



**THE PERSPECTIVES OF NON-ENGLISH STUDENTS' OF UNISMA ON
THE ROLES OF YOUTUBE IN INCREASING ENGLISH SPEAKING
SKILLS**

SKRIPSI

BY

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ABSTRACT

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Speaking is one of the main components everyone must recognize and use to communicate effectively. Speaking is somehow challenging for most of students. People with a lack of confidence find it difficult to communicate and express themselves effectively. And the purpose of learning to speak is for students to develop a great knowledge of language skills, especially in learning English. Social media, particularly YouTube, can assist people learn English and have a significant impact on enhancing people's English abilities. Meanwhile, in this research, the researcher tries to figure out whether watching YouTube can affect the speaking skills of Non-English department students of UNISMA. This study used a qualitative research approach and methods and data collection techniques used through interviews, observation, and documentation. The data analysis technique used Creswell's method which included collecting the data, reading and understanding all of the data, preparing and organizing the data, coding the data, and interpreting the findings. The participants in this study were three Non-English students of UNISMA. However, this research was conducted online because there are some obstacles. The finding of the research shows that watching YouTube can help students improve their speaking skills. Aside from that, adopting YouTube as a learning media may help learners boost their confidence, improve their pronunciation and also improve their listening ability. Therefore, the conclusion is that using YouTube for learning English can help students improve their English speaking skills. Not only that, teaching English can be more effective and enjoyable if teachers use some media such as YouTube as a learning media.

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CHAPTER I

INTRODUCTION

This chapter explains several topics related to the introduction of the study. The topics will discuss: the background of the study, research problems, objective of the study, the significance of the study, scope, and limitation of the study, and the definition of key terms.

1.1 Background of the study

Language is an important part of communication. Language is a system or media for spoken (communicate), physical sign, or written symbolism for the human beings, as a part of a social group and participants in its culture, express themselves. According to Verderber (1999, p. 52) language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area, or the same cultural tradition. In Indonesia, English is the foreign language and English has its place as one of the subjects in the school from the beginner level such as elementary school to advanced level (expert) such as university level.

In English, there are four main skills such as listening, speaking, writing, and reading that should be mastered. For some people especially in Indonesia, the very basic thing they want to know about English is how to speak English, communicate using English, and Grammar. Nowadays, learning English is not just how to speak or understand the meaning of something, you need to add your knowledge about English itself by learning grammar or learning how to write something. Based on the global trend of internationalization, the ability to communicate in English is needed as an essential skill. As the result, speaking is the most important skill among other skills because people who know English tend to use it in speaking as stated by Ur (1991). This shows that the use of English is more important than just knowing

about it because it can be useless when they know a lot about the language, but cannot use it in communication.

However, it is not an easy thing to learn English for people with English as a foreign language, especially in speaking skills. Many people find it difficult to be able to speak fluently or speak freely. They have to know the rhythm when they are speaking, pronounce each word correctly, and be able to arrange or can manage understandable words together. On the other hand, they also have to recognize what they want to say to someone who speaks with them and uses good sentences, and responds with correct expressions. It makes learning speaking not easy things to do.

Usually, some students faced difficulties in speaking English. The difficulties are faced by the students because they are not familiar to speak English. They have a limited chance to communicate in English because the environment doesn't support them to train their speaking skills and only a few people mastered it. According to Pinter's (2006), the biggest challenge in learning English is having the ability to speak fluently, correctly, and intelligibly. Each student has his own strategies to solve those problems in learning each skill of English, especially in learning speaking skills.

At this time, social media become very famous around the world. There is an amount of information that we have from the internet or social media such as news, entertainment, and even learning from the internet, especially in this pandemic era. So many social media platforms accommodate students to learn, especially learning English. Social media such as YouTube, Instagram, and Twitter contain so many content creators or a person individually who give us the materials or content to learn English.

There are several brief reviews of previous studies. The first previous study is by Tubagus, (2019). This research aims to examine the use of social media in English language learning by the students of English Study Program at Jambi University. This study applied an

exploratory study to investigate the use of social media for English language learning. The second study was titled “Improving English speaking skills of EFL class by using video Blogs on social media” by Yulima, (2021). This research aims to investigate the improvement of English speaking skills in first-year students by using video blogs on social media. The next study is by students of the Department of English, College of Languages and Translation, Najran University, Najran, Saudi Arabia, and the Department of English, Faculty of Arts, Tamar University, Dhamar, Yemen, named Muneera, (2021). This research shows how social media has affected learning at present during the COVID-19 pandemic and how it has become the largest and most convenient area of communication. In the current scenario, it seems that social networking sites not only had a profound impact on our social structure and intra-social interaction but also affected education in general and learning English language in particular. It has been proven that these various social media platforms have created a realm of digital environment in today’s new-age learning.

From several previous studies that have been described, some previous studies only focused on English department students while using YouTube as a media to learning speaking. In this research, the researcher wants to know about the use of YouTube as a learning media from non-English students’ perspective as we know that non-English students have a different motivation to learn English than English department students.

The English and Non-English students may have different motivation when it comes to media for learning. Non-English students usually feel unconfident to learn English especially speaking skills where the students need to practice a lot. They need some external motivation to learn such as good learning environment, media to learn, friends etc. They are motivated to learn English since it is a required course. However, external motivation indicates that they are still aware of the importance of English in real life and business, such as getting a job (Budiana & Djuwari, 2018). Other findings indicate that using YouTube-based videos to teach speaking

can increase students' speaking abilities and motivation (Riswandi, 2016). According to Anggraini, (2021), has already drawn attention to the use of YouTube in learning the speaking skill, with the study's findings claiming that YouTube could improve students' motivation in learning, as well as enable them to train their pronunciation, enrich their vocabulary, find ideas for sentences, and even improve their grammar while speaking automatically.

1.2 Research Problems

The research problems of this study is What are non-English students' perspectives about YouTube as a media to learn speaking?.

1.3 The Objective of the Study

The objective of the study is identify Non-English students' perspectives about YouTube as a media to learn speaking.

1.4 Significance of the Study

The study can be useful for teachers and students. Teachers can design the most suitable materials for their students by using social media to improve students speaking skills. On the other hand, social media can help students to develop and improve their ability to speak with the materials that become trending or viral.

1.5 Scope and Limitation of the Study

The research focuses on Non-English students who are active in social media especially YouTube. Social media is just a platform for making fun or maybe make money for some

people, and social media have many negative impacts for the students, but social media also have many positive impacts. This study observes how using social media can improve the English skills of Non-English students especially speaking skills in the university level. However, not all university students can participate in this study. The limitation of the study is the researcher cannot do the observation by meeting with the participants because of the pandemic of Covid-19 and limited time. In addition, the only thing that the researcher can do is just send the questionnaire.

1.6 Definition of Key Terms

The definition of key terms is provided to avoid misunderstanding. There are some terms used in this study. 1) Speaking is a form of communication done in form of oral language. Meanwhile, speaking difficulties can be defined as difficulties faced by speakers during the speaking process. 2) Non-English Students according to this research, the students of UNISMA who aren't studying or learning in the English department. 3) Social media is websites and applications that enable users to create and share content or to participate in social networking. Another meaning: Computer-based technology that facilitates the sharing of ideas, thoughts, and information through virtual networks and communities. Social media is internet-based and gives users quick electronic communication of content, such as personal information, documents, videos, and photos. 4) YouTube is a free video-sharing website where you can easily watch internet videos. You may also make and share your own films with others. YouTube, founded in 2005, is one of the most popular websites on the Internet, with visitors watching around 6 billion hours of video each month. Nowadays, YouTube provides various content in its platform. In this case, content such as podcast, gaming channel or streamer, educational content especially in English are easy to find and it's quite a lot of content you can choose to improve English especially on speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the results and discussion in the previous chapter. This conclusion is based on the students' explanation of the interview. Meanwhile, the suggestions are addressed to teachers, students, and future researchers.

5.1 Conclusion

Based on the findings of this study, the researcher discovered a variety of student perspectives on YouTube as a learning medium. The researcher discovered that YouTube may assist non-English students improve their speaking abilities in this study. As a result, using YouTube as a learning medium allows students to gain confidence. According to the findings of the interviews, the researcher discovered that the students had a similar perception of YouTube resources, complexity, efficiency, and simplicity as a learning media and that YouTube may help them improve their speaking skills. Apart from increasing the students' speaking ability, the finding of the interview shows that students can practice their pronunciation by following the conversation on the video that they newly found, and also students can enhance their other abilities such as listening and speaking. The only common issue encountered by the students is the internet data, which they need quite a lot of internet data to access YouTube since YouTube has a long duration of videos.

Previous research has found that YouTube may be used to learn English, particularly to enhance speaking abilities. Students may discover fresh topics,

experiences, and information by using YouTube as a learning tool and discussing them with other students without feeling nervous or anxious when learning English.

5.2 Suggestion

Based on the data reported earlier, there are some suggestions from the researcher for English teachers or lecturers, the students, and also for future research to consider.

1. For English Teachers

The researcher suggests that this research will encourage educators to pay attention to teaching strategies that engage students' attention, as well as methods that make students concerned and happy when learning English. Furthermore, using the proper strategy will enable students to understand the material that's offered. Teachers can also use YouTube as a learning tool.

2. For Students

The researcher expects that by using YouTube as a learning platform, this research will provide students learning English, particularly those with limited speaking abilities, with a new perspective. According to the findings of this study, YouTube's simplicity may be very helpful for students learning English, and students may use English or Bahasa subtitles when watching videos in order to understand the terminology or dialogue. Not only that, but students must pay closer attention to the lecturer's information so that they can use it in real life. Aside from that, students must be diligent and committed to learning if they want to speak English effectively and fluently.

3. For Future research

According to the current study, the researcher hopes that the next researcher will use YouTube or another social media platform to learn English, particularly speaking skills, and will use a different research design, methodology, and subjects such as reading, writing, grammar, and vocabulary. Last, but not least, it is recommended that the study process be carried out directly, particularly in interview data gathering, to obtain more trustworthy findings.





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