,3	100,0
	Total	197	100,0	100,0	
Interpretation of Calculation Scores of Item 20 (80%) Strongly Agree (A)					

Item 20, "YouTube videos help you guess the meaning of unfamiliar words.". There was 0 student who chose option Strongly Disagree (0). There was 2 student who chose option Disagree (1%). There were 41 students who chose option Neutral (20.8%). There were 112 students who chose Agree (56,9%). There were 42 students who chose option Strongly Agree (21,3 %). The calculation of analysis students' perception item 20 was 80 % with the categorized Strongly Agree .

Table 4.23 Questionnaire result of Item 21

Item21					
Youtube videos help you speak fluently					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	5	2,5	2,5	2,5
	N	68	34,5	34,5	37,1
	A	97	49,2	49,2	86,3
	SA	27	13,7	13,7	100
	Total	197	100,0	100	
Interpretation of Calculation Scores of Item 21 (75%) Agree (A)					

Item 21, “Youtube videos help you speak fluently”. There was 0 student who chose option Strongly Disagree (0). There was 5 student who chose option Disagree (2,5%). There were 68 students who chose option Neutral (34.5%). There were 97 students who chose Agree (49,2%). There were 27 students who chose option Strongly Agree (13,7 %). The calculation of analysis students’ perception item 21 was 75 % with the categorized Agree.

Table 4.24 Questionnaire result of Item 22

Item22					
YouTube videos help you segment the stream of speech into recognizable units					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	8	4,1	4,1	4,1
	N	90	45,7	45,7	49,7
	A	85	43,1	43,1	92,9
	SA	14	7,1	7,1	100
Total		197	100	100	
Interpretation of Calculation Scores of Item 22 (71%) Agree (A)					

Item 22, “YouTube videos help you segment the stream of speech into recognizable units”. There was 0 student who chose option Strongly Disagree (0). There was 8 student who chose option Disagree (4,1%). There were 90 students who chose option Neutral (45.7%). There were 85 students who chose Agree (45,7%). There were 14 students who chose option Strongly Agree (7,1 %). The calculation of analysis students’ perception item 22 was 71 % with the categorized Agree .

Table 4.25 Questionnaire result of Item 23

Item23
YouTube videos prevent you from going astray while speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	0	0	0	0
	D	9	4,6	4,6	4,6
	N	88	44,7	44,7	49,2
	A	85	43,1	43,1	92,4
	SA	15	7,6	7,6	100
	Total	197	100.0	100.0	
Interpretation of Calculation Scores of Item 23 (71%) Agree (A)					

Item 23, “YouTube videos prevent you from going astray while speaking”. There was 0 student who chose option Strongly Disagree (0). There was 9 student who chose option Disagree (4,6%). There were 88 students who chose option Neutral (44.7%). There were 85 students who chose Agree (43,1%). There were 15 students who chose option Strongly Agree (7,6%). The calculation of analysis students’ perception item 23 was 71 % with the categorized Agree .

Table 4.26 Questionnaire result of Item 24

Item24					
You better understand the material when you watch a Youtube video about it					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD				
	D	2	1,0	1,0	1,0
	N	63	32,0	32,0	33,0
	A	100	50,8	50,8	83,8
	SA	32	16,2	16,2	100
	Total	197	100	100	
Interpretation of Calculation Scores of Item 24 (76%) Agree (A)					

Item 24, “You better understand the material when you watch a Youtube video about it”. There was 0 student who chose option Strongly Disagree (0). There were 2 student who chose option Disagree (1%). There were 63 students who chose option Neutral (32%). There were 100 students who chose Agree (50,8%). There were 32 students who chose option Strongly Agree (16,2 %). The calculation of analysis students’ perception item 24 was 76 % with the categorized Agree .

Table 4.27 Questionnaire result

No	Score	Categorized	No	Score	Categorized
1	89	Strongly Agree	13	73	Agree
2	73	Agree	14	72	Agree
3	78	Agree	15	74	Agree
4	74	Agree	16	78	Agree
5	82	Strongly Agree	17	84	Strongly Agree
6	79	Agree	18	81	Strongly Agree
7	76	Agree	19	77	Agree
8	73	Agree	20	80	Strongly Agree
9	75	Agree	21	75	Agree
10	68	Agree	22	71	Agree
11	76	Agree	23	71	Agree
12	78	Agree	24	76	Agree

$$\text{Final result} = \frac{\text{Total Score}}{\text{Total Item}}$$

$$= \frac{1833}{24}$$

= 76,37% = 76 %

= 76 % (Agree)

Based on the questionnaire result, the perception of EFL students on the use of YouTube videos for the speaking skills is positive and the final result of questionnaire that consists of 24 total item showed 76 % and the categorized Agree. Based on that, the perception of EFL students on the use of YouTube videos for the speaking skills is positive and because of the perception of EFL students on the use of YouTube videos for the speaking skills is positive. So, YouTube videos as a productive media to study English speaking. Especially for the students that do not have partner or English environment to study English speaking.

C. Discussion

This part would like to discuss the result into more specifics. The result of questionnaire first section (1-12) that consist about YouTube use and language learning and second section (12-24) that consist about the role of Youtube in speaking skill improvement and the comparison of this research with previous research.

Table 4.28 Questionnaire result of Responses to YouTube Use in Language Learning
Responses to YouTube Use in Language Learning

No	Statements	Score	Categorized	N
1	YouTube is a beneficial tool for language learning.	89	Strongly Agree	197

2	YouTube videos capture and retain your attention during the whole class.	73	Agree	197
3	You learn English faster and better by using YouTube videos.	78	Agree	197
4	Using YouTube videos in language learning decreases your anxiety in the class. .	74	Agree	197
5	Youtube learning activities are very interesting and motivating.	82	Strongly Agree	197
6	The authentic materials in YouTube videos help you better understand the lesson.	79	Agree	197
7	YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms.	76	Agree	197
8	YouTube videos minimize your fears to pronounce words in front of the whole class.	73	Agree	197
9	You do not feel bored when the teacher uses YouTube videos in the class	75	Agree	197
10	Youtube videos encourage you to ask and answer questions in the class.	68	Agree	197
11	You feel more comfortable in using YouTube to learn English.	76	Agree	197
12	You enjoy choosing materials on YouTube in learning English.	78	Agree	197

$$\text{Final result} = \frac{\text{Total Score}}{\text{Total Item}}$$

$$= \frac{921}{12}$$

= 76,75% = 77 %

= 77 % (Agree)

Based on the questionnaire result above. The perception of EFL students on the YouTube use and language learning is 77 % with categorized (Agree). So, based on the that *Response to YouTube use in Language learning* is positive.

Table 4.29 Questionnaire result of YouTube in Speaking Skill Improvement

Responses to the Role of YouTube in Speaking Skill Improvement

No	Statements	Score	Categorized
13	Watching YouTube videos helps you speak with your colleagues and teachers in the class.	73	Agree
14	YouTube videos give you the motive to comment on and discuss things in the class.	72	Agree
15	YouTube videos allow you to organize ideas while speaking.	74	Agree
16	YouTube videos help you understand the material being delivered.	78	Agree
17	Youtube videos increases the number of new words you learn.	84	Strongly Agree
18	Your pronunciation is improved when you learn via YouTube videos.	81	Strongly Agree
19	Youtube videos simplify the lesson to you.	77	Agree
20	YouTube videos help you guess the meaning of unfamiliar words.	80	Strongly Agree
21	Youtube videos help you speak fluently.	75	Agree
22	YouTube videos help you segment the	71	Agree

	stream of speech into recognizable units.		
23	YouTube videos prevent you from going astray while speaking.	71	Agree
24	You better understand the material when you watch a Youtube video about it.	76	Agree

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total Score}}{\text{Total Item}} \\
 &= \frac{921}{12} \\
 &= 76,75\% = 77\% \\
 &= 77\% (\text{Agree})
 \end{aligned}$$

Based on the questionnaire result above. The perception of EFL students on the Role of YouTube in Speaking Skill Improvement is 77 % with categorized (Agree). So, based on the that *Responses to the Role of YouTube in Speaking Skill Improvement* is positive.

Based on the questionnaire result, the perception of EFL students on the use of YouTube videos for the speaking skills is positive and the final result of questionnaire that consists of 24 total item showed 76 % and the categorized Agree. Based on that, the perception of EFL students on the use of YouTube videos for the speaking skills is positive and because of the perception of EFL students on the use of YouTube videos for the speaking skills is positive. So, YouTube videos as a productive media to study English speaking. Especially for

the students that do not have partner or English environment to study English speaking.

Furthermore The perception of EFL students on the YouTube use and language learning is 77 % with categorized (Agree). So, based on the that *Response to YouTube use in Language learning* is positive. Furthermore, The perception of EFL students on YouTube use and language learning is 77 % categorized (Agree). So, based on that, *Response to YouTube use in Language learning* is positive. Instead, students did not think that Youtube learning activities were directly motivating. Subsequently, this was ranked 12th on the list of perceived advantages of contribution Youtube-based English lessons (Ismail & Awadh Al Asmari, 2017).

In addition, The perception of EFL students on the Role of YouTube in Speaking Skill Improvement is 77 % with categorized (Agree). So, based on the that Responses to the Role of YouTube in Speaking Skill Improvement is positive. In terms of skill improvement, students discover that using Youtube in the classroom aided them the most by allowing them to organize their ideas while speaking, an achievement the ability to guess the meaning of unfamiliar words, and using the videos to help increase English language fluency (Hughes & Greenhough, 2006).

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter contained the conclusion and suggestion. The conclusion was to summary the finding and suggestion were aimed to students and lecturer at IAIN Palangka Raya in English Department and the researcher.

A. Conclusion

In this research, the researcher concern to investigate the perception of EFL students on the use of YouTube videos for English speaking skills.

The final result was showed 76 % from 24 item question and the categorized Agree. Based on the result of the research, perception of EFL students on the use of YouTube Videos for the speaking skills is positive.

The result was answered the question of researcher that was about “ How is the perception of EFL students on the use YouTube Videos for the English speaking skill?” and the result was presented 76% and Agree for categorize.

In conclusion, the perception of EFL students on the use of YouTube Videos for speaking skills is positive. So, YouTube videos can be a productive media to study English speaking, Especially for the EFL students that do not have a partner or English environment to study English speaking. Alternatively, students felt that this lesson approach facilitate them to develop the following skills the least: improved pronunciation, avoiding the speaker from going astray, and understanding the material being provided (Tugrul Mart, 2012).

B. Suggestion

Concerned with the conclusion, the researcher would like to propose some of the following suggestions that hopefully would be useful and helpful to the students and the researcher.

a. For The Students

For the students, based on the result of the research showed that the perception of EFL on the use of YouTube videos for speaking skills is positive. So, YouTube videos can be helpful media to study English speaking, especially for the students that do not have a partner and English environment to study English speaking. On the other hand, students felt that this lesson approach assisted them to develop the following skills the least: improved pronunciation, precluding the speaker from going astray, and understanding the material being distributed (Tugrul Mart, 2012).

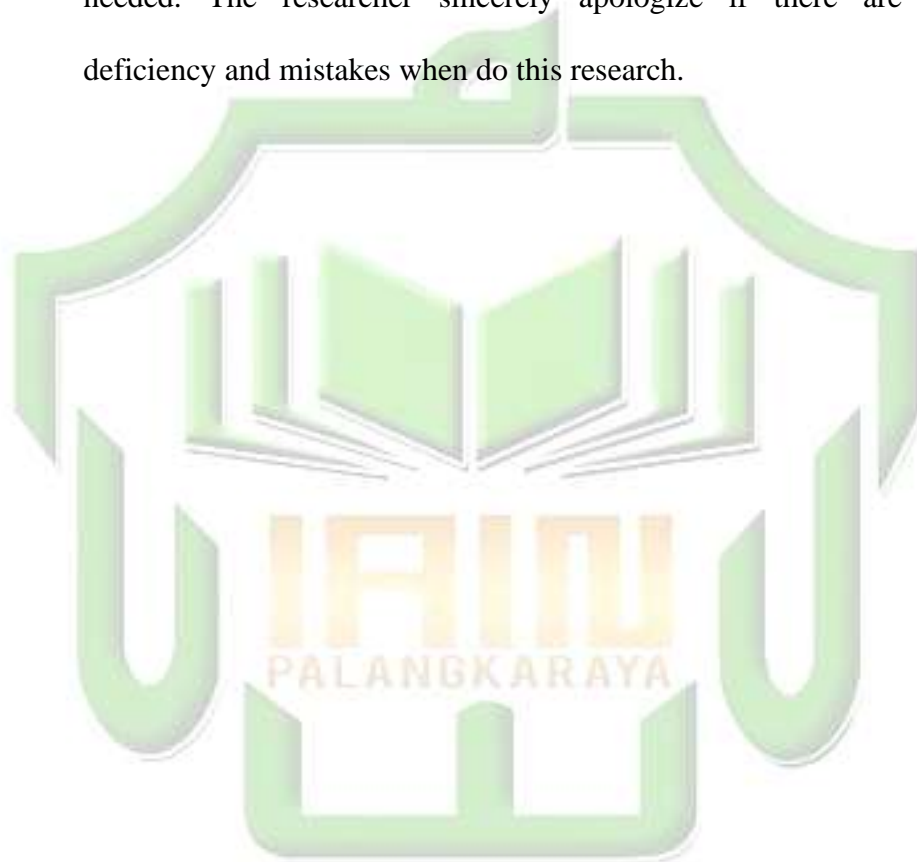
b. For The Lecturer

Researcher, hopefully, this research can help the lecturer to find a productive media to teach English speaking, and based on the perception of EFL students on the use of YouTube videos for the speaking skills is positive. The researcher proposes YouTube videos can be productive media to teach English speaking. In particular, the students obtained this exercise to be the most valuable because they acquired that the use of the videos helped minimize the fears that they

had regarding speaking the English words in front of the class (Alwehaibi, 2015).

c. For other Reseachers

The researcher very aware that there are many mistakes and deficiency in this research. So, the criticism and suggestions are needed. The researcher sincerely apologize if there are many deficiency and mistakes when do this research.



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