

**THE CORRELATION BETWEEN STUDENTS' FREQUENCY OF USING
YOUTUBE CONTENT AND THEIR SPEAKING SKILL AT 4th SEMESTER OF
ENGLISH DEPARTMENT OF IAIN BENGKULU**

THESIS

Submitted as A Partial Requirements for the degree of S.Pd (*Sarjana
Pendidikan*) in English Language Education



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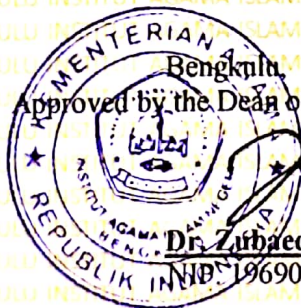
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

“For indeed, with hardship will be ease.”

(Q.S Al-Insyirah: 5)

إِنَّ هَذَا كَانَ لَكُمْ جَزَاءً وَكَانَ سَعْيُكُمْ مَشْكُورًا ﴿٢٢﴾

“This is your reward, and your efforts have been well-appreciated”

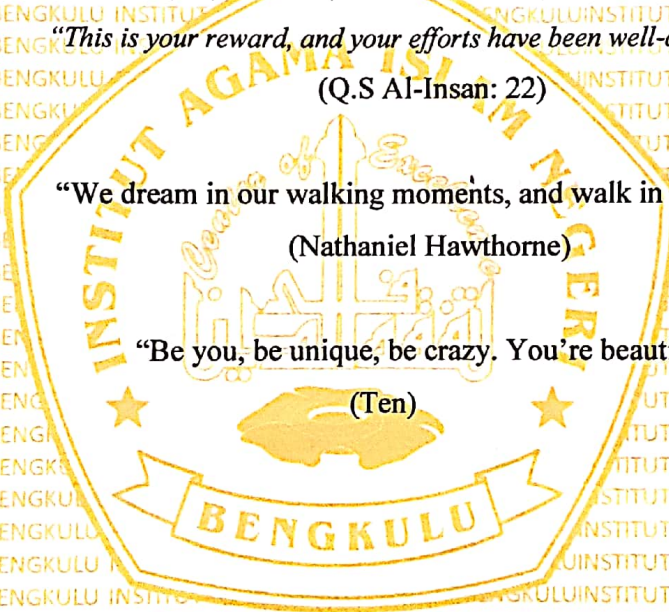
(Q.S Al-Insan: 22)

“We dream in our walking moments, and walk in our sleep.”

(Nathaniel Hawthorne)

“Be you, be unique, be crazy. You’re beautiful”

(Ten)



DEDICATION

Bismillahirrahmaanirrahim. In the name of Allah, the most gracious and merciful. All praise and gratitude to him who has given strength and patience to finish this thesis.

Shalawat and Salam to our prophet Muhammad SAW, his family and friends.

This thesis is dedicated to:

- 1. My beloved parents, my father (Betrizal) and my mother (Yurneti) who always pray me and could reach the successful. I do love you so much.**
- 2. My lovely sister (Vivi Anavisa Betrizal) for giving me a lot support.**
- 3. My Supervisor I, Riswanto, Ph.D and my Supervisor II, Endang Haryanto, M.Pd, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.**
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- 5. Thanks for my classmates in TBI B Class and generation TBI 2016 for friendship and togetherness during this time and always provide support and encouragement.**
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- 9. My beloved almamater IAIN Bengkulu.**



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I hereby sincerely state that the thesis entitled "The Correlation Between Students' Frequency of Using Youtube Content and Their Speaking Skill at 4th Semester of English Department of IAIN Bengkulu" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu,

2021

Stated by



Dwi Fitri Yani

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The researcher realizes that this research will never be complete without support, cooperation, help and encouragement from a lot of people.

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2. Dr. Zubaedi. M.Ag. M.Pd as the Dean of Tarbiyah and Tadris faculty
3. Dr. Kasmantoni, M.Si, the head of Tadris Department.
4. Feny Martina, M.Pd the head of English Study Program.
5. Riswanto, Ph.D, and Endang Haryanto, M.Pd as the advisors, who had given the guidance till this thesis finished.
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Finally this research is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from the reader for the improvement of the research.

Bengkulu, 2021
The Researcher



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ABSTRACT

Dwi Fitri Yani. 2020. The Correlation Between Students' Frequency of Using YouTube Content and Their Speaking Skill at 4th Semester of English Department of IAIN Bengkulu. Thesis. English Education Study Program, Tarbiyah and Tadris Faculty. IAIN Bengkulu.

Advisors: 1. Riswanto, Ph.D.

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The aim of this study is to find out whether there is a correlation between students' frequency of using YouTube content and speaking skill at 4th semester of English Department of IAIN Bengkulu. This study was conducted in correlational research which involved 21 students. A questionnaire was used to obtain students' frequency of using YouTube content and test was employed to obtain students' speaking skill. Both data were calculated using Pearson Product Moment Formula and SPSS Program. The result of this study showed that the coefficient correlation (r_{count}) was higher than the r_{table} ($0,852 > 0,433$). It can be said that there is a significant correlation between students' frequency of using YouTube content and their speaking skill at 4th semester of English Department of IAIN Bengkulu. The interpretation of correlation coefficient 0,852 was high correlation. The hypothesis accepted in this research was alternative hypothesis (H_a), whereas the null hypothesis (H_o) was rejected. In brief, it could be drawn that students' frequency of using YouTube was correlated with their speaking skill.

Keywords: YouTube, and Speaking Skill

ABSTRAK

Dwi Fitri Yani. 2021. *The Correlation Between Students' Frequency of Using YouTube Content and Their Speaking Skill at 4th Semester of English Department of IAIN Bengkulu*. Tadris Bahasa Inggris, Tarbiyah dan Tadris. IAIN Bengkulu.

Advisors: 1. Riswanto, Ph.D.

2. Endang Haryanto, M.Pd.

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya hubungan antara frekuensi penggunaan konten YouTube dan keterampilan berbicara siswa pada semester 4th Jurusan Bahasa Inggris IAIN Bengkulu. Penelitian ini termasuk penelitian kuantitatif dengan melibatkan 21 siswa. Kuesioner digunakan untuk mengetahui frekuensi siswa dalam menggunakan konten youtube dan tes digunakan untuk mengetahui keterampilan berbicara siswa. Kedua data tersebut dihitung dengan menggunakan Formula Product Moment Pearson dan Program SPSS. Hasil penelitian menunjukkan bahwa koefisien korelasi (r_{hitung}) lebih tinggi dari pada r_{tabel} ($0,852 > 0,433$). Dapat dikatakan bahwa terdapat hubungan yang signifikan antara frekuensi penggunaan konten YouTube siswa dengan kemampuan berbicara mereka pada semester 4th Jurusan Bahasa Inggris IAIN Bengkulu. Interpretasi koefisien korelasi 0,852 merupakan korelasi yang tinggi. Hipotesis yang diterima dalam penelitian ini adalah hipotesis alternatif (H_a), sedangkan hipotesis null (H_o) ditolak. Maka, dapat ditarik kesimpulan bahwa frekuensi penggunaan YouTube siswa mempengaruhi keterampilan berbicara mereka.

Kata Kunci: YouTube, dan Kemampuan Berbicara

LIST OF CONTENTS

COVER	
ADVISOR SHEET.....	i
RATIFICATION.....	ii
MOTTO.....	iii
DEDICATION.....	iv
PRONOUNCEMENT.....	v
ACKNOWLEDGMENT.....	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
LIST OF CONTENTS.....	ix
LIST OF TABLES.....	xi
LIST OF APPENDICES.....	xii

CHAPTER I INTRODUCTION

A. Background of The Research.....	1
B. Identification of Problem.....	9
C. Limitation of The Study.....	9
D. Research Question.....	10
E. Objective of The Research.....	11
F. Significant of The Research.....	11
G. Definition of The Key Terms.....	11

CHAPTER II LITERATURE REVIEW

A. ICT (Information and Communication Technology).....	13
B. Social Media.....	15
C. YouTube.....	19
D. Speaking.....	21
1. Definition of Speaking.....	21
2. Testing Speaking.....	23
3. Indicator of Speaking Test.....	25
E. Research Hypothesis.....	29
F. Previous Related Study.....	29
G.	

CHAPTER III METHODOLOGY

A. Research Design.....	32
B. Setting of the Research.....	34
C. Population and Sample.....	34
1. Population.....	34
2. Sample.....	35
3. Sampling.....	35

D. Research Instrument	36
1. Questionnaire	36
2. Speaking Test	37
E. Try Out the Instrument	38
1. Validity	38
2. Reliability	39
F. Research Prosedure	40
G. Data Collection.....	42
H. Data Analysis	42
1. Normality Test.....	42
2. Linearity Testing	43
3. Hypothesis Test	43

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Description of The Data	46
B. The Data Analysis	50
1. Normality Test.....	50
2. Linearity Testing	51
3. Hypothesis Test	53
C. The Discussion of the Research Finding.....	56
D. Limitations	60

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	62
B. Suggestion	63

REFERENCES

APPENDICES

LIST OF TABLES

Table 2.1 Scoring Rubric.....	26
Table 3.1 Level of Relationship of Correlation.....	44
Table 4.1 Data Two Variable	45
Table 4.2 Descriptive Statistics of Students' Frequency of Using Youtube Content	47
Table 4.3 Descriptive Statistics of speaking skill.....	49
Table 4.4 Test of Normality	50
Table 4.5 Linearity Testing	51
Table 4.6 Correlation.....	54

LIST OF APPENDICES

Appendix 1	The Instrument Framework of Questionnaire
Appendix 2	Questionnaire of Try Out
Appendix 2.2	Questionnaire of Respondent
Appendix 3	The Scoring Rubric
Appendix 4	Validity and Reability Test Try Out
Appendix 5	Speaking Test
Appendix 6	Table of Score of Variable X and Variable Y
Appendix 7	Normality Test
Appendix 8	Linearity Testing
Appendix 9	Hypothesis Test
Appendix 10	Correlation of Students' Frequency of Using YouTube and Speaking Skill
Appendix 11	Documentation

CHAPTER I

INTRODUCTION

A. Background of the Research

Social media is a forum where people can discuss their issues and opinions. Social media are computer tools that allow people to share or exchange information, ideas, pictures, videos and even more with each other through a specific network. Social media plays a crucial role in changing the lifestyle of the people.¹ This sites become more common to everyone routine today and it is no wonder that the use of social media is one of the most common activities now days among teenagers, adolescents and emerging adults. It provides a forum for entertainment and connectivity to the youth of today and is becoming one of the main platforms for accessing information and news.

According to Brown there is another advantages of social technologies on the internet, is that they are often free or require negligible investment, removing a possible obstacle to adoption.² Therefore, it is what makes social media is the most popular operation among todays. The younger generation conducted the most common activity that they can access the social media anytime and anywhere from their smartphone.

¹Selwyn, N., & Stirling, E. (2016). *Social Media and Education ... Now The Dust Has Settled, Learning, Media and Technology*, 41:1, 1-5, DOI: 10.1080/17439884.2015.1115769

²Brown, S. (2010). *From VLEs to Learning webs: the implication of Web 2.0 for learning and teaching. Interactive Learning Environments*, 18(1) pp. 1-10. Retrieved from <http://dx.doi.org/10.1080/10494820802102158983>.

Online Internet users typically developed steadily between 2005 and 2014.³ Singh said that 6.5 billion Internet users worldwide in 2015, and 7.2 billion Internet users were in 2014.⁴ According to Camilia, Ibrahim, & Dalhatu, the Internet, and especially social media applications such as Facebook, YouTube and many others, are obviously ‘overtaking the world’ and could be considered a "global consumer phenomenon".⁵

The meaning of the internet – what YouTube has so far turned out to be ‘about’ – is co-created by YouTube Inc., which is since 2006 owned by Google, the people that upload content to the website, and the viewers who engage with it. People watch one billion hours of YouTube videos every day and produce billions of views. On YouTube, 500 hours of video are uploaded to YouTube every minute worldwide. That’s 30,000 hours of video uploaded every hour. And 720,000 hours of videos are posted to YouTube every day. This website provides realistic circumstances and daily clips for learners that help them get a better understanding of their lessons.

In addition, Kelsen said that YouTube is a readily available source of authentic pop culture material.⁶ Encouraging learners to engage with popular culture through the English language in an educational capacity.

³Freund, C., & Weinhold, D. (2002). *The Internet and international trade in services*. American Economic Review, 92(2), 236-240

⁴Singh, S. (2017). *Importance and Challenges of Social Media Text*. International Journal of Advanced Research in Computer Science, 8(3), 831-834.

⁵Camilia, O., Sajoh, I., & Dalhatu, B. (2013). *The Effect of Social Networking Sites Usage on The Studies of Nigerian Students*. The International Journal of Engineering and Science (IJES), 2(7), 2319-1805.

⁶Kelsen, B. (2009). *Teaching EFL to The Igeneration: A Survey of Using Youtube As Supplementary Material With College EFL Students in Taiwan*. CALL-EJ Online, 10(2), 1-18.

For students who want to further improve their language skills, YouTube clips may serve as a motivational factor as they seek to gain a deeper understanding of content that they freely access online. Moreover, it is also available for students to engage in outside of class in some form of student-centered learning.

In the meantime, the COVID-19 pandemic has altered the outlook of human life as perceived in the present situation. There have been different kinds of government policies introduced, one of which is social distancing, physical stanching to the PSBB (*Pembatasan Sosial Berskala Besar*) enactment. The policies put in place to limit the spread of COVID-19 have an effect on different fields around the world, especially education in Indonesia.

For all aspects of education, including students, teachers and parents, the COVID-19 outbreak calls for distance education research that has never been performed simultaneously before.⁷ In view of the fact that time, position and distance are major problems today during a pandemic.⁸ In order to address obstacles in the introduction of face-to-face learning, distance learning is a solution. Even though schools have closed, this poses a challenge to all elements and levels of education to keep classrooms involved.

⁷Sun, L., Tang, Y., & Zuo, W. (2020). *Coronavirus Pushes Education Online*. Nature Materials, 20200205. <https://doi.org/10.1038/s41563-020-0678-8>

⁸Kusuma, J. W., & Hamidah. (2020). *Platform Whatsapp Group dan Webinar Zoom Dalam Pembelajaran Jarak Jauh Pada Masa Pandemi Covid 19*. Jurnal Ilmiah Pendidikan Matematika Volume, 5(1).

Online learning has simultaneously been spearheaded by the health crisis triggered by the COVID-19 outbreak. During the COVID-19 pandemic, on-line learning tsunamis occurred worldwide.⁹ To undertake an ongoing massive migration from conventional face-to-face education to online education or distance education, teachers and educators are needed as essential elements in teaching.¹⁰ Technological advances that are not limited to the new industrial revolution of 4.0 are promoting this. Even if educators and students are in different areas, online learning is successful for implementing learning.¹¹ This is capable of solving the issue of the delay of learners in obtaining information.

To support online learning, the sudden COVID-19 pandemic needs an educational aspect. Innovation and adaptation related to the use of available technologies to help the learning process is an urgent necessity at present.¹² Its practice allows teachers and students to collaborate and pass information electronically. In the form of apps, blogs, social networks and learning management systems, online learning can take advantage of platforms.¹³ These different platforms can be used to facilitate the transfer

⁹Goldschmidt, K., & Msn, P. D. (2020). *The COVID-19 Pandemic : Technology Use To Support The Wellbeing of Children*. Journal of Pediatric Nursing, xxxx, 3–5. <https://doi.org/10.1016/j.pedn.2020.04.013>

¹⁰Bao, W. (2020). *COVID-19 and Online Teaching in Higher Education : A Case Study of Peking University*. March, 113–115. <https://doi.org/10.1002/hbe2.191>

¹¹Verawardina, U., Asnur, L., Lubis, A. L., & Hendriyani, Y. (2020). *Reviewing Online Learning Facing the Covid-19 Outbreak*. 12(3), 385–392.

¹² Ahmed, S., Shehata, M., & Hassaniien, M. (2020). *Emerging Faculty Needs for Enhancing Student Engagement on a Virtual Platform*. MedEdPublish, 1–5. <https://doi.org/https://doi.org/10.15694/mep.2020.000075.1>

¹³ Gunawan, Suranti, N. M. Y., & Fathoroni. (2020). *Variations of Models and Learning Platforms for Prospective Teachers During the COVID-19 Pandemic Period*. Indonesian Journal of Teacher Education, 1(2), 61–70.

of information that is facilitated by various strategies of discussion and others.

The teaching and learning method also requires a medium with the COVID-19 pandemic that enables it to help students learn. This can be seen by the amount of social media that can be used, like YouTube, as teaching and learning resources. Students can search for the lessons they need by using YouTube and teachers are helped by the inclusion of this media channel.

Each side, as we know, has two things, a positive and a negative side. There is a dark side of Youtube as well. We can't look at the bright side alone. The negative side of Youtube is the lack of YouTube video filtering. So, since there are no special restrictions, anybody can easily upload videos from YouTube. YouTube may also be used as an outlet for immoral individuals to show pornographic videos, such as porn videos, videos of abuse, videos that alter the image of a person, and derogatory videos against the name of others so that they influence their real life in society.

This platform also broadcasts pornographic shows and photos, in addition. Such services are very easy to access, so they are also accessed by many children who can be classified as minors. This is a significant catalyst for the degradation of the values of the nation and the source of frequent sexual violence towards their peers by children. It may also affect

the learning motivation of children to the point of making them lazy and looking at inappropriate items.

Although it has a negative side, Maness said many researchers believe that when they watch videos from nature and real life, students get positive indicators.¹⁴ Watching YouTube video can help students memorize the activities more quickly. As the researchers in this current study hope to make use of YouTube, which not only makes the learning process more meaningful, but also with more enjoyment said by Alimemaj.¹⁵ Alimemaj found that students' ability on the two skills improved after using YouTube. Alimemaj's study was aimed at using YouTube to find out the opinion of the students about learning language.¹⁶ His research results showed that students thought YouTube assist them to improve their English proficiency especially in speaking and listening.

Many ways to improve speaking English skills more modernly and more efficiently, one way in line with technological development is to learn to speak English via YouTube. Learning English by using YouTube will have a lot of advantages because learning will be a lot more fun, learning the proper pronunciation of a word in a foreign language, using YouTube video will make the content easier to understand and you can get a YouTube video that is easier to learn on the Internet.

¹⁴Maness, K. (2004). *Teaching media-savvy students about the popular media*. English Journal, 93(3), 46-51. <http://dx.doi.org/10.2307/4128808>

¹⁵Alimemaj, Zamira. (2010). *YouTube, language learning and teaching techniques*, 2(3), 10-12

¹⁶Alimemaj, Zamira. (2010). *YouTube, language learning and teaching techniques*, 2(3), 10-12

Talking yourself is one of the skills benefiting from using YouTube. Anyone can increase their abilities by using YouTube. The ability to speak in English is very important. Burn and Joyce note that one of the aims of most language programs is to improve spoken language skills and the majority of programs seek to combine both spoken and written languages.¹⁷ From this it can be seen that the most important thing to talk is. But we always face other challenges in speaking alone, such as difficulty in using foreign languages, lack of confidence and fear of making mistakes while speaking. Though studying harder and encouraging yourself can resolve this.

Speaking is an integrated process of meaning-building involving knowledge generation, reception and processing. Some people have said speaking is the activity of paying attention to giving other people knowledge. Talking is holding conversation by Helen using specific language. We can see the children use the language while talking. We are capable of expressing sentiment, movements, exploring words and making fun about it. And they want to speak in English. Allen say learning speaking is a long process; first, students have to repeat models carefully and mimic the teacher. To gain confidence in their ability to speak the second language, they can memorize basic sentence. They can exercise sentence and do oral drilling. These activities are, in a way, preliminary to actual conversation; these activities may be term.

¹⁷Burn and Joyce. (1997). Focus on Speaking. Sydney. Macquire University Pers

Based on a survey or preliminary study conducted at the 4th semester of the English Department of IAIN Bengkulu, the researcher found that some of the problems were using YouTube videos to improve their English. The researcher found that samples use YouTube every day with varying YouTube usage. Most samples use YouTube 3-4 hours per day or more. Samples use YouTube to watch many videos in various genres or types of videos, such as games, cooking, tutorials, reality shows, education et all. Although the viewed videos are of various genres or styles, one thing is similar to them, namely the use of English as the language. This means that even though the sample watched videos that were not educational videos, they still chose to watch in English. This is meant to practice their speaking and listening. In addition, it is not only the genres or types that vary, the channels they watch also vary. Where the most mentioned channels are *Studytee*, *Liah Yoo*, *Motivation Madness*, *Allana Davison*, *Linguamarina*, *Piediepew*, *Jay Shetty*, *Speak Confident English*, *Its Yuyan* and *Valeria Lipovetsky*.. Because this research is intended to see the relationship between YouTube and speaking, it is limited to the educational genre with the channel name *Speak Confident English*.

According to the problem above, the writer has the motivation to do the research “The Correlation Between Students’ Frequency of Using YouTube Content and Their Speaking Skill at 4th Semester of English Department of IAIN Bengkulu”

B. Identification of Problem

The problem can be identified as follows:

1. Many samples that use YouTube even the frequency they use varies.
2. The researcher found that samples use YouTube every day with varying YouTube usage. Most samples use YouTube 3-4 hours per day or more.
3. Samples use YouTube to watch many videos in various genres or types of videos, such as games, cooking, tutorials, reality shows, education et all.
4. Even though the videos that are watched are of different genres or types, they have one thing in common, namely using English as the language.
5. This means that even though the sample watched videos that were not educational videos, they still chose to watch in English. This is meant to practice their speaking and listening.

C. Limitation of the study

Alimemaj found that students' ability on the two skills improved after using YouTube. Alimemaj's research aimed to figure out the students' opinion of learning language by using YouTube.¹⁸ His research results showed that students thought YouTube assist them to improve their English proficiency especially in speaking and listening.

¹⁸Alimemaj, Zamira. (2010). *YouTube, language learning and teaching techniques*, 2(3), 10-12

This research is limited only conducted YouTube channel education 'Speak Confident English' as one of YouTube and speaking skill of the students. Also this research is conducted in 4th semester of English Department of IAIN Bengkulu. The video the researcher used in the Speak Confident English YouTube channel are titled:

1. *What to Say When You Don't Understand (and Avoid Embarrassment).*

It can be accessed

<https://www.youtube.com/watch?v=9AZ368OBa7Q&feature=youtu.be>

2. *Be interesting and cool in English —Speak Confident English. It can be accessed*

https://www.youtube.com/watch?v=8iX11srODUY&list=PLFpsDakL_p50RvUfzHAD1AzUQORj8-6OR&index=3

3. *Sound More Fluent with One East Tip—Speak Confident English. It can be accessed*

<https://www.youtube.com/watch?v=qg65UO1ikpE&t=524s>

4. *Communicate Easily in English – 3 Strategies for Shy Speakers. It can be accessed*

<https://www.youtube.com/watch?v=M76gIz8vnWg&t=5s>

5. *5 Tips for Confident Public Speaking in English. It can be accessed*

<https://www.youtube.com/watch?v=Ls8ZiSAQY5I>

D. Research Question

Based on the problem of the research, the main purpose of this research is:

1. Is there any correlation between students' frequency of using YouTube and their speaking skill?

E. Objective of The Research

The research purpose of this research is:

1. To know the correlation between students' frequency of using YouTube and their speaking skill.

F. Significant of Research

An appreciation of social media, its use and how it affects the learning environment of students would be great interest to teachers, academic, students' affairs professionals and all the various bodies that come to play when talking about social media and school life. The significant of the research of the study is the researcher is to give the information of the correlation between students' frequency of using YouTube and their speaking skill.

G. Definition of the Key Terms

1. Student frequency

Frequency is the number of time or value occurs in a set of data.

While student is a person who is studying at school or college.

Therefor student frequency is a number of time or value that student who studying at schools.

2. YouTube

YouTube is the biggest and popular site of online video in the world especially in internet to upload videos, search, watch videos, and discuss about videos and also share video.

3. Speaking

Speaking is the activity in spoken language of conveying knowledge or voicing one's thoughts and feelings.

CHAPTER II

LITERATURE REVIEW

A. ICT (Information and Communication Technology)

ICT can be defined as anything which permits us to access information and helps us to communicate with each other or with electronic or digital devices that can have an impact on the surroundings. Information and communication technology is defined as a varied set of communicating and generating, disseminating, storing and handling information technology equipment and resources used. In addition, Ali remarked, there is general consensus that the integration off ICT in education procedure progressively in a series of the most important steps namely; emerging approaches, applying approach, infusing approach and transforming approach.¹⁹

a) Emerging approach

Schools are just beginning to introduce ICT in the emerging phase. Initially very few ICT tools may exist. As their journey begins alongside the ICT, administrators and a few highly motivated teachers begin to explore ICT 's potential for school management and teaching in the classroom. In this phase, ICT thus helps them to know how to apply and use ICT in the teaching and learning process and to become aware of ICT 's potential in their future teaching.

¹⁹ Ali, M. (2005). E-learning in the Indonesian education system. *Asia-Pacific Collaborative education Journal*, 1(2), 15-24.

b) Applying approach

Schools acquire additional ICT equipment at the application phase which is used by school administrators for more organizational and management tasks. At this point, teachers start applying specific software ICT tools such as drawing, designing, modeling etc. Often the possibility of applying ICT in their teaching is limited only by a lack of ready access to ICT facilities.

c) Infusing approach

Schools incorporate ICT throughout the curriculum at the infusing phase. It includes teachers in the incorporation into project-based curricula of different expertise and skills from other subjects. The curriculum begins by fusing subject areas to reflect applications in the real world. The teachers use ICT to help their students achieve their goals by accessing their own learning.

d) Transforming approach

In this transforming process, ICT is completely incorporated into all daily classroom learning practices, and used to dynamically rethink and renew institutional organizations. The focus in the classroom has moved fully teacher-centered to learner-centered that integrates subject areas into applications in the real world. To conclude, teachers see ICT as a natural part of their institutions' daily lives and as a learning center for their communities at the transforming phase.

The researcher concludes from the above description that ICT (Information and Communication Technology) is a tool used in the teaching and learning system to assist teachers and students in making it easier for teachers and to help students understand lessons.

B. Social Media

Social media is a term that is broadly used to describe any number of technological systems related to collaboration and community.²⁰ Selwyn defines the term social media as an application that allows users to converse and communicate with one another; to generate, edit and share new forms of textual, visual and audio content; and to categorize, mark and suggest existing forms of content.²¹ Accordingly, social media denotes the wide range of Internet-based and mobile services that connect people together to communicate, engage, collaborate, discuss and share ideas and information on an online community.

In addition according to Kaplan and Haenlein, social media are internet-based applications which allow the creation and exchange of user-generated content.²² The Oxford dictionary, also defined social media as websites and applications used for social networking. Another definition of social media is that it is a communication channel which is very

²⁰Joosten, T. (2012). *Social media for educators: Strategies and best practices*. Hoboken, NJ, USA: Jossey-Bass

²¹Selwyn, N. (2012). *Social media in higher education*. The Europa world of learning.

²²Kaplan, A., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59-68. doi:<https://doi.org/10.1016/j.bushor.2009.09.003>

popular, extremely fast and broad, has proven to be highly effective, as well as trusted by billions of people, to share and discover content concerning individuals, brands, information, entertainment and knowhow.²³ From all the definitions above it can be concluded that social media is a tool used to communicate both individually and in groups without limits and time.

In the late 1990s, social media began with the first known social media network named "SixDegrees" in 1997 and this technology enabled people to upload a profile and make friends.²⁴ A number of community resources launched from 1997 to 2001; Asian Avenue, blackplanet, and MiGente started to support various profile combinations and openly expressed friends.²⁵ Since this period, there has been tremendous improvement and today there are countless social networking sites either built for local use, specific purpose or international use. Such modern affordances are what made social networking apps and complex interaction possible. Some of the common features that enable a platform to be called a social networking site are allowing users to interact easily with each other and allowing users to exchange information, pictures and

²³Dearborn, E., (2014). *My Official Definition of Social Media*. Retrieved from <https://www.linkedin.com/pulse/20140929215745-47165795>.

²⁴Boyd, D. M & Ellison, N. B. (2007). *Social Network Sites: Definition, History and Scholarships*. Journal of computer-mediated communication, 13(1) (2007) pp.210-230. DOI:10.1111/j.1083-6101.2007.00393.x.

²⁵Nicole, B.E., Charles, S. & Cliff, L. (2007). *The benefits of Facebook "friends", Social Capital and College students' Use of Online Social Networks Sites*. Journal of ComputerMediated Communication, 12 (2) 1143-1168. DOI: 10.1111/j.1083-6101.2007.00367.x

messages as Dijck states.²⁶ There are many forms of social media, presented in the table below, which allow users to interact with other media users of their choice.

Forms of social media adapted from Grahl as cited in Alwagait²⁷;

a) Social networking sites (SNS)

Services in which users set up a profile in order to establish a connection with friends or other users, who have similar backgrounds or interests. The profile contains a users' personal information. SNS provide various ways for users to interact with one another. Examples of SNS include Facebook and LinkedIn.

b) Bookmarking sites

Services that allow users to save, search, and organize links to various websites and Internet resources. Many services would require link tagging so they can be easily shared as well as searched for. Diigo and Delicious are examples of the bookmarking sites.

c) Micro blogging sites

Services that combine SNS and blogging but size limits the messages exchanged. Users will sign up for the services. Twitter provides examples of micro blogging sites.

d) Media sharing sites

²⁶Dijck, J. (2011). 'You'as In'youtube': *Defining User Agency in Social Media Platforms*. In Z. Vukanovic, & P. Faustino (Eds.), *Managing media economy, media content and technology in the age of digital convergence* (pp. 291-317) Media XXI.

²⁷Alwagait, E., Shahzad, B., & Alim, S. (2015). *Impact of Social Media Usage on Students Academic Performance in Saudi Arabia*. *Computers in Human Behavior*, 51, 1092- 1097.

Apps that allow users to upload and share media including videos and photos, and allow users to comment and tag media. Types of apps for media sharing include YouTube, and Flickr.

e) Social news sites

Apps that allow other users to vote about news articles and links to external articles that users post. The news articles which get the most votes are more prominently displayed on the website. Social news sites for example include Digg and Reddit.

f) Blogs and forums

Blogs are like online think diaries, which give other users the chance to post feedback on the blog posts. Forums empower registered users to converse by post messages with other users. Examples of blogging sites include the Blogger and WordPress.

Students today use social media anywhere and at any time where internet connection is available in order to meet their educational needs.²⁸ Students use social media to communicate with their Teachers as a group outside of class and to plan school events and what not, it also allowed students to get help on school work from teachers during the evening, weekends, and holidays so that they never fell behind. The conclusion is students uses social media as a platform of discussions for their assignment and other course work, they gets feeds on class schedules,

²⁸ Dewing, M. (2010). *Social Media: An Introduction (Vol. 1)*. Library of Parliament.

class venues, receives and sends information's among their peers, explore issues related to their course work and a host of others.

C. YouTube

YouTube is known as the largest platform for online video sharing and one of the most important sections of the online as well as a source in the wild web world. They created YouTube in February 2005 (Bonk). It is considered to be an online depository for any digital video file that can be stored and restored anytime. Any digital video file that can be saved and restored at any time is called an online depository. Watkins & Wilkins state, it also allows users to find, view, and share videos.²⁹ In addition; millions of videos have been posted and shared, YouTube has several ways of finding any online videos in every area of existence. It has recently joined the education world.

YouTube has not only been a popular online platform for communication or networking but also as a resource for learning foreign languages. Langer notes that despite the need for some caution, the most available resources for teaching English are YouTube and other video-sharing sites.³⁰ This has entered the field of teaching and learning as it provides opportunities to use instruction in the classroom.

²⁹Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, 2(1), 113-119. doi:10.5746/leia/11/v2/i1/a09/watkins_wilkins

³⁰Langer R. (2010). *Empower English language learners with tools from the Web*. Thousand Oaks, CA: Corwin.

Through the use of YouTube Videos learners can completely engage in learning English and be interested in improving their level. Alimemaj found that students' ability on the two skills improved after using YouTube. Alimemaj's research aimed to figure out the students' opinion of learning language by using YouTube.³¹ His research results showed that students thought YouTube assist them to improve their English proficiency especially in speaking and listening. This is regarded as support for the teaching and learning process for students, teachers, and educational institutions. Educational YouTube videos may also be as effective as a teacher in explaining information or demonstrating bridging techniques between the learning and teaching process. Videos help students to exchange information, particularly for those who wish to improve their language skills through social networks or other communication tools.

In other words, Tarnopolsky and Degtiariova agreed that videos should provide students with an opportunity to listen, see and understand how native speakers behave and talk.³² It will motivate them to practice the pronunciation more. In addition to Stempleski as cited in Richards & Renandya, it states that the teacher is there to select suitable sequences, prepare the students for the viewing experience, focus the attention of the students on the content, play and replay the video as required, plan or

³¹Alimemaj, Zamira. (2010). *YouTube, language learning and teaching techniques*, 2(3), 10-12

³²Tarnopolsky, O., & Degtiariova, Y. (2003). Videos in teaching reading for business purposes: Integrated-Skills approach. *The Reading Matrix*, 3(3), 169-174

select viewing tasks, and follow up with appropriate post viewing activities.³³

Based on the definition above, youtube video can help the students to learn more be fun. The video can be attractive in teaching comes from the combination of images and sounds. YouTube videos can also stimulate the two channels, there are visual and auditory. When students watch videos, the information they learn will stay active in their memory and easy to recall. Also videos of YouTube helped students to learn and practice the language as it is used by English native speakers. Moreover, YouTube helped students to develop their learning autonomy levels as it encouraged them to watch and explore English language videos continuously inside and outside the classroom.

D. Speaking

1. Definition of Speaking

Speaking is an integrated process of meaning-building involving knowledge generation, receipt and processing. According to Lewis and Hill speaking is a process that covers man things in addition to the pronunciation of individual sounds.³⁴ This theory also states that pronunciation stressing and intonation will take a big part in this process. Speaking skills are known as fundamental skills according to

³³Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. New York: Cambridge University Press.

³⁴Lewis, Michael and Hill, Jimmie. 1993. *Source Book for Teaching English as Foreign Language*. Bath: The Bath Press

Dewi, so students are required to learn well in interacting with others.³⁵

Many experts and academics have assessed the speaking skills from various viewpoints. Although Harmer views speaking as a mechanism by which learners attempt to use language forms at their command to complete certain types of verbal assignments.³⁶ Luama suggests that it is very difficult to speak in a foreign language, and that speaking skills take a long time to grow.³⁷ This is a sophisticated efficient process that consists of more than just saying words but also being able to use them correctly in various contexts and putting together all the elements of language to render or create the message in question. Kurniawan also believes that speaking is a skill needed in everybody's everyday interactions in order to fulfill some of their own needs.³⁸

Speaking is spoken communication that uses words to convey meaning. According to Nunan, speaking is process consisting of short, often fragmentary utterances in range of pronunciation.³⁹ Language learners need to recognize that speaking involves three areas of knowledge:

³⁵Dewi, H. (2016). Project based learning techniques to improve speaking skill. *English Education Journal*, 7(3), 341-359.

³⁶Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. London: Longman.

³⁷Luama, S. (2004). *Assessing speaking*. Cambridge: Cambridge University Press.

³⁸Kurniawan, F. (2015). The use of audio-visual media in teaching speaking. *English Educational Journal*, 7(2), 180-193.

³⁹Nunan, David. 1998. *Designing Task for the Communicative Classroom2*. Cambridge: Cambridge university press

a. Mechanics (pronunciation, grammar, and vocabulary)

Using right words in the right order with correct pronunciation.

b. Functions (transaction and interaction)

Understanding when clarity of the message is essential (transaction or information exchange) and when precise understanding is not required (interaction or relationship building).

c. Socio-cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative roles of participants)

Understanding how to take into account: who is speaking, to whom, in what circumstances, what issue, and what is the reason.

2. Testing Speaking

The many kinds of many tests of oral production it is neither nor desirable to separate the speaking skills from the listening skills. The traditional model for deciding a teacher's priorities when it comes to reacting to a student's oral mistakes is based upon the distinction between accuracy and fluency. Bartram and Walton said that accuracy work is defined as a part of lesson when the students are encouraged to make their utterances as near to native speaker's as possible which is usually taken as necessitating more intense correction.

Ur suggests that speaking test techniques for oral competency testing are as follows:⁴⁰

⁴⁰ Ur, P. (1999). *A Course in Language Teaching*. New York: Cambridge University Press.

a. Questions and answer

This test involves the teacher and the students in questioning and answering using the target language. The answer may be short or long, based on the questions put.

b. Monologue

Students are required in this type of test to perform a speaking performance at a given subject.

c. Making dialogue

A pair of students are given a topic and are then expected to engage in a dialog based on the given topic.

d. Role plays

Teacher hands out students a card task. Every student is given a specific task to play. The students conduct the speaking in pairs or in groups.

e. Debate

Many of the students are split into two pro and contra classes. They get a topic given and then ask each other to give their opinion on the topic based on their role in the group.

While, according to Alderson et al, there are four speaking test elicitation techniques in language test construction and assessment which can be used to conduct the speaking test, as follows:

a. Discussion

b. Re-telling experience

- c. Role play
- d. Debate

3. Indicator of speaking test

Thornbury proposes two main ways in spoken test scoring, holistic scoring and analytical scoring. A separate score for different aspects of the task is given in the analytic scoring. A single score is given in the holistic scoring, based on the overall scoring. In line with the description above, Madsen states that holistic scoring is used to evaluate a wide variety of criteria simultaneously such as fluency, grammar, vocabulary, and pronunciation.⁴¹ He notes that the holistic scoring focuses on communication while not ignoring the speech components. The researcher will construct and summarize the concept of speaking skill theories as the indicator of speaking. They are:

a. Fluency

Fluency refers to the speed and smoothness of oral delivery.

b. Vocabulary

Vocabulary is a list or set of words for particular language or a list or set of words that individual speaker of a language might use.

c. Grammar

⁴¹Madsen, Harold S. 1983. *Techniques in Testing*. London. Oxford University Press.

Set of language rules that you use, most of the time unconsciously, to create phrases and sentences that convey meaning.

d. Pronunciation

Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability.

According to Brown (2000) theory, the scoring rubric will be applied in this thesis is as follows:⁴²

Table 2.1
The scoring rubric

No.	Categories	Level	Criteria
1.	Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of the grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation in practical, social, and professional topics.

⁴² Brown, H. Douglas. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. United States: Pearson Education, Inc.

		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		5	Equivalent to that of an educated native speaker.
2.	Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.
3.	Fluency	1	(no specific fluency description. Refer to other four language areas for implied level of fluency.)
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.

		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.
		5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
4.	Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Accent is intelligible though often quite faulty.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		4	Errors in pronunciation are quite rare
		5	Equivalent to and fully accepted by educated native speakers.

To find out the final score of speaking test, the researcher summed up the score of each aspect and multiplied it by 5. Therefore, the possible highest score is $(5+5+5+5) \times 5 = 100$ and the possible lowest score is $(1+1+1+1) \times 5 = 20$

E. Research Hypothesis

The hypothesis, based on Craswell, is a quantitative research argument in which the researcher makes a prediction or conjecture about the outcome of the association between characteristics. The hypothesis in this study is an alternative hypothesis (Ha) and Null hypothesis (Ho).

The formulated hypothesis describes as follows:

1. Null hypothesis (Ho)

“There is no significant correlation between frequency of using YouTube content and students’ speaking skills.”

2. Alternative hypothesis (Ha)

“There is a significant correlation between frequency of using YouTube content and students’ speaking skills.”

F. Previous Related Study

A literature review is an effort to obtain data that already exists. This is a very important thing in science, which is to conclude a generalization of facts, predict new symptoms, and fill in the gaps of knowledge about the symptoms that already exist or are taking place. By looking at their research and writings ever written by previous authors, thus can helping the process of a study.

First, a study entitled *The Relation Between Social Media and Students’ Academic Performance in Jordan: YouTube Perspective*. This data was collected from Yarmouk University in Jordan covering all the

levels of study at the university. An electric questionnaire was conducted for a target of 360 students who participate in this study. The findings of the study revealed that social bookmarking, YouTube feature, perceived usefulness, use of social media are important factors to predict students' academic performance in relation to using social networking media for e-learning purpose in Jordan.

Second, *A Correlation Study between Habit of Watching English-Speaking Movie (Hollywood Movie) and Speaking Skill of the Second Grade Students of SMP N 1 Gemolong in the Academic Year of 2012/2013*. This research was conducted by students of IAIN Surakarta named Novi Nur Endah. 2013. Based on this research, it can be concluded: (1) there is a positive significant correlation between students' habit of watching Hollywood movie and their speaking skill of the second grade students of SMP N 1 Gemolong in the academic year of 2012/2013 with the $r_{xy} > r_{table}$ ($0.447 > 0.361$) and the coefficient of significance 0.007 ($0.007 < 0.01$). (2) The students habit of watching Hollywood movie has high contribution towards their speaking skill that is 20%.

Third, *The Effectiveness of Using YouTube Video Toward Students' Speaking Ability at The Second Grade of Mts PSM Mirigambar, Tulungagung in Academic Year 2014/2015*. Based on this research, it can be concluded there is any significant differences score of the students' achievement speaking ability before and after by applying video YouTube. The students' speaking ability before being taught applying video is only

58.43 score that is mean generally enough. While, the students' speaking ability after being taught applying video is better than before that is 67.81 score.

Based several previous study above, it can be seen that there are some similarities and differences to the the object under study. The object of reseach equation is using video as a medium in research. Whereas the difference between the previous study is this research focused on the youtube frequency against speaking of students. It is the object of a new study to be investigated by researchers.

CHAPTER III

METHODOLOGY

This chapter offers a description of the research methodology of this study. It has been organized into six sections: research design, population and sample, research instrument, try out of instrument, data collection, and data analysis employed in the study.

A. Research Design

The researcher used a quantitative method. The data collected can use a questionnaire by using quantitative methods. According to Bakar, the most appropriate primary research, analysis and survey data questionnaire.⁴³ Therefore, the questionnaire will be sufficient for this study to discuss the different types of information from participants, which will make it easier to get the actual information from the target. After that, a test will be conducted to determine the relationship between YouTube and student speaking. After all processes have been carried out, the result data will be processed using statistics using SPSS to determine the relationship of youtube content and speaking skill.

Gay said that, there are three possible result of a correlation study are positive correlation, negative correlation and no correlation.⁴⁴ Positive correlation: indicates that as the amount of one variable improves the other

⁴³Bakar, M.J. (2001). *Selecting A Research Methodology*. The Marketing Review 1 (3):373-397

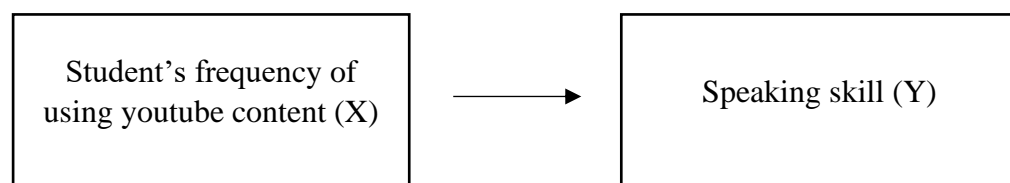
⁴⁴Gay, L.R. (1992). *Educational Research Competencies for Analysis and Application*. New York: Macmillan

decreases. Although negative correlation: correlation coefficient closes to -1.00 indicates a strong negative correlation. And no correlation: correlation coefficient of 0 indicates no correlation.

According to Ary, there are two kinds of variable; independent and dependent variable.⁴⁵ Arikunto states that variables is anything that being research object and point being noticed presenting variant, either in quantitative or qualitative research.⁴⁶ Independent variable is variable that can influence, shortly called causative variable or free variable. Whereas, Arikunto states that the independent variable is variable that being influenced, shortly called effected variable or bounded variable.⁴⁷ In this research, there are two variables in this study as follow:

1. The independent variable: Student's frequency of using YouTube content (X)
2. The dependent variable: Speaking skill (Y)

To show the relationship of the variable, the figure as follow:



⁴⁵Ary, Donald. 1985. *Introducing to Research in Education*. New York: CBS College Publishing.

⁴⁶Arikunto, S. 2006. *Management Penelitian*. Jakarta: rineka cipta

⁴⁷Arikunto, S. 2006. *Management Penelitian*. Jakarta: rineka cipta

B. Setting of the Research

1. The place of the research

The place of this research is at IAIN Bengkulu. It is located on Jl. Raden Fatah, Pagar Dewa, Kota Bengkulu (38118). This research was conducted in the 4th Semester of English Department of IAIN Bengkulu.

2. The time of the research

The researcher was conducted the research from January 2020 until January 2021.

Table 3.1
The time of the research

No	Activities	Jan				Jul				Aug				Nov				Dec				Jan			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Observation	■																							
2	Making Proposal		■	■	■																				
3	Making Instrument					■	■	■	■																
4	Revised Instrument							■	■																
5	Taking Data Try Out									■	■	■	■												
6	Taking Main Data													■	■	■	■								
7	Analysis Data																	■	■	■	■				
8	Report Result																					■			

C. Population and Sample

1. Population

Sugiyono said that population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions are drawn.⁴⁸

According to Dabbie population are living together and remaining together research elements and potentially being the target of research results. Whereas Gay notes that population is the community to which the researcher would like to be able to generalize the findings of a study.⁴⁹

The population used in this study was 4th semester student in English Department at IAIN Bengkulu.

2. Sample

According to Gay sample is the method of choosing a number for a study in such a way that the participant reflects the larger group they were from.⁵⁰ The sample was taken through sampling. The sample used by the author is class 4A students in English Department at IAIN Bengkulu which consist 21 students.

3. Sampling

Sampling is a sample-taking procedure. Hadi states that sampling is a method of removing a sample from population. The best way to get a certain type of sample is by simple random sampling. The underlying

⁴⁸ Sugiyono. (2016). *Statistik Untuk Pendidikan*. Bandung: Alfabeta, cv.

⁴⁹ Gay, L.R. (1992). *Educational Research Competencies for Analysis and Application*. New York: Macmillan

⁵⁰ Gay, L.R. (1992). *Educational Research Competencies for Analysis and Application*. New York: Macmillan

simple random sampling has the same opportunity to be included in part of the sample from all parts of the population. Researchers therefore used one kind of probability sampling which is Simple Random Sampling as the sampling technique. Simple Random Sampling, according to Sugiyono, is taken from the population by representatives of the survey, and is performed randomly without paying attention to the population's current strata.⁵¹ This method can be extended since the groups are all homogeneous. By drawing lots, choosing numbers from a list of random numbers, and so on, simple random sampling can be performed.

D. Research Instrument

a) Questionnaire

In order to satisfy the need for the research hypothesis and because of the limited amount of time, the descriptive approach is used; it is determined that the questionnaire will be the most suitable tool that can be useful in collecting and analyzing the collected data and saving time and energy by collecting the required information in a short period. The questionnaire is the right thing that researcher used because it is giving a list of questions to the respondents in easy way.

The indicator of questionnaire is construct by Gupta and Bashir theory.⁵² Then make a blue print of students' frequency of using social

⁵¹Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2017), p.82.

⁵²Gupta, S., & Bashir, L. (2018). Social Networking Usage Questionnaire: Development and Validation in an Indian Higher Education Context. *Turkish Online Journal of Distance Education*, 19(4), 214-227.

media for guidance to construct the questionnaire. The questionnaire uses five alternatives based on the Likert Scale type. In this scale usually expressed in five options and at first, the researcher determines the score of each statement in questionnaire to determining the students' scores. Since the statements and the questions in the questionnaires are mainly divided into two statements; positive and negative one, in scoring the answers the researcher uses the following criteria. The questionnaire consists of 17 items and each item consists of five options are always, often, sometimes, rarely, never.

This questionnaire determines the truth regarding this investigation to clarify whether and not the use of instructional YouTube videos will have a beneficial impact in developing speaking skills for students. This study explores the connection between using YouTube and speaking skill. Whether or not YouTube affects speaking skills can be seen from this application.

b) Speaking test

In addition O'Malley and Pierce said that students are able to reply orally to questions on a variety of topics that may involve their previous experience, interests and desires interest.⁵³

The many kinds of many tests of oral production it is neither nor desirable to separate the speaking skills from the listening skills. Ur suggests that speaking test techniques for oral competency testing is

⁵³O'Malley, J.M & Pierce, L.V. (1996). *Authentic Assessment for English Language Learners: Practice Approach for Teacher*

Questions and answer. This test involves the teacher and the students in questioning and answering using the target language. The answer may be short or long, based on the questions put.

The researcher give test namely Q&A or Question and Answer to be able to see whether the sample being tested could meet the hypothesis standard. According to Brown (2000) theory, the scoring rubric will be applied in this thesis (appendix 3).

E. Try Out the Instrument

a. Validity

The most important idea to consider when preparing or selecting an instrument for use is validity. According to Arikunto validity is a measure of the size of an instrument showing valid levels.⁵⁴ Validity means that the score of an individual from an instrument makes sense, is meaningful, and allows you, as the researcher, to draw good conclusions from the sample you are studying for the population. Suharsimi Arikunto state that to test the validity of the instrument, it used Pearson product moment formula as follow:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

⁵⁴M Abdurrohman, L. (2017). *A CORRELATION STUDY BETWEEN THE HABIT OF USING ENGLISH IN DAILY LIFE AND SPEAKING SKILL OF THE FIRST GRADE STUDENTS MAPK MAN 1 SURAKARTA IN THE ACADEMIC YEAR OF 2016/2017* (Doctoral dissertation, IAIN Surakarta).

Where:

r_{xy} = the coefficient correlation between X and Y

N = the number of the students

X = the score of each item

Y = the score of each student

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{33 \times 9262 - 126 \times 2466}{\sqrt{\{33 \times 902 - (126)^2\} \{33 \times 178382 - (2466)^2\}}}$$

$$r_{xy} = 0,515$$

There is a criterion to know the validity of items. The items of the test is considered as valid if the correlation coefficients is at least the same as the r_{table} at $\alpha = 0,05$. The amount of the sample (N) is 33. Thus, the degree of freedom (df) = $N - 2 = 33 - 2 = 31$. The r_{table} is 0,344. The item of the test is considered as not valid if the correlation coefficient is lower than the r_{table} .

Based on the result of validity test, from 20 statement of questionnaire of students' frequency of using YouTube content, 17 item are valid and 3 item are invalid because the correlation coefficient is lower than r_{table} .

b. Reliability

Reliable test is a test that is consistent and dependable. In other words, a test will specifically measure that it is intended to measure.

According to Masson and Bramble, reliability implies the test score being consistent, dependable or stable. The reliability of speaking capacity testing is calculated using reliability from inter-rater. Reliability between raters results in further scores producing conflicting scores of the same test, likely due to lack of adherence to the scoring parameters, inexperience, inattention, or even preconceived biases by Brown.

According to Suharsimi Arikunto, Alpha Cronbach Formula to analyzed the questionnaire to get the result, as follows:⁵⁵

$$R_{kk} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_{b^2}}{S_{t^2}} \right)$$

Where:

R_{kk} : the reliability of the test

k : the number of item

$\sum S_{b^2}$: the total variance of each item

S_{t^2} : the total variance

$$R_{kk} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_{b^2}}{S_{t^2}} \right)$$

$$R_{kk} = 0,849$$

From the result, it can be seen that the instrument is reliable because the Cronbach's Alpha value is more than 0,80 or $0,849 > 0,80$

⁵⁵M Abdurrohman, L. (2017). *A CORRELATION STUDY BETWEEN THE HABIT OF USING ENGLISH IN DAILY LIFE AND SPEAKING SKILL OF THE FIRST GRADE STUDENTS MAPK MAN 1 SURAKARTA IN THE ACADEMIC YEAR OF 2016/2017* (Doctoral dissertation, IAIN Surakarta).

F. Research Procedure

The procedure of this research test chronologically described as follows:

1. Questionnaire
 - a. Firstly, the researcher looks for participants who will participate in the study according to the amount in the study sample.
 - b. After getting all the participants, the researchers contact all the participant's mobile numbers by WhatsApp.
 - c. Next, the researcher explains what needs to be done, and sends the Google Form Link to the participant's mobile numbers WhatsApp and asks the participants to open the file that has been sent.
 - d. Next, the researcher explains how to work on the questionnaire that have been sent.
 - e. The researcher gave a time limit to work on the problem within one day.
 - f. After the participants have completed all the items of questionnaire, and the results will be analyzed by the researcher.
2. Test of Speaking.
 - a. The Speaking test in answering the question is given in the same time with the questionnaire.

- b. Before giving file of speaking test, the researcher will explain a little about the procedure.
- c. The researcher also provided the respondent with a YouTube videos links that they had to watch as material to answer the questions in the test.
- d. After finishing explaining the procedures of the speaking test. Then the researcher sent the question file.
- e. Participants answered questions by recording them.
- f. After the participants have completed all the question, participants are asked to send it back the recording file that have been made to the researcher and the results will be analyzed by the researcher.

G. Data Collection

The data used in the study is the use of YouTube in the student environment. Where YouTube becomes one of primary need. To find out this data the authors used a questionnaire that was distributed to fourth semester students majoring in English. Then after that students given a speaking test to find out the relationship between YouTube and speaking. After that the data is processed using SPSS and will be analyzed by the author whether the results of the use of social media.

H. Data Analysis

1. Normality test

The object of the normality test is to know whether or not the sample taken from the population has normal distribution. The data are considered in normal distribution if the Lilliefors significance exceeds 0.05.

2. Linearity testing

Linearity testing is aimed at understanding whether or not there is a linear relationship between two variables involved in a study which is determined by the correlation of statistical analysis. The regression is more linearity if the $F_{obtained}$ is lower than the F_{table} or if the obtained important is higher than 0.05.

3. Hypothesis test

The researcher uses Pearson Product Moment Formula to check the hypothesis. Pearson product moment formula used to know if the variable X and Y have a significant correlation. The object of Pearson product moment Correlation is to know the degree of relation between dependent and independent variable. The formula was as follow:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

r_{xy} = the coefficient correlation between X and Y

N = total sample

ΣX = total score X

$\sum Y$ = total score Y

$\sum XY$ = total calculation between X and Y

According to Sugiyono, there are 5 levels of relationship, there are:⁵⁶

Table 3.2
5 level of relationship

No	Correlation Coefficient	Level of Relationship
1	0.00 – 0.199	Very week
2	0.20 – 0.399	Week
3	0.40 – 0.599	Strong enough
4	0.60 – 0.799	Strong
5	0.80 – 0.100	Very strong

⁵⁶ Sugiyono. (2016). *Statistik Untuk Pendidikan*. Bandung: Alfabeta, cv.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Description of the data

This research consists of two variables, Students' frequency of using YouTube content (X) as independent variable and Speaking skill as dependent variable. The data analysis in this research are the result of the test and questionnaire. The research description is based on the score of questionnaire for the use of YouTube content (X) and the score of test for knowing the students' speaking skill of the 4th semester of English department of iain Bengkulu. It is presented in the form of mean, median, mode, standard deviation, the highest and lowest score which is completed with variable description in the form of table.

The result of the data was presented in form of mean, median, mode, standard deviation, the highest, the lowest score, and range complete with the table and histogram. The research data two variable is summarized below:

Table 4.1
Two variable data

Variable	Students' frequency of using YouTube (X)	Speaking skill (Y)
Mean	72,67	73,38
Median	73	72
Mode	69	72
Standard deviation	3,35	5,77
Minimum	68	64
Maximum	78	86
Range	10	22

The data obtained namely the students' frequency of using of YouTube content and speaking skill can be explained as follow:

1. The data of the frequency of using YouTube content

The data of the frequency of using YouTube content were collected by using a questionnaire. The high score of the questionnaire is 78 and the low score is 68. The mean (the avarage score) is 72,67. The median (the middle point) is 73. The mode (the most frequency score) is 69. The standard deviation score is 3,35. The minimum and maximum score are 68 and 78. The last is range is 10.

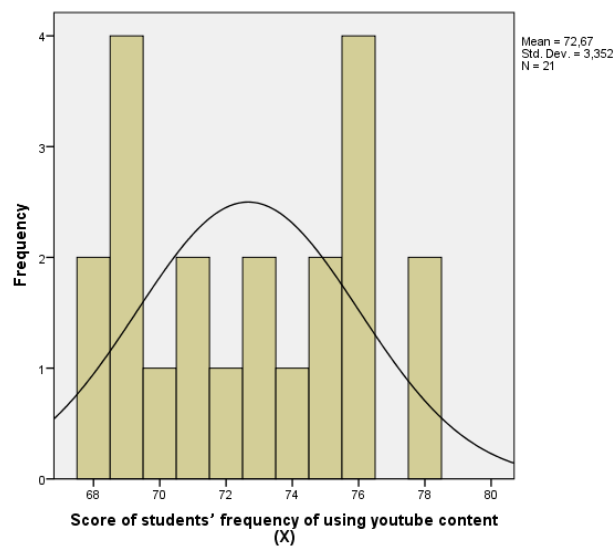


Figure 4.1
Histogram of Students' Frequency of Using YouTube Content

The histogram above shows that the students' frequency of using youtube content is normally distributed. Futhermore, to describe the more detail data, the descriptive statistic of students' frequency of using youtube content is provided below:

Table 4.2
Descriptive Statistic of Students' Frequency of Using YouTube Content

		Statistic	Std. Error	
Score of students' frequency of using youtube content	Mean	72,6667	,73138	
	95% Confidence Interval for Mean	Lower Bound	71,1410	
		Upper Bound	74,1923	
	5% Trimmed Mean	72,6296		
	Median	73,0000		
	Variance	11,233		
	Std. Deviation	3,35162		
	Minimum	68,00		
	Maximum	78,00		
	Range	10,00		
	Interquartile Range	7,00		
	Skewness	,074	,501	
	Kurtosis	-1,415	,972	

In this research, the researcher created a frequency distribution to summarize the data from students' frequency of using youtube content (Questionnaire). The frequency distribution is a list that contains grouped data arranged according to certain interval class. Data obtained from, $R = 78 - 68 = 10$. For number of classes, $K = 1 + 3,3 \log n = 1 + 3,3 (21) = 6$, with class length $P = R/K = 10/6 = 1,864 = 2$. The table of frequency distribution as follows:

Interval Class	Frequency
68 – 69	6
70 – 71	3
72 – 73	3

74 – 75	3
76 – 77	4
78 – 79	2

2. The data of speaking skill

The data of speaking skill were collected by using a test. The high score of the test is 86 and the low score is 64. The mean (the average score) is 73,38. The median (the middle point) is 72. The mode (the most frequency score) is 72. The standard deviation score is 5,77. The minimum and maximum score are 64 and 86. The last is range is 22.

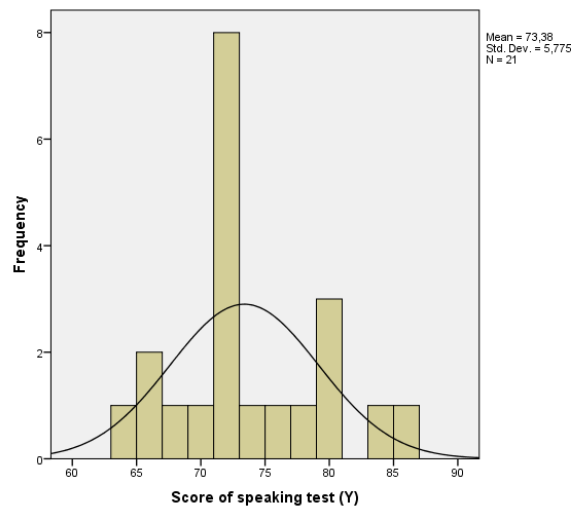


Figure 4.1
Histogram of Speaking Skill

The histogram above shows that the speaking skill is normally distributed. Furthermore, to describe the more detail data, the descriptive statistics of speaking skill is provided below:

Table 4.3
Descriptive statistics of speaking skill

		Statistic	Std. Error	
Score of speaking test	Mean	73,3810	1,26015	
	95% Confidence Interval for Mean	Lower Bound	70,7523	
		Upper Bound	76,0096	
	5% Trimmed Mean	73,2037		
	Median	72,0000		
	Variance	33,348		
	Std. Deviation	5,77474		
	Minimum	64,00		
	Maximum	86,00		
	Range	22,00		
	Interquartile Range	8,50		
	Skewness	,548	,501	
	Kurtosis	-,179	,972	

In this research, the researcher created a frequency distribution to summarize the data from students' frequency of using youtube content (Questionnaire). The frequency distribution is a list that contains grouped data arranged according to certain interval class. Data obtained from, $R = 86 - 64 = 22$. For number of classes, $K = 1 + 3,3 \log n = 1 + 3,3 (21) = 6$, with class length $P = R/K = 22/6 = 4,1024 = 5$. The table of frequency distribution as follows:

Interval Class	Frequency
64 – 68	4
69 – 73	10
74 – 78	2
79 – 83	4

84 – 88	1
---------	---

B. The data analysis

Before testing the hypothesis in the correlation analysis, it is important to test the data through two types of tests, namely normality and linearity tests. In addition, the definition and outcome of those tests can be explained as follows:

1. Normality testing

Normality testing distribution is aimed to know whether the distribution of the data is normal or not. The data of the students' frequency of using YouTube content and speaking skill are considered in normal distribution if significant score is higher than 0,05 and it can be said to be abnormal if the significant score is lower than 0,05.

Table 4.4
Normality test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score of students' frequency of using YouTube content	,149	21	,200*	,916	21	,074
Score of speaking test	,214	21	,013	,940	21	,222
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

There are two results obtained for normality tests from data processing, namely the Kolmogorov-Smirnova results and the Shapiro-Wilk results. Kolmogorov-Smirnova is used when the number of

respondents used exceeds 30 (>30) and Shapiro-Wilk is used when the number of respondents used less than 30 (< 30). It can be inferred from this description that the data used by the researcher is Shapiro-Wilk.

The result of students' frequency of using YouTube content is $0.74 > 0.05$, then the data is said to be normally distributed. Meanwhile, the result of speaking test is $0.222 > 0.05$, then the data is said to be normally distributed. So the data for variables X and Y are normally distributed.

2. Linearity testing

Linearity testing is aimed to know whether between two variables involved in a research, which will be computed by static analysis correlation have relationship linearly or not. Determine the linearity test results with an F rating;

If the value of $F_{\text{obtained}} < F_{\text{table}}$, then there is a linear relationship between the independent variable and the dependent variable.

If the value of $F_{\text{obtained}} > F_{\text{table}}$, then there is no linear relationship between the independent variable and the dependent variable.

Table 4.5
Linearity test

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
Score of speaking test * Score of students' frequency of	Between Groups	(Combined)	520,452	9	57,828	4,342	,013
		Linearity	483,739	1	483,739	36,322	,000
		Deviation from Linearity	36,713	8	4,589	,345	,929

using YouTube content	Within Groups	146,500	11	13,318		
	Total	666,952	20			

The result of the linearity test shows that the value of F_{obtained} is $0.345 < F_{\text{table}} 2.95$, so there is a linear relationship between students' frequency of using YouTube and speaking skills.

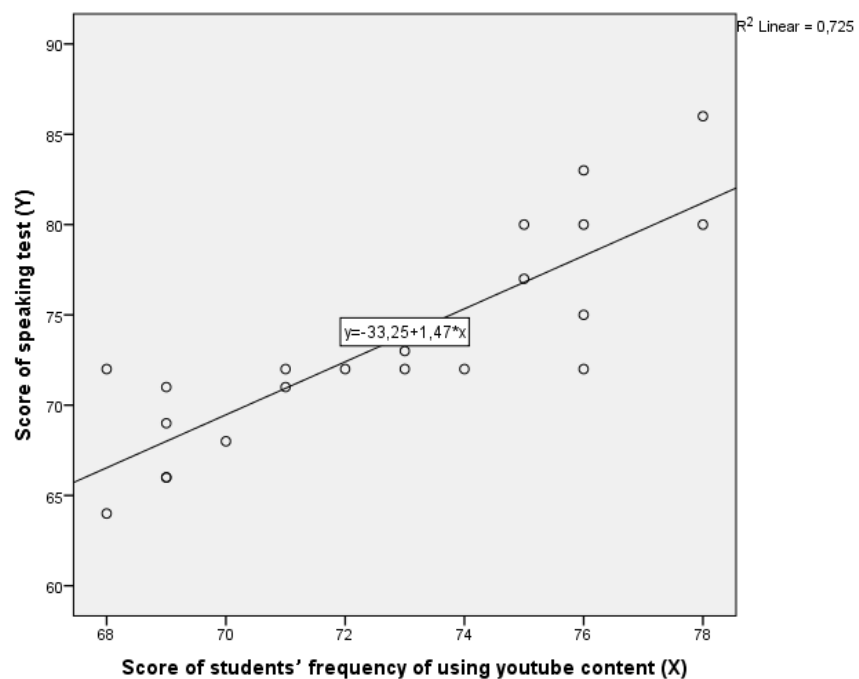


Figure 4.3
Scattered Diagram of the Linearity between Variable X and Variable Y

The scattered diagram of the linearity (Figure 4.3) above reveals that the students' frequency of using youtube content and speaking skill tend to have a linear relationship as the dots in that diagram shows an indication as a linear line. Moreover, it can be concluded that there is a positive relationship between students' frequency of using youtube content and speaking skill for the dots in that scattered

diagram shows an indication that the data starts from the down left side to the up right side of the diagram.

3. Hypothesis testing

In testing hypothesis, the researcher used Pearson Product Moment Formula. The hypothesis of this research is that there is a positive significant correlation between students' frequency of using YouTube content (X) and speaking skill (Y). This hypothesis is alternative hypothesis (Ha). To test the hypothesis, Ha is changed become null hypothesis (Ho). It says that there is no positive significant correlation between students' frequency of using YouTube content (X) and speaking skill (Y). To test the hypothesis, the researcher analyzes the data using Pearson Product Moment Formula.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

The statistical formulation of the hypothesis is as follow:

A. Null hypothesis (Ho)

“There is no significant correlation between frequency of using YouTube content and students' speaking skills.”

$$Ho : \rho = 0$$

B. Alternative hypothesis (Ha)

“There is a significant correlation between frequency of using YouTube content and students' speaking skills.”

$$Ha : \rho \neq 0$$

Table 4.6
Correlation

Correlations			
		Score of students' frequency of using YouTube content (X)	Score of speaking test (Y)
Score of students' frequency of using YouTube content (X)	Pearson Correlation	1	,852**
	Sig. (2-tailed)		,000
	N	21	21
Score of speaking test (Y)	Pearson Correlation	,852**	1
	Sig. (2-tailed)	,000	
	N	21	21

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

The Pearson Product Moment formula is required to measure the hypothesis test by recognizing that:

N	21
$\sum X$	1526
$\sum Y$	1541
$\sum X^2$	111.114
$\sum Y^2$	113.747
$\sum XY$	112.309

$$\begin{aligned}
 r_{xy} &= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{21 \times 112309 - (1526)(1541)}{\sqrt{\{21 \times 111114 - (1526)^2\} \{21 \times 113747 - (1541)^2\}}} \\
 &= \frac{6923}{\sqrt{(4718)(14006)}} \\
 &= 0,8516444143 \\
 &= 0,852
 \end{aligned}$$

From the results above, it can be concluded that there is a positive correlation of 0.852 between the students' frequency of using YouTube content and speaking skills. This means that the more often students use YouTube, the better their speaking skills will be. But the results of the calculation of the correlation coefficient must be seen as significant, so it needs to be compared with the r_{tabel} . If $N = 21$, then the price of $r_{\text{tabel}} = 0.433$. It turns out that the $r_{\text{obtained}} > r_{\text{tabel}}$ $0.852 > 0.433$ so that H_0 is rejected and H_a is accepted. So the conclusion is that there is a positive relationship and the correlation coefficient value between the students' frequency of using YouTube content and speaking skills is 0.852.

Apart from the above results, you can also use the t test to test the importance of the correlation coefficient with the formula:

$$\begin{aligned}
 t &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0,852\sqrt{21-2}}{\sqrt{1-0,852^2}} \\
 &= 7,0935730644 \\
 &= 7,09
 \end{aligned}$$

The t_{obtained} is then compared with the t table price. For $dk = n - 2 = 21 - 2 = 19$, then we get $t_{\text{table}} = 2.093$. It turns out that the $t_{\text{obtained}} 7,09 > t_{\text{table}} 2,093$ so that H_0 is rejected. This means that there is a positive relationship and the correlation coefficient between the students' frequency of using YouTube content and speaking skills is 0.852.

There is a number in the correlation analysis called the coefficient of determination, which is the square of the correlation coefficient (r^2). As the variance that occurs in the dependent variable can be explained by the variance that occurs in the independent variable, this coefficient is called the coefficient of determination. Therefore, $r = 0.852$, the coefficient of determination is $r^2 = 0.852^2 = 0.72$. This means that 72% of the variant of speaking skill is influenced by students' frequency of using YouTube content, while the other 18% is contributed by other factors.

Based on the simple interpretation above, the researcher noticed that the correlation between students' frequency of using YouTube content and speaking skill is strong. It means that there is a correlation between students' frequency of using YouTube content and speaking skill.

C. The discussion of the research finding

As stated in the first chapter, the aim of this study was to investigate whether there is a significant relationship between students' frequency of using youtube content and their speaking skill at 4th semester of English Department of IAIN Bengkulu. Speaking is considered as a crucial matter in learning English because the ability of using the language mostly seen by the ability to speak. However, the ability to speak not an easy thing to get. The students though every media to gain the ability to

speak. Youtube video can be a some of the media to help students to learn how to speak more easily. These will influence them to acquire English speaking skills.

The researcher has collected the data needed for verifying the hypothesis. There are two instruments used by the researcher, those are questionnaire and test. The first instrument, questionnaire which consisted of 17 items, was distributed to the participants to measure of students' frequency of using YouTube. The second instrument, test was used to measure the level of the students speaking skill.

Based on the data above, it shows that there is significant correlation between students' frequency of using YouTube content and speaking skill. The result of the research, it is found that the mean scores and standard deviation scores in each variable. The mean score of students' frequency of using YouTube content is 72,66 and standard deviation is 3,35. It means that the mean score of students' frequency of using YouTube content is high and standard deviation is low. While, the mean score of speaking skill is 73,38 and the standard deviation is 5,77. It means the mean score of speaking skill is high and standard deviation is low.

The results of the validity and reliability data show that the 20 items from the questionnaire have 17 valid items and 3 invalid items. With the result of the validity is 0,849. These results indicate that the

questionnaire tested is reliable because the Cronbach's Alpha value is more than 0,80.

While, the result of normality test, the students' frequency of using YouTube content is $0,07 > 0,05$ it means the data is normal. Although, the result of speaking test is $0,222 > 0,05$ it means the data is normal. So the data for variables X and Y are normally distributed. The result of the linearity test shows that the value of F_{obtained} is $0.345 < F_{\text{table}} 2.95$, so there is a linear relationship between students' frequency of using YouTube and speaking skills.

In addition, based on the calculation and data analysis above, the score of correlation coefficient (r_{xy}) is higher than the score of r_{table} . In this case, the correlation coefficient found is 0,852 and this score is compared with r_{table} at the level of significance 0,05. The r_{table} at the level of significance 0,05 obtained respectively are 0,433. Therefore, it turns out that the correlation coefficient (r_{xy}) is higher than the score of r_{table} or $0,852 > 0,433$. Which mean that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

Furthermore, based on the calculation of *t-test*, the score of *t-test* 7,09 is higher than the score of $t_{\text{tabel}} 2,093$ at the level of significance 0,05. This mean that null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted.

This means that there is a positive relationship and the correlation coefficient between the students' frequency of using YouTube content and

speaking skills is 0.852. The conclusion is the coefficient of determination $r^2 = 0.852^2 = 0.72$. This means that 72% of the variant of speaking skill is influenced by students' frequency of using YouTube content, while the other 18% is contributed by other factors. According to Sugiyono, there are 5 levels of relationship, there are:⁵⁷

Table 4.5
5 level of relationship

No	Correlation Coefficient	Level of Relationship
1	0.00 – 0.199	Very week
2	0.20 – 0.399	Week
3	0.40 – 0.599	Strong enough
4	0.60 – 0.799	Strong
5	0.80 – 0.100	Very strong

Youtube as know as the largest platform of online video. Watkins & Wilkins state, it also allows users to find, view, and share videos.⁵⁸ In addition; millions of videos have been posted and shared, YouTube has several ways of finding any online videos in every area of existence. It has recently joined the education world. Alimemaj found that students' ability on the two skills improved after using YouTube. Alimemaj's research aimed to figure out the students' opinion of learning language by using YouTube.⁵⁹ His research results showed that students thought YouTube assist them to improve their English proficiency especially in speaking and listening. This is regarded as support for the teaching and learning process for students, teachers, and educational institutions.

⁵⁷ Sugiyono. (2016). *Statistik Untuk Pendidikan*. Bandung: Alfabeta, cv.

⁵⁸Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, 2(1), 113-119. doi:10.5746/leia/11/v2/i1/a09/watkins_wilkins

⁵⁹Alimemaj, Zamira. (2010). *YouTube, language learning and teaching techniques*, 2(3), 10-12

Based on it, the researcher noticed that the correlation between students' frequency of using YouTube content and speaking skill. It indicates that there is strong correlation coefficient between variable X (students' frequency of using YouTube content) and variable Y (speaking skill). Hence, it can be considered that the correlation coefficient between them.

D. Limitations

In concluding this study, there were some challenges which lead this study to have some limitations. First, one of the instruments has a 17 questionnaires, so the result may not reflect the real situation for the whole population. In this case, the instrument consists of Likert Scale type the items must be answered by using ceklis and the scale usually expressed in five options.

Two, the second instruments is must be answered based on the point of the video. Even though the explicit and explanation of the provided in the test, there were some of the participants who were still confused of the instruction of the test. As a result, this study may be considered to tend to be explanatory in nature and it mainly provides a description of the possibilities and alternative conclusions.

Third, there are some difficulties were found in terms of looking for some participants. Also, there was only limited time to administer the

instrument. In this case, the participants had some courses to attend as well as there were some tests they should take.

Another shortcoming found was the difficulty to access and look some related previous studies which were done in Indonesia. While, the researcher was researching this thesis during the pandemic COVID-19 it makes more difficult to search the previous study and do the research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and interpretations on the previous chapter, it can be concluded that:

There was a significant correlation between students' frequency of using YouTube content and speaking skill. The result of this study showed that the coefficient correlation (r_{count}) was higher than the r_{table} ($0,852 > 0,433$). It means that the result indicated that there was a positive and significant correlation between students' frequency of using youtube content and their speaking skill at 4th semester of English Department of IAIN Bengkulu. The interpretation of correlation coefficient 0,852 was high correlation. The hypothesis accepted in this research was alternative hypothesis (H_a), whereas the null hypothesis (H_0) was rejected. In brief, it could be drawn that students' frequency of using youtube was correlated with their speaking skill.

Based on the findings, it can be concluded that the students' frequency of using youtube content gives a dominant effect to the speaking skill. In this case, the other factors would give more dominant effect through it. It can be assumed that the higher this The more often you watch YouTube, the better your speaking skills will be.

B. Suggestion

Based the conclusion above, the researcher can suggest the following:

1. For the students

In language learning, the sign of mastering or knowing a language is proved by the ability to speak. So, the speaking skill becomes crucial. Beside some of students said that speaking skill is the second difficulty after listening on language learning. Speaking also need courage and fluency.

Therefore, the students are strongly suggested to practice their English every day, try to respond the question from teachers or express their own ideas although it is wrong and should try to make conversation with friends.

2. For the teacher

By knowing the contribution of using YouTube content toward speaking skill, teacher may chance of English language teaching— learning to leads student's ability in English language. they should be able to make the students active practice speaking skill. Teacher of speaking need to be aware of internal condition of the learners when they are trying to learn to speak. The technique chosen can support learners and make them brave to speak.

3. For the research

The researcher expects that this research will be useful as a reference to other researcher. So, this study will be continued and there will be a better solution for improving students' speaking skill.

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