

**THE IMPACT OF YOUTUBE IN IMPROVING THE SPEAKING SKILLS IN
ENGLISH DEPARTMENT STUDENTS AT HASANUDDIN UNIVERSITY SKILL D
BATCH 19**



*Submitted to the Faculty of Cultural Sciences Hasanuddin University
in Partial Fulfilment of the Requirements
to Obtain Bachelor's Degree in English Literature Study Program*

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

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LEGITIMATION

THESIS

**THE IMPACT OF YOUTUBE IN IMPROVING THE SPEAKING SKILLS IN
ENGLISH DEPARTMENT STUDENTS AT HASANUDDIN UNIVERSITY SKILL D**

BATCH 19

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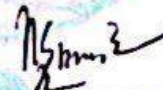


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AGREEMENT

On , April 2023, the Board of Thesis Examination has kindly approved a thesis by M. MIFTAHUL MITZAR (F041191128) entitled "*The Impact of YouTube in Improving the Speaking Skills in English Department Students at Hasanuddin University Skill D Batch 19*" submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, April 2023

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DECLARATION

The thesis by M. MIFTAHUL MITZAR (F041191128) entitled "*The Impact of YouTube in Improving the Speaking Skills in English Department Students at Hasanuddin University Skill D Batch 19*" has been revised as advised during the examination on Friday, May 12th 2023 and is approved by the Board of Undergraduate Thesis Examiners:


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APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 2173/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **M. MIFTAHUL MITZAR (F041191128)** to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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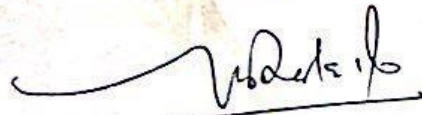
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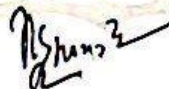
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STATEMENT OF ORIGINALITY

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, April 2023



M. Miftahul Mitzar

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First, the writer would like to say Alhamdulillah and thank Allah SWT, who has given mercy and health blessings. As a solid grip, gave strength and guidance to complete this thesis entitled. *"The impact of YouTube in improving the speaking skills in English Department students at Hasanuddin university skill D batch 19"*

The writer realizes that this thesis could not complete without the help of the people who have always supported and included in the writer's journey; without their help, this thesis wouldn't have been accomplished. Therefore, the writer would like to express her appreciation and sincere thanks to all of them mainly:

1. Dr. Abidin Pammu, M.A., Dipl.TESOL, the writer's first supervisor, gave time and acquaintance and helped the writer immensely in directing this research. Dra. Marleiny Radjuni, M.Ed., as the writer's second supervisor and academic advisor, guided and gave suggestions and knowledge that helped the writer a lot in her research.
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Abstract

M Miftahul Mitzar, 2023, The Impact of YouTube in Improving the Speaking Skills of Students in the English Department at Hasanuddin University Skill D Batch 19: Case Study at the English Department of Hasanuddin University Class of 2020. (Supervised by **Abidin Pammu** and **Marleiny Radjuni**.)

This study aims to identify the effectiveness of YouTube in improving students' speaking skills and how this process is happening.

In this study, the writer used a qualitative approach. The data were collected using Zoom interviews and questionnaires. This study took 15 students as samples out of a total of 108 students in English department, in which four classes that were formed based on the highest to lowest IELTS results, namely classes A, B, C, and D, and the writer used a simple random technique.

The findings of this study indicate that 1) the majority of students used YouTube to improve their speaking skills and it's very effective. 2) and there are many videos on YouTube that can improve students speaking skills by giving them the opportunity to imitate native speaker's speech styles. and the variety of YouTube videos, students can select their own learning approach.

Keywords: *YouTube video, effective, speaking skill*

Abstrak

M Miftahul Mitzar, 2023, Dampak Youtube dalam Meningkatkan Keterampilan Berbicara Mahasiswa Jurusan Bahasa Inggris di Universitas Hasanuddin Skill D Angkatan 19: Studi Kasus di Jurusan Bahasa Inggris Universitas Hasanuddin Angkatan 2020. (Dibimbing oleh **Abidin Pammu** dan **Marleiny Radjuni**.)

Penelitian ini bertujuan untuk mengidentifikasi efektivitas YouTube dalam meningkatkan keterampilan berbicara siswa dan bagaimana proses ini terjadi.

dalam penelitian ini penulis menggunakan metode pendekatan kualitatif. Data dikumpulkan menggunakan wawancara Zoom dan kuesioner. Studi ini mengambil 15 siswa sebagai sampel dari total 108 siswa di departemen bahasa Inggris, di mana empat kelas yang terbentuk berdasarkan hasil IELTS tertinggi hingga terendah, yaitu kelas A, B, C, dan D, dan penulis menggunakan teknik acak sederhana.

Temuan penelitian ini menunjukkan bahwa 1) mayoritas siswa menggunakan YouTube untuk meningkatkan keterampilan berbicara mereka dan itu sangat efektif. 2) dan ada banyak video di YouTube yang dapat meningkatkan kemampuan berbicara siswa dengan memberi mereka kesempatan untuk meniru gaya bicara penutur asli. dan beragam video YouTube, siswa dapat memilih pendekatan belajar mereka sendiri.

Kata kunci: *video YouTube, efektif, keterampilan berbicara.*

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CHAPTER I INTRODUCTION

A. Background of study

The use of technology has streamlined people's ability to complete activities and has become an integral part of modern living. The social media is one of them. Social media is unmistakable evidence of the world's progress in technology. Social media provides access to anything, and people consciously utilize it to establish connections with one another. But to connect with others, people need a tool. Language is a tool that humans need in order to interact with others. According to E. Sapir (1921), language is a wholly human and non-instinctive way of expressing thoughts, feelings, and wants through created symbols.

When communicating in a language, speaking skills are included in the qualification requirements for being proficient in English. The fluency of people who speak English is a measure of whether they are familiar with the language or not. Learning to speak requires a lot of practice and consideration. If students can communicate flourishingly, they have achieved their goal of gaining speaking skills (Mandasari & Aminatun, 2020). In improving their speaking skills, students need a platform such as social media to practice.

Almost the entire population of Indonesia uses YouTube. In Indonesia, YouTube is utilized for entertainment, there is a lot of content, including games, music videos, and vlogs of daily life, even the sciences of education and learning exist. content relating to education Students are more likely to use YouTube if it offers videos that serve as instructional methods and learning resources. In particular for pupils who lack fluency in their speaking abilities, YouTube videos offer techniques to improve one's speaking abilities. YouTube is a platform that offers content in both audio and video formats.

According to Putrawansyah. A (2020) YouTube can help improve students' speaking skills by making it a teaching material for students so that it helps students learn vocabulary and speaking. This researcher uses tests to measure students' abilities, so there are gaps in their study. This makes the writer interested in finding out the impact of YouTube based on students' personal experiences.

Several classifications in English contexts such as audio, visual, and reality that occur can improve college students' ability to learn new words for speaking, because each of them has their own way of learning and it's different from childhood in general. All of the classifications can be found on YouTube. According to Damayanti et al. (2021), the media for English education is now beginning to take

advantage of AI (artificial intelligence) technology, in which the students can use AI technology as a medium or source to study. It can be seen from here that the average person can use technology and social media as a learning tool.

YouTube is also the most popular app among kids and teens, as well as a lot of other people. The learning process through the YouTube application is carried out in various ways, namely through images, audio, and video. where the files are very easy for people, especially teenagers, to access. YouTube applications can provide a very big opportunity for college students to learn English. Judging from the provision of quality content that is also presented with a variety of themes, students can improve their English according to their preferences.

The advantage of YouTube in helping improve student speaking skills is that it can facilitate people who want to learn English by facilitating the provision of various kinds of educational videos. YouTube also provides subtitles so that people can practice what they hear through reading.

Focusing on English language problems, the authors found problems experienced by students of English literature at Hasanuddin University Skill D batch 19, especially during the teaching and learning process in class. In the classroom, there is almost no interaction between students and lecturers because

students are embarrassed to speak because they realize they are not very good at speaking English and they need a platform to assist them.

This clearly shows that YouTube can be used to teach people how to speak more clearly in any of the many different types of videos that are already available on the site. YouTube videos can thereby increase the efficacy of learning, especially in English. In addition to listening and pronunciation practice, YouTube videos also provide a nice atmosphere and create videos of high quality. Because people between the ages of 17 and 25 are more likely to use YouTube as a learning platform, the videos on YouTube can also be used as a learning and teaching tool with the ease that currently exists in the videos. YouTube is a crucial resource for improving communication skills in the English department. Hasanuddin University

Skill D Batch 19

In this case, the writer is observing the students of English Literature at Hasanuddin University, Skill D batch 19. The writer wants to focus on the impact of YouTube on improving the language skills of students.

B. Identification of Problems

In this research, the writer identified some problems in students to improve speaking through YouTube video as follow:

1. There is no interaction between lecturers and students in the teaching and learning process in the classroom.
2. Students are not fluent in English.
3. Students are embarrassed to speak in front of the class.
4. Students need media that can help improve speaking skills.
5. Sometimes students have to deal the signals that do not support the internet access which make the learning proses is not effective

C. Scope of the problems

Based on the discovery of the problems that have been said on the background of study, the author will only focus on the effectiveness of YouTube in improving student speaking skills and how YouTube can improve students speaking skill.

D. Research questions

1. How effective YouTube in improving student speaking skills?
2. How does YouTube can improve students speaking skills?

E. objective of study

1. To prove the effectiveness of YouTube in improving students speaking skills
2. To explain how does YouTube can improve students speaking skills.

F. Significance of the Study

Based on the findings in this research, the author hope that there is an impact in theoretical benefits and practical benefits as follows:

1. Theoretically, the results of this research are expected to contribute to helping improve and complement the deficiencies that exist in the field of education in using social media, especially for those who want to focus on improving their speaking skills.
2. Practically it is hoped that the findings of this study can be useful and have an impact on readers, especially students, lecturers, educational institutions, and researchers in the future. For Students This will help students use YouTube as a medium for learning English, especially to improve their speaking skills, especially students at the English department of Hasanuddin University. For lecturer, this is expecting to make lecturers more aware of the benefits of YouTube videos so that they can improve the quality of students, especially in speaking skills. For educational institutions, this helps educational institutions about the benefits of YouTube and the obstacles experienced, so that it can facilitate the learning process. For Content creator, this helps content creators know the benefits of YouTube videos, which in fact have a positive impact on the field of education, so they can make videos related to education, especially in helping people improve their speaking skills through their channel. The last is for future research, this will provide references and descriptive views on the impact of YouTube on improving students' speaking skills, or, to put it another way, on assisting them in research on the same topic.

CHAPTER II LITERATURE REVIEW

A. Previous studies

The writer tries to back up his findings by looking for similar research on the usefulness of YouTube to students' speaking skills and comparing it to the writer's findings. The writer discovered various parallels and differences based on past studies. The past researches that have been mentioned are listed below.

Diki Riswandi (2016) "Use of YouTube-Based Videos to Improve Students' Speaking Skill". Based on the findings of this study, Diki Riswandi said that YouTube was considered by researchers as an alternative strategy for improving students' speaking skills, which was designed to keep students motivated and not bored when participating in the learning process in class. This research was conducted in one of the junior high schools in Surakarta, with a class size of 28 students. This study focused on the activities in the classroom by using data analysis methods, namely the distribution of observation sheets, field notes, and questionnaires with the task-based language teaching (TBLT) method.

Andi Putrawansyah (2020) "Effectiveness of Using Youtube Video in Improving Students' Speaking Skill through Asking and Answer Questions". This study goes into detail about its primary goals, which determining the value of using YouTube as a source for teaching materials and enhancing students' speaking abilities in terms of vocabulary and pronunciation. This study employed a question and answer format to examine the students' speaking speed and the amount of

vocabulary they learned via YouTube. Students from SMA N 7 Selayar were the subjects of this study.

Hadeel A. Saed, Ahmad S. Haider, Saleh Al-Salman, Riyad F. Hussein (2021)
“The use of YouTube in developing the speaking skills of Jordanian EFL university students”. In this study the researchers said that the use of YouTube videos in foreign language classes gave satisfaction to students and teachers. instructional, flexible YouTube videos are becoming a necessity around the world. The main object of this study is to examine the development of students' speaking skills after what they get from YouTube. The location of this research was carried out at the Jordanian Private University, the sample taken was 80 students who were in the 3rd year teaching position. The method used in this study is the sample study method and ethical approval standards.

From the 3 previous theories, it can be seen that there are similarities with the writer's current title, however there are also some differences between their studies and the writer's. The things that distinguish the writer's current study from previous theories are as follows:

a. Location:

the location of the researchers above is different from the location where the writer conducted the research

b. Sample:

sample from study Diki Riswandi (2016) “Use of YouTube-Based Videos to Improve Students' Speaking Skill and study from Andi Putrawansyah (2020)

“Effectiveness of Using Youtube Video in Improving Students' Speaking Skill through Asking and Answer Questions” using school students’ junior high school and senior high school as samples.

c. How the writer conducts the research:

The way the researchers above is also different from the way the writers collect data. in the 3 previous studies the researchers used various kinds of tests to find out the impact of YouTube, whereas in this case study the writers did not conduct a test but used a sample's personal experience regarding their use of YouTube as a medium for improving speaking skills

B. Theoretical Background

1. Social Media (YouTube)

Social media can be understood as a digital platform that provides facilities for carrying out social activities for each user. Through social media, anyone online is empowered by an unrestricted flow of information to add to their knowledge bank. (Amedie J, 2015)

According to Drahošová, M., & Balco, P. (2017) Some activities that can be conducted on social media, for example, to communicating or interacting to provide information or content in the form of writing, photos and videos. Various information in the shared content can be open to all users for 24 hours. Social media itself is basically part of the development of the Internet. The presence of several decades ago has made social media able to develop and grow widely and quickly as it is now. This allows anyone with an internet connection to go through the process of distributing information and content anytime, anywhere.

Social media has three-part medium. namely, the information, infrastructure and tools for creating and delivering media content. Media content is the form of digital personal news, news, ideas and cultural products, the people who create and mediate the content. Individuals, organizations and industries consume in digital form. (Howard and parks 2012).

One part of social media is YouTube. YouTube is an online video sharing and creation platform that facilitates both video content viewing and content creating activities It also includes websites and applications that have a lot of users (Balakrishnan, J., & Griffiths, M. D. 2017). YouTube application users can watch videos and upload videos. There are so many types of videos on YouTube. Whatever you want to watch, almost everything is there. This is because YouTube users can make earn money from uploaded videos if the terms and conditions have been met and approved by YouTube. The interest in videos of people uploading videos on YouTube can be seen from the number of personal channels that produce videos on YouTube compared to big companies. However, over time, large companies have also actively participated in uploading videos on YouTube because they have seen the big impact and benefits of promoting their brands. YouTube is a big steppingstone for technology and the world because of its flexibility in providing information in the form of any tutorials, music videos, even videos related to education.

2. Speaking in Language

The act of conveying information or expressing one's thoughts and feelings in spoken language is the act of speaking. Speaking is learned in general to convey something formally (speech), and informally, namely speaking using everyday language, slang, and abbreviated language. Speak as an ability to express yourself. Speaking is also known as reporting through spoken language with the ability to speak. According to Ladouse (1991) Speaking in English means being seen, felt, heard, and expressed in the form of words. When multiple people are talking, it leads to a conversation or interaction.

There is a general difference between speech and language, language is a tool used in speaking. According to Liberman, A. M., & Whalen, D. H. (2000). The relationship between speech and language is the subject of two very different ideas. According to the more traditional theory, speech is made up of sounds that are produced and perceived by two completely different processes, neither of which can be specifically classified as linguistic. Thus, until some type of cognitive process links the fundamental motor and perceptual representations to language and to one another, they are inadequate for linguistic purposes. As explained above, speaking requires language so that the delivery of information or thoughts can be known by the target speaker.

Every country has a different language, thus indirectly making language a person's identity. One of the most fundamental markers of how human we are is language. It is "the medium on which people paint their interpretations of their lives

and cultures. Language, which is extremely connected to human experience, lubricates social interactions and turns the fleeting thoughts of the mind into literature, history, and general knowledge (Allman,1990). The existence of language is very influential in the process of improving human quality through learning, because learning requires language so that the material conveyed can be digested. In this case it can be concluded that speaking is an action while language is a tool used to speak.

2. Type of speaking

a. Speaking Persuasively

Persuasive Speaking is a type of public speaking which has a motive to invite someone in something. This invitation can be, both the final one to take an action, or just to invite an understanding. According to Wang,et all,(2018) Defined that the quality of witherite as the ability to influence a conversation. The main goal of persuasive speaking is, of course, to invite people who initially don't buy to buy; what initially did not do to do and so forth. We can find this style in the speech style of a salesman.

b. Ceremonial speaking

Ceremonial Speaking is a type of public speaking that takes place in a religious or ceremonial setting. Such as speech. welcoming, and other similar items. A ceremonial speech aims to engage the audience and evoke an emotional response to the circumstance or occasion. (Mapes,2019). The similarities in ceremonial speaking are only found in formal settings, which are highly systematized, structured, and protocol.

c. Informative Speaking

Every day, humans engage in Informative Speaking. Informative speaking refers to the type of conversation that has the sole purpose of informing others about something and making people understand. According to Mapes (2019) Said that an informative speech provides a lot of information, which is a function that every person does on a daily basis in one way or another. To make informative speaking more powerful and valid, it is commonly supported by a variety of data and literature.

d. Demonstrative Speaking

According to Aziz, A (2019) If The kids demonstrated how to manufacture or accomplish something using the TBLT technique.

The kids are then brief and at confident speaking English in front of an audience. Demonstrative Speaking is a type of public speaking that is used to give instructions to others. That is, this is a procedural discussion in which someone is told to do something using a specific SOP. For example, a demonstration of clean hand washing, SOP for using a new motorcycle, and so on.

e. Actuate Speaking

According to Ramli B, (2022) Actuate speaking is the practice of persuading others through topics of conversation without actually making a convincing argument, which can be thought of as a type of speech used to convey instructions to others. The actual realization of

actuate speaking can be found in the structure of a position, such as from a director to an employee.

f. Entertain Speaking

Entertainment Speaking has the ability to entertain. The method of communication used in entertaining speaking is quite complex, and it is dependent on the situation and time constraints. According to Chloe L (2019) To create an informed and involved public, it is crucial to have the ability to communicate and exchange ideas. We can learn about this type of communication by watching comedy shows on television, such as talk shows and stand-up comedy.

3. Student learning style

According to Papilaya, Huliselan (2016) In order to position oneself and the country up for future achievement, education is required. Every education surely has a different style and learning process in accordance with the targets and goals of each. There are 2 different learning styles according to the group scale, namely the learning style of educational institutions and the personal learning style of a person:

a. Learning styles of educational institutions

According to Amir R, Jelas ZM, (2010) More grants, scholarships, or achievement prizes could be offered by the university to motivate students to fulfill their full potential. To ensure that students learn meaningfully, lecturers and instructors should also use cutting-edge academic resources and evaluation techniques. These learning styles vary based on the place of

education, the benchmark for educational learning styles involves teachers, lecturers and students, these 3 aspects must lead to the curriculum they use.

b. Personal learning style

According to Nani Suliyani (2021), a student's inclination on how they tend to learn is recognized as their individual learning style. Personal learning styles vary widely. Some students can capture material using only their eyesight, some students perceive material through their hearing, and some can use both to capture information or material. The things students do to understand the material through their own methods greatly influence their learning process

4. YouTube Video in Education

For undergraduate students, YouTube has been extensively employed as a teaching tool (Smith, D.K. 2014). Education plays an important role in improving the quality of human resources. A lot of effort is used in shaping oneself both from abilities, skills, ethics, and morals to make a better person. Education is a means of provision in the future; therefore, many ways are used to efficiently improve the quality of education. Along with the times, the presence of technology can help improve the quality of education. According to Agazio & Buckley (2009), with YouTube, it makes teaching and learning more diverse and interesting, the videos available on YouTube are very flexible to use whenever and wherever they are, apart from watching videos we can also create content about education on YouTube so that YouTube users indirectly share experiences with each other on the platform.

YouTube in education requires instruments to facilitate students to get information based on student learning styles, there are students who can only learn through their sense of sight, there are also those who can only through their sense of hearing. Therefore, creator content on YouTube requires the following tools:

1. Visuals:

Videos from YouTube that focus on visuals are more likely to prepare lots of pictures and slides as a tool for conveying material to students. It makes it easy for those who can only focus on the visuals of their students to learn more easily. and they only focus on their visuals. Something with extensive 3D scanning capabilities can considerably improve people's ability to practice. (Chang, at all, 2020).

2. Audio:

In contrast to YouTube videos that focus on the visual, creators of video YouTube that focus audio content focus on the content by using subtitles while explaining the material. This allows students who enjoy learning to focus solely on sense of hearing. According to Pires, at all (2019), the typical teenager practices what they have heard by listening to audio, such as music on YouTube, as well as by listening to the radio in the traditional way.

3. Visuals and audio:

According to Fuady R, Mutalib A (2017), In an attempt to introduce, clarify, and encourage the development of additional learning activities, audiovisual media is employed as a medium that presents concrete experience through visualization. As a result, it is carried out by making

abstract concepts more concrete through visuals. Most videos on YouTube use visuals and audio as a tool to explain their material because content creators take into account the learning styles of students who sometimes can only use visuals or can only use audio. this is the right choice of creator content in attracting students interested in watching the videos they made.