



**THE EFFECT OF WATCHING ENGLISH VLOG VIDEO ON YOUTUBE  
IN INCREASING STUDENT'S SPEAKING FLUENCY  
OF INTERMEDIATE STUDENTS AT BATA-BATA ENGLISH CENTRE  
PAMEKASAN**

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## ABSTRACT

Ghozali, Imam, Ali, Ma'sum. 2023. *The Effect of Watching English Vlog Video on YouTube in Increasing Students' Speaking Fluency of Intermediate Level at Bata-bata English Centre Pamekasan. Skripsi*, English Education Department Faculty of Teacher Training and Education Universitas Islam Malang. Advisor I: Dr. Dzul Fikri, S.S., M.Pd; Advisor II: Henny Rahmawati, S.Pd., S.S., M.Pd.

**Keywords:** English vlog video, YouTube, Speaking fluency

Nowadays, YouTube is growing so fast that almost all people watch YouTube and make videos on YouTube. The content creator on YouTube is called YouTubers; they produced some kinds of video individually on their self YouTube channel such as podcast, prank, music, sport, and vlog videos. Meanwhile, the mainstream media like TV companies and journalism media have their own YouTube channel. They televise the program on TV and after that, they also posted the program on their YouTube channel as a kind of promotion and business

This current study is an experimental method with a quantitative and qualitative approach. The first step is a pre-test, the second is a treatment by teaching speaking by using an English vlog video on English YouTube Channel for a month; consists of 8 meetings or every week has 2 meetings, and the third is a post-test. The researcher use a paired-sample t-test to get accurate data on different student's scores before and after treatment. And the last is the interview.

This study consists of 30 students from the intermediate level at Bata-bata English Centre (BBEC). The researcher use oral tests to make sure the improvement of student's speaking fluency, and paired-sample t-test through IBM SPSS Statistics 20 to get accurate data of different student's scores before and after treatment and interview to know student's perception, and the last the researcher use joint displays comparing results and outcomes for students' perception and satisfaction table to know the correlation between the scores and the interviews.

The results showed a statistically significant link between the two time points. P-value = 0.000 0.05 indicates that the significance value estimated at 0.000 is less than 0.05. Additionally, the student's perceptions throughout the interview support it. The study's findings support Ruslan's (2021) idea that using YouTube videos to teach speaking might boost students' enthusiasm and communication skills.

In conclusion, watching English vlog videos on Youtube increases students' speaking fluency. It is proven by 22 students was increasing their scores after the treatment, and just 8 students were not increasing their scores after the treatment. Lastly, here the researcher would like to suggest to be active learning English through technology like watching English videos on Youtube because it is very important and useful to increase speaking skills, especially speaking fluency.

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of The Study

In The term Industrial Revolution (IR) 5.0 technology growing so quick in many sectors including education. Teachers and students need to be adapted and get ready to face the technology era in terms of education, especially in English learning.

For responding to this phenomenon, it needs to make technology frequently used in the English learning process, especially for increasing speaking fluency. We've known that speaking is a significant skill for English learners, so speaking fluency becomes so important for communicating with other people globally because English is an international language.

Speaking is a talent that requires constant practice. To comprehend one another and interact with others, we must talk. We must learn how to communicate, and speaking may help us do so. (Anggraini, 2021). There are so many ways for increasing speaking skills, especially fluency, but this research will discuss how the impact of watching English vlog videos on Youtube in increasing student's speaking fluency.

We are aware that YouTube has a significant influence on lifestyle today. The majority of people utilize and watch it. YouTube is a website where users may share There are many different sorts of media, such as movie trailers, TV advertisements, music tracks, short video clips, and instructional films (Jalaludin, 2016). Users may publish, view, and share video clips on the publicly available web platform known as YouTube. according to Berk (2009). People may also simply create a YouTube

account and then create some self-produced videos, such as music, tutorials, and blog posts, to upload to their channel account.

Video blogging is a recorded video about daily activities, feeling, thought, and unforgettable moment like special moment. Creating a video blog is quite easy, you can create it anytime and anywhere you want because it's like your self-documentation in your life. The term "vlog," which combines the words "video" and "blog," enables users to make, publish, and view videos that discuss many aspects of lifestyle (Anil, 2016).

This research will examine the impact of watching English vlog videos on increasing students' speaking fluency, whether it would be increased or even not. The videos of them (English vloggers) must have differences between British and American in pronunciation, accent, and the way talking, it indicates students learn all of them from their daily speaking. So, the result of this research will know how the impact students watch while listening to the video on their speaking fluency.

Improving speaking fluency that is quite difficult for students, so the use of technology is so important. Because technology is very useful and effective to students, they can access it anytime and anywhere, they can independently learn through their smartphones, iPad, computers, and notebooks. And YouTube is a big platform that has many users and content creators, it is very helpful in the English learning process, one of the helpful content is English vlogging. Students can learn new words and mimic the British and American accents when speaking by watching an English vlog from one of them, because a vlog is like daily video documentation, so the students also can imitate the style when they practice English in daily life. Vlogs, according to Biel and Perez (2010), are compilations of videos that are used for online communication and engagement as well as audiovisual life documentaries.

In real life, it is comparable to an audiovisual documentary. From all of them, it is clear that using technology to watch and listen to an English vlog video on YouTube helps students become more fluent speakers.

In a prior study conducted by Nofrika (2019), it was investigated what kinds of YouTube videos English as a Foreign Language (EFL) students at a private institution in Yogyakarta frequently viewed. A descriptive qualitative research design was adopted for the investigation. The results demonstrate that students frequently viewed three types of YouTube videos: art and humanities, vlogs, and social sciences. Additionally, watching YouTube videos, including vlogs, improved five different aspects of English proficiency, including two macro-skills: speaking and listening. Additionally, there were three microskills: grammar, vocabulary, and pronunciation. Nofrika further stated that using YouTube has various benefits.

In their second research, Saed, Haider, Salman, and Husein (2021), examine the effectiveness of utilizing YouTube videos to teach speaking skills to English as a Foreign Language (EFL) students in Jordan. The study sample consisted of 80 students who were enrolled in the Oral skills programs run by the English Language and Literature Department at a private university in Jordan. An experimental group and a control group made up of 40 students each were created from the participants. The experimental group was taught via YouTube videos, as opposed to the control group, which got conventional training.

The two groups were given a pre-test and a post-test. The p-value was less than 0.05, which indicates that there was a statistically significant difference in the performance of the two groups, and the results then revealed statistically significant improvement in the student scores. The pupils who participated in the YouTube experiment saw a noticeable improvement in their speaking abilities.



The study written by Syafika (2022) discussed the quantifiable relationship between a student's ability to talk and their viewing of YouTube videos. Twenty students from the University Islam Malang's English Department who were enrolled in their fourth semester participated in the study. A class is chosen by the researcher to comprise the study's participants. The study discovered a connection between pupils' ability to talk and their viewing of YouTube videos.  $P\text{-value} = 0.040 < 0.05$  indicated that the significance level determined at 0.040 was lower than 0.05. It came to the conclusion that there was a strong link between students' capacity to talk and their viewing of YouTube videos. There are many differences between prior studies and the present investigation., this current study focuses on English vlog videos not all the English videos on YouTube, and also this study focuses investigated to know the impact on speaking fluency only, not all the speaking skills like the previous study, because to make students more focus to improve the fluency and the students could feel the impact of this study to their speaking fluency. And the uniqueness of this study; this study was implemented in a course at a boarding school in Pamekasan. With common boarding schools, the students are very limited to access technology. So, the use of technology in learning is very interesting to be analyzed.

Furthermore, This study examines whether or not watching English vlog videos on YouTube has a positive effect on students' ability to speak fluently.

## 1.2 Research Problems

The research problems of this study analysis can be stated that:

1. Are there any Impacts on students' speaking fluency after they have watched English vlog videos on Youtube at the intermediate level of Bata-bata English Centre Pamekasan or even not?

2. What is the student's perception of the impact of watching English vlog videos on Youtube on speaking fluency?

### 1.3 Objective of Study

The study's goal is to determine how viewing English vlog videos on YouTube affects students' speaking fluency and to learn what the students at Bata-bata English Centre Pamekasan's intermediate level think about it.

### 1.4 Research Hypothesis

In this research; the researcher requires the hypothesis as follows.

H0: There is no difference or impact on students' speaking fluency after watching an English vlog video on Youtube at the intermediate level of Bata-bata English Centre Pamekasan.

H1: There is a difference or impact on students' speaking fluency after watching an English vlog video on Youtube at the intermediate level of Bata-bata English Center Pamekasan.

The evidence can be shown as follow:

1. If the p-value (Sig. (2-tailed))  $< 0.05$ , H0 is accepted and H1 is rejected.
2. If the p-value (Sig. (2-tailed))  $> 0.05$ , H1 is accepted and H0 is rejected.

### 1.5 Significance of The Study

This result of the study is very helpful for teachers, students, and the institution. Teachers will get new methods that are more effective and efficient in increasing students' fluency because they just prepare some videos and then try the students to practice speaking. For students, it is very helpful because they can always practice and learn whenever and wherever through the videos, and they can return it many

times. For institutions, it can be a new curriculum for them to improve students' fluency.

### 1.6 Scope and Limitation of The Study

There are some aspects in terms of speaking skills including; pronunciation, grammar, fluency, and comprehension. But this research will focus on increasing speaking fluency.

For the media, this study is limited to Youtube. Even though, there are other media like Hello Talk, Instagram, and Tiktok.

This study was also limited to knowing the impact of watching English vlog videos on students' speaking fluency at the intermediate level of Bata-bata English Centre Pamekasan.

### 1.7 Definition of Key Terms

To prevent misunderstandings of crucial concepts used in this research:

1. **Impact** is giving information about the changes of the study after the study was implemented whether it is significant or not, and this study wants to prove whether English vlog video gives an impact on students' speaking fluency or not.
2. **English Vlog** is a video blog or self-documentary video uploaded on YouTube spoken in English, it is taken from Renata Pereira, Your Mate Matt, and Syifa Andriana's Youtube channel.
3. **Youtube** is a video content application site that uses in this study as the media because it is completely providing examples of English vlog videos. So it is effective to use as the media in this study.



4. **Speaking fluency** is one of the skills in speaking skill, it is the natural ability to speak spontaneously and quickly and this study focuses on the improvement of speaking fluency, not all the speaking ability.
5. **Intermediate level** is the high level in Bata-Bata English Centre (BBEC) Pamekasan with focussing study on speaking ability; speaking fluency, pronunciation, and English debate and this study addressed to intermediate level students as the sample of the study.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter includes a summary of the research on a few themes, as well as advice for instructors, students, and future study.

#### 5.1 Conclusion

From all the topics discussed, it concludes that watching English vlog videos on Youtube increases students' speaking fluency. It is proven by 22 students was increasing their scores after the treatment, and just 8 students were not increasing their scores after the treatment, even though it is not all students get high progress, it depends on how they accustomed to using technology as a learning media, how they are seriously joining the treatment and how they always play the video during the treatment. Furthermore, it shows that learning by watching Youtube is an effective method of improving speaking ability, especially speaking's fluency.

To answer the research problem, whether any impact on students' speaking fluency after they have watched English vlog videos on Youtube or even not, and what are the student's perceptions of this study. This study explains that there is an impact on students' speaking fluency after they have watched English vlog videos on Youtube. The quantitative result proves that the p-value is (0.000 (p-value (Sig. (2-tailed)) < 0.05) and from the qualitative result by interview, the students said that this study was interesting, useful, and good for the speaking learning process. So, the hypothesis result is H1 is accepted and H0 is rejected.

## 5.2 Suggestions

Following the completion of the current study, the researcher would like to provide the following recommendations:

1) For the teachers

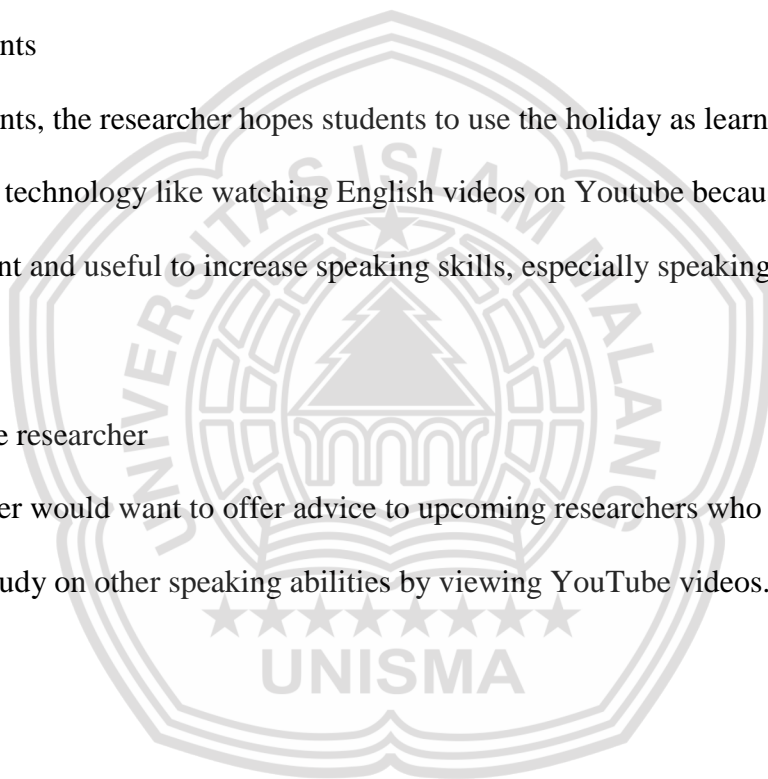
Based on the result of this research, the researcher would like to suggest to teachers provide and prepare some English vlog videos downloaded on Youtube to increase student's speaking ability, especially in speaking fluency.

2) For the students

For the students, the researcher hopes students to use the holiday as learning time through technology like watching English videos on Youtube because it is very important and useful to increase speaking skills, especially speaking fluency.

3) For the future researcher

The researcher would want to offer advice to upcoming researchers who wish to carry out a study on other speaking abilities by viewing YouTube videos.



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