

AN UNDERGRADUATE THESIS

**ANALYSIS OF USING THE YOUTUBE APPLICATION IN IMPROVING
STUDENTS' SPEAKING SKILLS AT THE SECOND GRADE IN SMPN 4
MAJENE**



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ANALYSIS OF USING THE YOUTUBE APPLICATION IN IMPROVING STUDENTS' SPEAKING SKILLS AT THE SECOND GRADE IN SMPN 4 MAJENE

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ABSTRAK

NELIANTI 2025, ANALISIS PENGGUNAAN APLIKASI YOUTUBE DALAM MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS 2 SMPN 4 MAJENE. Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Penelitian ini bertujuan untuk menganalisis dampak penggunaan media YouTube terhadap peningkatan kemampuan berbicara siswa kelas VIII di SMPN 4 Majene, khususnya dalam aspek *pronunciation* dan *fluency*, serta mengeksplorasi persepsi siswa terhadap media tersebut. Pendekatan yang digunakan adalah kualitatif dengan metode studi kasus. Data diperoleh melalui observasi dalam empat kali pertemuan dan wawancara mendalam dengan empat siswa yang dipilih secara purposive berdasarkan keaktifan mereka di kelas. Hasil penelitian menunjukkan bahwa video YouTube membantu siswa memahami teks naratif dan melatih keterampilan berbicara. Pada aspek *pronunciation*, terjadi peningkatan meskipun masih ditemukan kesalahan dalam pengucapan vokal panjang dan diftong. Dalam *fluency*, beberapa siswa masih kurang lancar, tetapi latihan melalui pemutaran video berulang dan kegiatan *retelling* meningkatkan kepercayaan diri mereka. Siswa juga menunjukkan persepsi positif terhadap penggunaan YouTube karena dinilai menarik, mudah dipahami, dan memotivasi belajar. YouTube terbukti menjadi media alternatif yang efektif dalam pembelajaran berbicara bahasa Inggris. Namun, keterbatasan penelitian ini terletak pada jumlah partisipan yang sedikit dan fokus hanya pada dua aspek berbicara. Oleh karena itu, disarankan agar penelitian selanjutnya melibatkan lebih banyak peserta, menggunakan pendekatan *mixed-method*, dan mengkaji dampak jangka panjang penggunaan YouTube terhadap keterampilan berbicara secara menyeluruh.

Kata Kunci: YouTube, Kemampuan berbicara, Pelafalan, Kelancaran, Persepsi siswa

ABSTRACT

NELIANTI 2025. ANALYSIS OF USING THE YOUTUBE APPLICATION IN IMPROVING STUDENTS' SPEAKING SKILLS AT THE SECOND GRADE IN SMPN 4 MAJENE. Thesis, Majene: Faculty of Teaching Training and Education, Universitas Sulawesi Barat, 2025.

This study aims to analyze the impact of using YouTube media on improving the speaking skills of eighth grade students at SMPN 4 Majene, especially in terms of pronunciation and fluency, and to explore students' perceptions of the media. The approach used is qualitative with a case study method. Data were obtained through observations in four meetings and in-depth interviews with four students who were selected purposively based on their activeness in class. The results showed that YouTube videos helped students understand narrative texts and practice speaking skills. In terms of pronunciation, there was an increase although there were still errors in pronouncing long vowels and diphthongs. In terms of fluency, some students were still not fluent, but practice through repeated video playback and retelling activities increased their confidence. Students also showed positive perceptions of using YouTube because it was considered interesting, easy to understand, and motivating to learn. YouTube has proven to be an effective alternative media in learning to speak English. However, the limitations of this study lie in the small number of participants and the focus on only two aspects of speaking. Therefore, it is recommended that further research involve more participants, use a mixed-method approach, and examine the long-term impact of using YouTube on speaking skills as a whole.

Key: YouTube, Speaking ability, Pronunciation, Fluency, Students' perception

CHAPTER I

INTRODUCTION

A. Background

English language skills are very important because this language is used globally in many countries. As an international language, English functions as the main means of communication between countries. Nurhidayah (2022) said that, in Indonesia, English is a foreign language that is taught in both formal and non-formal education. By mastering English, people can increase their knowledge and communicate more easily both in their surroundings and make them more confident and there are many other benefits such as by mastering English, someone can access global information, keep up with technological developments, and participate in various international forums. This makes English language skills an important investment in facing global competition in the future.

In order to establish relationships and interact across countries, one aspect that must be improved is the ability to speak English because speaking skills are very crucial. Therefore, for every individual who wants to communicate with foreigners, good speaking skills are very important. Adequate speaking skills not only help in everyday conversations, but also open up greater opportunities in the world of education, careers, and international business. Therefore, it is important for everyone to continue to hone and improve their English speaking skills in order to adapt to the demands of an increasingly wider world.

Speaking is the ability to convey thoughts, ideas, and feelings verbally in the form of words that can be understood by others, which is one of the most important language skills, especially in everyday communication, both in formal contexts such as presentations or discussions at work, and in informal contexts such as casual conversations with friends or family, where these skills include the use of appropriate vocabulary, correct grammar, clear pronunciation, and the ability to construct logical sentences. Thus, that the message to be conveyed can be well received by the listener and communication interactions can run effectively and smoothly. This is in line

with Andi's opinion (2020) Speaking is a way of communicating language itself. By speaking everyone can understand each other, Ideas can be expressed effectively, express our thoughts and whatever is on our minds. However, in the teaching and learning process, most students have problems with speaking skills.

The ability to speak has many benefits that are very important in various aspects of life. One of the main benefits is improving communication skills, which allows us to convey messages, ideas, and information more clearly and effectively to others, this is the same as Wahyuni's opinion (2021) who said that by having these speaking skills, the message that you want to convey verbally will be conveyed effectively and efficiently, which will make communication with other people better. This ability also plays a major role in growing self-confidence, especially when we speak in public or in social situations that require us to express our opinions. In addition, speaking actively also helps us expand our social network, because by interacting verbally, The introduction of individuals to new people occurs., build stronger relationships, and strengthen bonds with the people around us. Furthermore, speaking is a very effective way to improve language skills, because the more often we use language in conversation, the more fluent and better our language skills will be. In other words, speaking is not only a means of communication, but also a means to develop ourselves, expand our social horizons, and convey our ideas and thoughts in a structured way that is easy for others to understand.

It is generally known that almost most students and even teachers have difficulty speaking English. Apart from the lack of learning strategies or effective methods in the teaching and learning process, English is also a difficult language to pronounce because it is a foreign language, especially for Indonesia in general. The problem of difficulty speaking or conversing in English is a phenomenon that exists in almost every region, especially Indonesia. It is true that almost all students experience difficulties and hardships. Thus, teachers are required to create a good learning environment that can encourage and motivate students to learn and make them comfortable, interested, and motivated in learning English. The same is true of Nunan's

opinion in Riswandi (2016) who said that teachers must help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equal opportunities to develop their interpersonal speaking and listening skills through large and small group discussions. Then Rahmayanti (2021) also said that the lack of friends to practice language can make them vulnerable to losing their English skills. As a result, they become bad at speaking. And it is emphasized again by Amiruddin in Rahmayanti (2021) that most EFL students face challenges in conveying their speech to native speakers in the region because they tend to be disturbed in oral communication. Sometimes they feel embarrassed to speak, or they pronounce words incorrectly. Therefore, foreign language learners need to improve their pronunciation of foreign language words. In order to be more confident in using language orally, learners need more tools to help them learn the language, such as the use of digital technology, especially for those who have important competencies.

Based on the results of observations conducted at SMPN 4 Majene, when researcher participate in Teaching Assitance. It was found that students' English speaking ability is still very limited. This can be seen from their low self-confidence when asked to speak in front of the class, their lack of fluency in speaking and their grammar is still very poor, as well as the minimal vocabulary of students so that when conveying sentences or opinions, they say it is very difficult to pronounce and understand if using English. Many students are only able to say simple sentences, but they often stop because of the lack of vocabulary they know. Another factor that also influences is the lack of opportunities for students to practice speaking intensively, both inside and outside the classroom. Lack of motivation and fear of making mistakes are also quite major obstacles in developing their speaking skills.

Thus, a change is needed in English learning strategies that are more effective and interactive. One way is to utilize technology, such as language learning applications and digital platforms, which can make the learning process more interesting and enjoyable. The use of media such as video conversations, audio, and images can also help students understand the

material more easily. In addition, learning methods that encourage students to actively participate, such as group discussions, role-play, and educational games, can increase their engagement. Teachers also need to provide clear and constructive feedback, as well as continue to provide encouragement and motivation so that students feel more confident in speaking English. With this approach, it is hoped that students will be more motivated and able to develop their speaking skills better.

Based on the problems above, researcher will try to find solutions to overcome the problem of speaking English. Researcher choose one application, namely YouTube. Andi (2020) YouTube is a form of entertainment that presents stories through sound and a series of images that give the illusion of continuous movement. YouTube is one of the media in language teaching. YouTube is very useful because it can make students more interested in learning. Then, in Mitzar (2023) said that in Indonesia, YouTube is used for entertainment, there is a lot of content, there are games, music videos, and vlogs of everyday life, even educational and learning sciences. Content related to education Students tend to use YouTube if it provides videos that function as learning methods and learning resources. Especially for students who are not fluent in speaking, YouTube videos offer techniques to improve a person's speaking skills. YouTube is a platform that provides content in audio and video formats according to Andi (2020). In Mitzar (2023) YouTube can help improve students' speaking skills by making it a teaching material for students so that it helps students learn vocabulary and speak.

YouTube is a very effective platform as a learning medium. This platform provides access to a variety of content that can be tailored to the needs of each student. With an attractive video format, flexibility in time, and a high level of interactivity, YouTube is a very powerful tool to support education in the modern era that can be accessed by anyone and anywhere independently. Therefore, it is not surprising that more and more students, teachers, and educational institutions are using YouTube as a learning tool that is not only effective, but also fun. YouTube has a good impact on society,

especially for students. This is in line with the opinion of Aprianto in Tahmina (2023) who said that YouTube has many positive impacts on students. For example, they can participate in class with enthusiasm, engage in social activities, develop critical thinking skills, understand subject matter more effectively, and learn independently. However, if not properly considered, it will have a negative impact such as videos that show violence, hatred, and videos that are not appropriate to watch. According to Komang (2022) Through various interactive activities, students will be encouraged to generate interesting ideas during the learning process, as well as develop their creativity, interests, and motivation. However, these benefits come with a number of challenges. Due to the common use of YouTube videos in online learning, many studies have revealed negative perceptions regarding the use of these videos, both technically, psychologically, and physiologically.

Therefore, the researcher will conduct this research with the title **"Analysis of Using the Youtube Application in Improving Students' Speaking Skills at the Second Grade in SMPN 4 Majene."**

Based on initial observations and theoretical studies, researcher suspect that the use of YouTube as a learning medium can have a positive impact on improving students' English speaking skills at SMPN 4 Majene. YouTube provides various types of content that can be accessed by students to learn English. In addition, students who routinely watch and imitate the way native speakers speak on YouTube will have improvements in pronunciation, intonation and vocabulary. In this study, this temporary assumption will be tested through observation and interviews with students' perceptions in using YouTube to improve their English speaking skills.

B. Problem Identification

Based on the background above, the problem can be identified, namely:

1. Lack of students' grammar and fluency skills when speaking English.
2. Students' lack of self-confidence to speak English.

C. Research Focus/Problem Limitation

This study focuses on using YouTube media in the English learning process to improve the speaking skills of the second-grade students at SMPN 4 Majene. Thus, the researcher wants to elaborate more deeply on the following two cases:

Researcher questions:

1. How do eighth-grade students experience the use of YouTube based material web in learning to speak English, particularly in terms of pronunciation and fluency?
2. What is the students' perception of the eighth-grade students at SMPN 4 Majene after using YouTube based material web in the process of improving their speaking skills?

D. Research Objectives

The research objectives of this proposal are as follows:

1. To explore the perceptions of eighth-grade students regarding the use of YouTube-based web materials in learning English speaking skills.
2. To represent the perceptions of the second grade students at SMPN 4 Majene in general after using YouTube in the process of improving their speaking skills.

E. Research Benefits

From the title of the proposal above, there are several benefits of research, namely;

1. For students

It is hoped that this research will be useful for developing the quality of education, specifically English language learning methods for students. As well as being a strategy in developing students' abilities, in using social media, specifically the YouTube application.

2. For educators

Teachers can learn to use digital media such as YouTube as an effective, engaging and relevant learning tool. With the help of YouTube, teachers can explain complex concepts visually, making it easier for students to understand.

3. For School

Schools can integrate modern technology to support more effective learning, such as using YouTube applications to help students practice pronunciation, intonation, and language expression, thereby supporting the improvement of their speaking skills.

4. For researcher

The researcher gained broader insight into the benefits of digital media, such as YouTube, in learning, and this research can also be a reference when becoming a teacher in the future.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

In this part, the researcher found several reference materials from other previous researchers regarding the impact of using the YouTube application to improve students' English speaking skills.

The first study was conducted by Meinawati (2020) who determine the improvement of English speaking skills effectively by utilizing YouTube media at SMA IT Rahmadiyah, for class X using descriptive qualitative method. Her study focuses on the implementation of YouTube for different, interesting, fun speaking teaching, making the classroom atmosphere comfortable and increasing the enthusiasm for learning for class X SMA students. The results of using YouTube media during classroom were very effective, because students spoke confidently and more expressively. Students also don't need to worry about the phrases they use when speaking English, because they have seen how foreigners speak English well and correctly.

The second study by Chatta (2024) The purpose of this study was to examine the extent to which the use of YouTube videos can improve the speaking and listening skills of EFL (English as a Foreign Language) students in Saudi Arabia. This study aims to address the challenges faced by students who have limitations in listening and speaking in English due to lack of exposure to native speakers. The research method used was an experiment with two groups, namely the experimental group that received treatment through YouTube videos and the control group that followed regular learning without videos. The results of the study showed that the experimental group that used YouTube videos got better results compared to the control group. Students in the experimental group showed significant improvements in their listening and speaking skills, as well as more fluent speaking abilities and better comprehension in oral presentations.

The third study was conducted by Saed (2021). This study aims to assess whether the use of YouTube videos can have a positive impact on the speaking skills of EFL (English as a Foreign Language) students at universities in Jordan. The method used in this study involved conducting a pre-test and post-test for two groups, namely the experimental group using YouTube and the control group following traditional learning. The number of samples was 80 but each group consisted of 40 students each. The results of this study indicate that the experimental group using YouTube experienced a significant increase in speaking skills, especially in terms of pronunciation and fluency and coherence, compared to the control group learning with traditional methods. Thus, it can be said that the use of YouTube can facilitate students in learning English.

The fourth study was conducted by Dewi (2021) in his study it was stated that YouTube has many benefits, especially for teaching English. YouTube helps teachers to facilitate students in their learning activities. This study aims to determine the use of YouTube videos in improving students' speaking skills in high schools. The research method used is a qualitative method and the design of this study is library research. In this study, researchers analyzed data using several related articles written by previous researchers to determine the use of YouTube videos for students' speaking skills in high schools. Based on the analysis, it was found that YouTube helps students to improve their speaking skills and increase their interest in learning English because students can use YouTube videos everywhere not only in the classroom.

The latest research conducted by Susanti (2022) This research was conducted on March 7, November 2017 to September 14, 2018 located at the Jakarta Tourism Academy. The purpose of this study was to improve students' speaking motivation at the Jakarta Tourism Academy, the application of YouTube video role-playing to improve students' speaking motivation at the Jakarta Tourism Academy. Action research was conducted in one class with 15 students in the first semester. The researcher used several instruments to collect data. Other data were obtained from

observations, speaking tests, interviews and questionnaires. Interviews were conducted with 15 first-semester students at the Jakarta Tourism Academy and an English teacher (male and female). The research method is planning, action, observation, reflection in three cycles. The first finding of the first objective is the progress of students' speaking scores and motivation questionnaire data increased in each cycle. Student interviews have positive results. The second finding of teaching and learning using YouTube and role-playing has succeeded in increasing students' motivation and confidence in speaking. The results of this study indicate that the use of the Role Playing technique has succeeded in improving students' speaking skills. The researcher found that this teaching can improve motivation and speaking skills effectively.

From all the previous studies above, what is discussed is about the use of YouTube in improving English speaking skills through one of the applications, namely YouTube. The results of each previous study stated that it succeeded in improving students' speaking skills in speaking English. However, there are some differences in the studies that have been explained above, namely in the instruments and methods of data collection by observing, observing, interviewing, on the other hand using questionnaires, planning, action, and reflection for data collection.

In addition, previous studies have different objectives, namely analyzing, investigating, increasing motivation, improving skills in using technology, using the YouTube application and in previous studies using samples from business students, high school students, students in Jordan, tourism academies and some using samples of 80 students, and 15 students.

The similarity of previous research with this research lies in the application used, namely the YouTube application, but this research focuses more or more specifically on the use of visual methods with narrative text material. In this study, researcher will create her own YouTube channel account and create her own material and also a teacher in the classroom. The purpose of this study is to determine the impact of using the YouTube

application on the English learning process for students in order to improve students' speaking skills and to determine students' perceptions after using YouTube.

The difference between this study and previous studies is that the researcher will use her own YouTube channel account and will discuss narrative text. In addition, the researcher only focuses on students' fluency and grammar when retelling narrative text or in the learning process in class.

B. Theoretical Framework

1. Speaking

a. Definition of Speaking

Speaking is one of the most important language skills in language learning, especially when learning English as a foreign language. This skill improves the ability to communicate ideas, information, and feelings to listeners clearly and concisely. According to the Oxford Advanced Dictionary in Jawad (2020) it says that speaking means expressing or communicating opinions, feelings, ideas, etc., with or as speaking and involves activities on the part of the speaker as psychological (articulatory) and physical (acoustic) stages. The same as Hasibuan's opinion in Jailani (2024), speaking is a tool used by humans to interact with each other. Speaking happens everywhere and has become ingrained in everyday life. When someone speaks, they are engaged in a conversation and use language to convey their thoughts, feelings, and ideas. Speaking skills are one of the important language skills in learning English.

In the context of English language teaching, skills are often seen as the main indicator of students' proficiency in using the language actively. Although speaking is important, students often feel that mastery of it is an obstacle. This is due to various factors, such as lack of vocabulary, anxiety in public speaking, limited exposure to English-speaking environments, and many more. This is the same as the opinion of Nuryana in Jailani (2024) who showed that students have problems in speaking English such as shyness, grammar, vocabulary and meaning, pronunciation, lack of

confidence, fear of making mistakes, and anxiety. This is also supported by Ur in Meilinda (2018) who said that there are many causes of speaking difficulties, such as: 1. Inhibition: namely a state of anxiety about making mistakes, receiving criticism, or being embarrassed. 2. Nothing to express: namely a state of not having the will to speak. 3. Lack of participation: namely a state where there is one student speaking at a time because the class is large and the tendency of some students to dominate, while others have little or no participation. 4. Use of everyday language: students whose mother tongue is the same tend to use it because it is easier and they feel less exposed when using it.

In speaking instruction, interactive and communication-based exercises are essential to help students understand the challenges they face. Strategies such as role-playing, simulations, group discussions, or presentations can give students the opportunity to practice their skills in situations that are not necessarily true. A supportive learning environment, both from the teacher and peers, is also an important factor in increasing students' confidence in the classroom. According to Thornbury in Jawad (2020) assumes that "the essence of the speaking process is followed by the teaching of grammar and vocabulary, with little pronunciation. He states that speaking is a complex skill that requires real practice to improve because speaking is more than just the ability to communicate". He also emphasizes that in communication, this is mentioned more specifically because written communication forms a framework in which students are expected to communicate orally with others. More importantly, teacher communication will be more intense; this means that students will be more engaged in class.

Speaking is a dynamic interpersonal process that greatly influences how we are perceived by others in various formal and everyday contexts Silalahi (2023). According to Khamkhien in Silalahi (2023) speaking is considered the most important in learning a second or foreign language. Because speaking in a second language is a separate and more complex process involving speakers who encode messages and listeners who

decode them, special training is also needed. Fluency, complexity, and accuracy are the three main aspects of spoken language quality that are usually associated with performance and must be taken into account when teaching this skill. Speaking is a little difficult because we need to pronounce something well so that others understand what we are talking about. Speaking is sometimes used to give directions or complete tasks, such as describing something or someone, criticizing other people's actions, asking for and providing services, and so on.

Based on the definition above, researcher can conclude that speaking is a key skill in language learning, especially English as a foreign language. Speaking skills allow individuals to express ideas, feelings, and information clearly and effectively, thus becoming an important indicator of students' language proficiency. However, in mastering it, students often face various obstacles, such as lack of vocabulary, anxiety, shyness, and limited exposure to the English-speaking environment. Communication-based exercises such as role-playing, discussions, and simulations can help students improve their speaking skills. Support from the learning environment, including teachers and peers, is essential. The use of internet technology can also help overcome challenges in teaching English speaking.

b. Problems of Speaking Skill

According to Richard in Amalia (2021) while students hone their speaking skills, they often encounter problems. There is a scarcity of terminology needed to discuss everyday speech. The vocabulary of native speakers and learners is not the same. Usually, the vocabulary is simpler, therefore when they encounter rare vocabulary, they will have difficulty responding. Furthermore, speaking slowly takes a lot of time to make a statement. Extra time is needed when learning a new language, especially when practicing speaking skills. Learners, on the other hand, are not used to another language. Students' brains work harder when they try to build sentences in second language learning. They are also unable to fully participate in the discourse. This is an option for second language learners

who cannot fully participate in a discussion. This happens when they are in the middle of a conversation and have to do two things: understand what is being said and respond. Poor grammar can also cause learning challenges. Students must also understand English theory to avoid grammatical errors during speaking practice. Students' inadequate understanding of grammar is one of the difficulties in teaching speaking skills. Understanding grammar is essential for students to develop their speaking skills.

c. Types of Speaking

According to Brown in Tristiana (2020), who explains the types of speaking performances, namely as follows;

a. Imitative

Elements that emphasize the form of pronunciation of words, phrases, and sentences which include the ability to practice intonation of language forms.

b. Intensive

Activities carried out by students in pairs or groups such as reading texts in front of the class, taking turns in dialogue to see students' language skills in grammar.

c. Responsive

Test understanding in the form of short, concise and more meaningful interactions.

d. Interactive

A long form of interaction that requires many students to work on the test.

e. Extensive

A single exam where students must work on the exam themselves by doing practices such as telling stories, giving speeches, reading reports, etc.

d. Functions of Speaking

According to Richards in Nurfadilah (2023) there are three functions of speaking:

- a. As interaction, we continue to communicate with others every day as an interaction. Interaction refers to the words we use in a dialogue. Interaction is a spontaneous and interactive communication between two or more people. Interaction is related to how individuals try to communicate with others. Thus, they have to communicate with others by using their verbal abilities. Social bonding is the main purpose of this function.
- b. As transaction, Speaking like a transaction emphasizes more on the message being conveyed and helps others understand what we want to say in a straightforward and precise manner. To gain knowledge in spoken language like this, teachers and students usually concentrate on meaning or speaking as it is.
- c. As performance, in this case, speaking activities are more focused on monologue than dialogue.

The function of speaking as explained above that the importance of speaking as a means of communication, where language is used to convey concepts or messages successfully. Since we are social beings who are interconnected, speaking is an important English skill because without it, we cannot share ideas and other information.

e. The purposes of speaking

According to Lynch in Rahma (2021), there are eight goals of learning speaking:

- a. To achieve and extend the learners linguistic competence
- b. To increase their confidence in using spoken English
- c. To develop their ability to analyze and evaluate spoken performance
- d. To sharpen their strategy competence in face to face interaction

- e. To convey their message to someone else
- f. The learners can use communication strategies, dictionaries or previous input to make up for gaps in their productive knowledge.
- g. There are plenty of opportunities to produce
- h. The learners talk about things that are largely familiar to them .

Not only that, according to Asilestari (2018) When two people are involved in a conversation with each other, we can be quite sure that they have a purpose for talking. Their purpose is:

- a. They want to say something: Speech is largely motivated by the need to express oneself. Speech usually serves to communicate to others that speaking is the right decision in this situation. We can claim that people feel compelled to speak even when they are forced to do so; otherwise, they would remain silent.
- b. They have several communicative purposes: Speakers say things because they want something to happen as a result of what they say, in addition to the desire to speak. They may want to entertain their audience, impart knowledge, or encourage pleasure. They may choose to agree or complain, or they may choose to be rude or flattering. They are engaged in achieving these communicative purposes in each of these situations, namely the importance of the message they wish to convey and the desired outcome.
- c. They choose from their linguistic arsenal: Even if they cannot communicate, all speakers have a need or intention to do so, and they are perfectly capable of producing new sentences (especially if they are native speakers). They will choose what they believe is appropriate for this purpose from their linguistic “arsenal” to achieve this communicative goal.

Confidence is one of the advantages of speaking practice. How students' confidence increases, because speaking requires a lot of practice to be able to speak English well. In addition, speaking gives students the opportunity to use English when speaking in front of many people.

However, that is not the only advantage of speaking. Speaking alone in English is one of the most important elements in developing other speaking skills, in addition to having an impact on one's confidence. Speaking is the basis of speaking and anything can lead to speaking. For example, understanding the various forms of verbs when writing or speaking will ensure that your vocabulary and grammar are correct Regita (2018).

f. Elements of Speaking

Speaking is very important for learners, especially for learning English. According to Harmer in Aswadi (2022), there are five elements of speaking ability such as pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

The learner must be able to pronounce phonemes correctly when speaking and employ intonation and stress in connected speech. The speaker must be able to clearly pronounce each word and produce the audible sounds that convey meaning. According to Sarah in Rini (2023) pronunciation is one of the crucial to be a successful spoken in communication because the pronunciation will make the listener easier to understand of what speaker says if the word spelt correctly, in other words the listener will be difficult to get the point from what the speakers say if the pronunciation is not good enough. Meldawati (2022) pronunciation is very important in speaking if we do not have appropriate pronunciation it can influence the meaning of words. Thus, according to (Hornby, 1995) pronunciation is how a language is spoken, how a word is pronounced, the way a person speaks the words of the language.

Based on the definition above, it can be concluded that good and correct pronunciation is very important in communicating with others by pronouncing words clearly and correctly, the listener can understand what is being conveyed. If the pronunciation is not clear and correct, the listener does not understand what is being conveyed by the speaker.

b. Grammar

Grammar is made up of the basic units of meaning, such as words, and the rules that combine them to create new sentences. Therefore, grammar is crucial to understanding a sentence's meaning. The speakers will experience some speaking challenges if they are unable to master grammar. According to Amelia (2019) Grammar is one of knowledge that informs the students to construct a sentence becomes a paragraph. Language cannot be separated from grammar because grammar is one of the basic in the study language. But according to Nasution (2023) Grammar is a word that confuses considerably. It has been approached and defined differently by different scholars and schools of linguistics, Etymologically, the term 'grammar' goes back (through French and Latin) to a Greek word *grammatikia* or *grammatika technē* which may be translated as 'the art of writing.' But for a long time this term has been used very loosely to incorporate the whole study of language.

Based on the understanding of the experts above, researcher can conclude that grammar is a rule that regulates how words are arranged into correct and clear sentences. Mastery of grammar is very important in composing sentences well because if someone does not master grammar, they will have difficulty speaking.

c. Vocabulary

Students need to learn a lot of the words they use in speech because they won't be able to carry on a conversation without them. According to Pollard in Nasrah 2023 vocabulary is a basic building block of language learning. Then according to Manda (2022) Vocabulary is a collection of words used in constructing sentences and has meaning. In learning a language, the first step that must be taken is to study and try to master the vocabulary as much as possible. Hornby in Manda (2022) also stated that "Vocabulary is the total numbers of words in language or all the words known to a person or used in particular book, subject and a list of words with their meaning, especially one that accompanies a textbook".

From the definition of the experts above, the researcher concludes that vocabulary is indeed very important in speaking because without enough words, a person cannot communicate fluently. Vocabulary is one of the basics in language learning. Therefore, a person must increase vocabulary.

d. Fluency

Fluency is the capacity to speak without excessive pauses or hesitations. According to Pollard in Nasrah 2023 fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency is the ability to speak spontaneously and fluently without any pauses or signs of distracting doubt and also refers to speak smoothly and fluency cannot be separated from accuracy (Nisa, 2021). The last according to Koponen in Permata (2021) said that fluency is about the flow, smoothness, the rate of speech, the length of utterances, the connectedness of ideas, the absence of excessive pausing, and the absence of disturbing hesitation markers.

From the definition above, the researcher concludes that fluency is the ability to speak fluently without many pauses and hesitations. Fluency includes fluency and accuracy when speaking.

e. Comprehension

The ability to understand something through a decent understanding of the subject or as the understanding of how a situation actually is the definition of comprehension. Meldawati 2022 comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well. According to Ahmadi in Dumaris (2022) stated reading comprehension is a process of understanding a text, exploring the meaning, purpose, and message conveyed in a text. The last according to Silalahi (2022) Comprehension is a skill that will not only affect a child's future reading ability but also their academic ability throughout school and beyond.

Based on the definition above, the researcher concludes that understanding is the ability to understand something well so that there is no misunderstanding in communication. Especially in reading, understanding is very necessary in capturing the meaning, purpose, and message of the reading text.

2. YouTube

a. Definition of YouTube

The use of technology in general is very important to meet various human needs in various aspects of life, including in education. In the context of education, technology offers various benefits that can improve the quality of learning, both for teachers, students, and educational institutions. Interactive technology can make the teaching and learning process more interesting and enjoyable, so that students feel more motivated to learn. in Mustafa (2018) said that technology has become one of the most powerful tools that influences almost every aspect of everyday human life. Its presence is considered a major revolution that has a significant impact, especially in education. Currently, the use of Information Technology (IT) and the internet has become a promising new method in the learning process.

YouTube has been widely used in education to support the teaching and learning process. YouTube offers a variety of educational content formats, including in-depth discussions on specific subjects, online lectures, visual experiments, and video tutorials. This allows students to learn flexibly anytime and anywhere, according to their needs. The platform also offers engaging and interactive visualizations, helping students understand abstract or complex material. YouTube also provides features that support learning, such as automatic subtitles, playlists, and algorithm-based video recommendations. These features make it easier for students to access relevant materials continuously. In addition, teachers or educators can use YouTube to upload learning content that can be accessed by students, either directly through virtual classes or as additional learning materials outside of class. However, the use of YouTube in learning also

has challenges, such as the potential for disruption due to access to irrelevant content or a lack of digital skills among certain users. Therefore, clear guidance and supervision are needed from educators in using YouTube as a learning tool.

YouTube is one of the largest video sharing platforms in the world. According to Andi (2020) YouTube is the largest and most popular online video site in the world, especially the internet. Currently, YouTube users are spread all over the world from all ages, from children to adults. He also said that YouTube is one of the media in language teaching. YouTube is very useful because it can make students more interested in learning. Sometimes, students feel bored with the situation in English class, so students need entertainment and YouTube is one of the media that is suitable in the modern era. According to Syaputra (2023) said that YouTube is the largest and most popular online video platform in the world. Lately, YouTube users of all ages, from children to adults, have spread all over the world. Users can transfer videos, search for videos, watch videos, discuss videos, and share video clips for free. YouTube is one of the important internet-based resources for language learning Binmahboob (2020).

Based on the definitions outlined, researchers conclude that one of the most popular tools in education to enhance the teaching and learning process is YouTube. Students can learn flexibly according to their needs thanks to the various forms of YouTube educational videos, which include in-depth conversations, online lectures, visual experiments, and tutorials. The benefits of YouTube for education include its engaging visuals, learning aids including algorithm-based video suggestions and automatic captions, and the ease for educators to post instructional resources. In addition, YouTube makes a significant contribution to language teaching by offering a variety of engaging learning resources.

b. The features of YouTube

1. Home

This home feature displays videos that are recommended based on the user's viewing history and also popular trends and makes it easier for users to find relevant content. This home feature groups videos based on categories such as trending, subscriptions and recommendations.

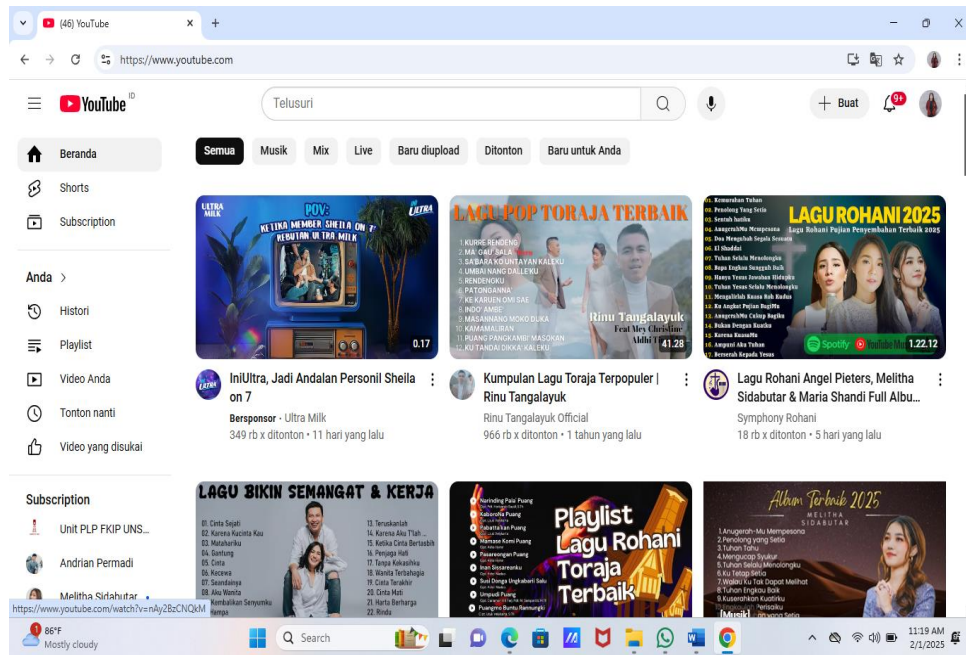


Figure of 2.1. Home

2. Search

The search feature allows users to find videos that match certain keywords or match the videos searched by users based on the upload time, duration and category of the video.

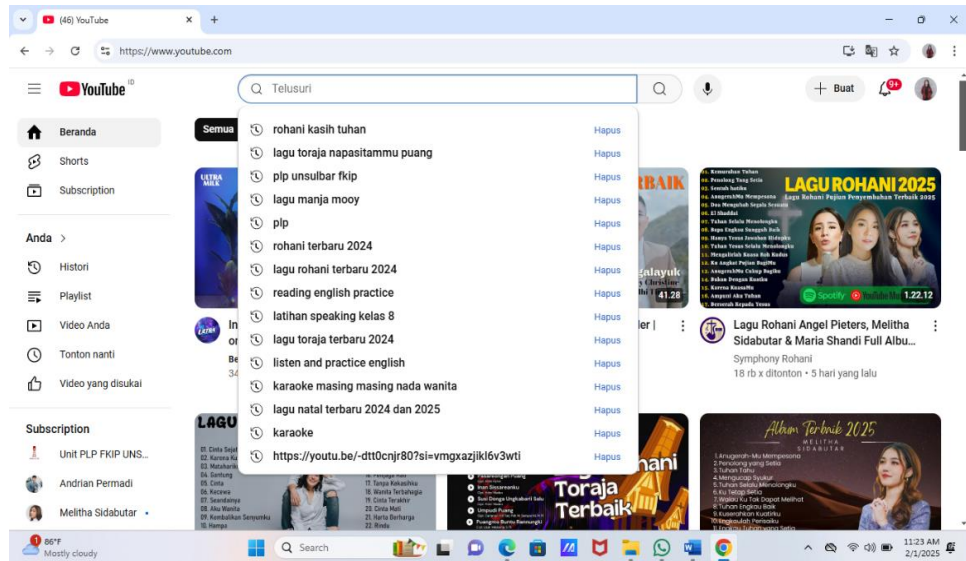


Figure of 2.2. Search

3. Upload & YouTube Studio

This feature is used by creators to upload and manage videos they want to upload. Creators can also monitor video performance, comment management and monetization of uploaded content.

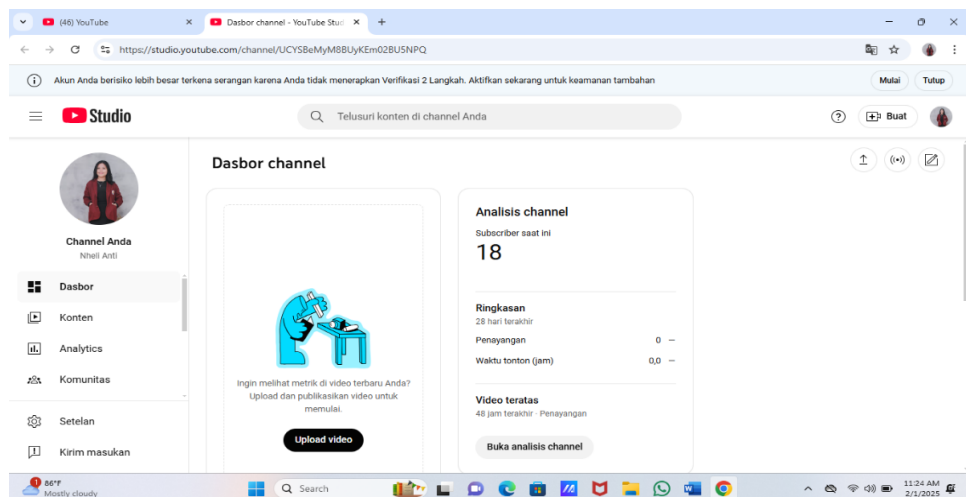


Figure of 2.3. Upload and Youtube Studio

4. Subscriptions

This subscription feature allows users to follow their favorite channels to get notifications every time a new video is uploaded by the

subscribed channel. Therefore, when you want to make it easier to access the desired content, what you do is subscribe to the channel account.

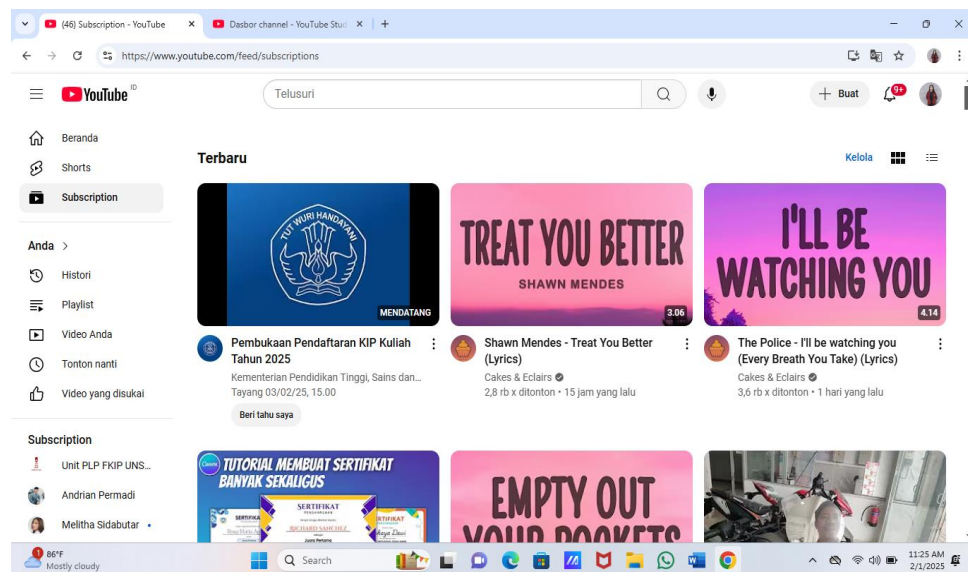
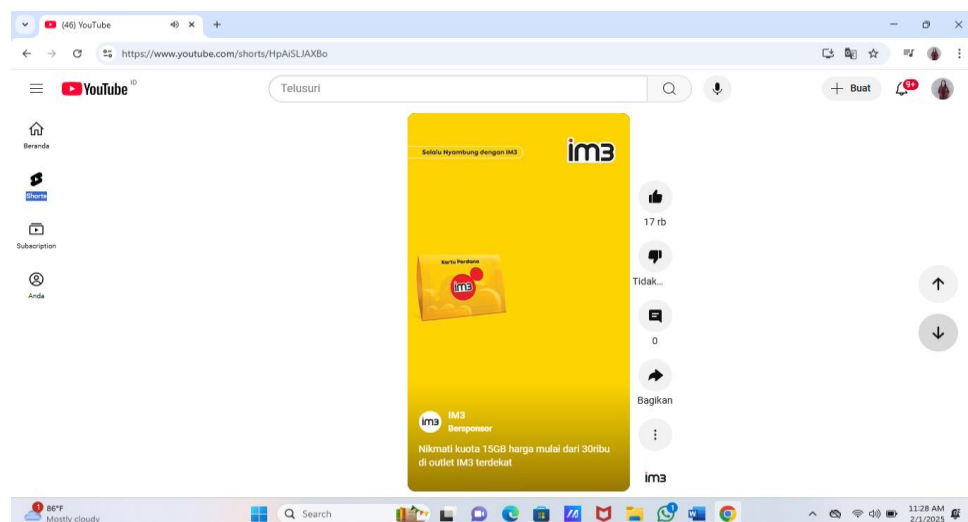


Figure of 2.4. Subscription

5. Shorts

The shorts feature is a feature that allows users to upload short videos that can be watched in a different format than others. videos watched in this shorts feature are similar to other social media platforms such as TikTok, Facebook and Instagram reels.



Figures of 2.5. Shorts

6. Playlist

This feature groups videos in a special playlist to make it easier for users to access the videos. Thus, a collection of videos grouped in one playlist can be watched sequentially without having to search one by one.

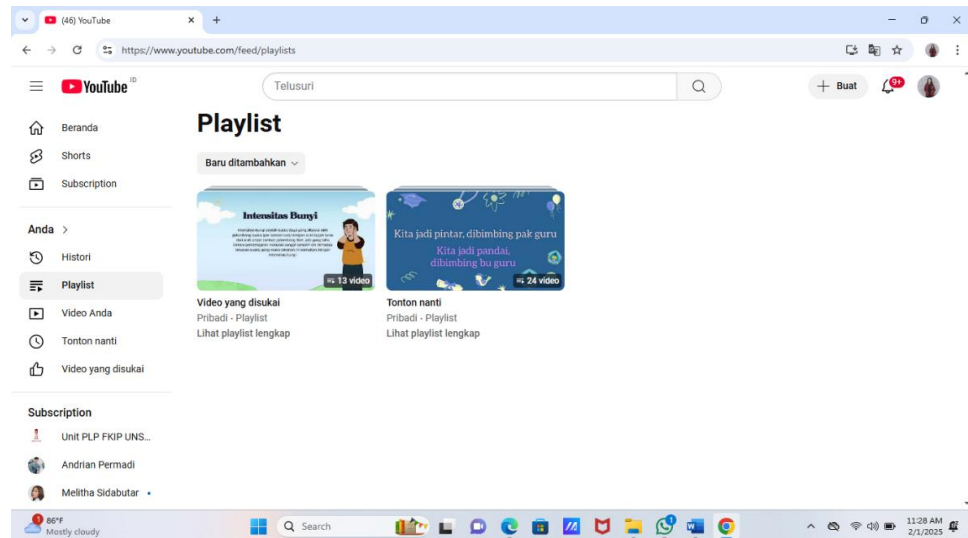


Figure of 2.6. Playlist

3. Perception

a. Definition of Perception

According to Amalia (2021) Perception is an assessment of the advantages and disadvantages of something. The Latin word percipere, which means to receive or take, and perception is the etymological root of the word perception in English. While perception in the general sense refers to the view or interpretation of something, perception in the perfect sense refers to sight, or how someone sees something. Perception is called the essence, if our perception is wrong, we cannot communicate effectively. Perception is what governs us to choose one message and ignore others. People speak more easily and more often when their perception is greater, which increases the likelihood that they can create cultural groups and identification.

Oxford dictionary in Musriha (2023) According to Latin percipio, perception is the process of organizing, recognizing, and

interpreting sensory data to describe and understand the surrounding environment. Perception is the way something is seen, understood, or interpreted; namely the ability to see, hear, or be aware of something through the senses.

b. Kinds of Perception

There are several kinds of perceptions stated by Reski (2021) as follows:

- a. Visual perception. Visual perception is the main topic of discussion of perception in general, as well as perception which are usually most often discussed in everyday contexts.
- b. Auditory perception. Auditory perception is obtained from the sense of hearing which is the ear.
- c. Touch perception. Touch perception, perception perceptual perception is obtained from the tactile sense of the skin.
- d. Perception of smell edit. Perception of smell edit the olfactory perception is obtained from the sense of smell, namely the nose.
- e. Perception of taste. Perception of taste is obtained from the sense of taste, namely the tongue.
- f. Selective perception. Selective perception is to selectively interpret what
- g. Someone sees based on one interested, background, experience and attitude.

c. Factors Influencing Perception

Besides that, according to Bimo in Asnar (2024) there are three factors influencing perception, namely;

- a. The stimulus must be strong enough to exceed its threshold, which is the lowest possible strength that can cause awareness and is already perceived by the person. The clarity of the stimulus will have a significant impact on perception.

- b. Psychological, if the physiological system is disturbed, it will affect a person's perspective. The psychological side which includes experience, feelings, thinking ability, frame of reference, and motivation will affect a person's perception.
- c. Perception will also be influenced by environmental factors and circumstances around the stimulus, especially if the subject of perception is a person. It is difficult to distinguish between an object and the environment that is its background. Different social contexts can produce different views of the same object.

d. The Categories of Perception

There are three categories of perception: a person's perception, social perception, and situational perception Robbins in Sukmawati (2023).

- a. Persons' perceptions; Perception is the process by which we learn about and understand other individuals, their traits, attributes, and inner states. In order for us to identify solid states and enduring characters with others, we form working images of others for our own purposes, to create stability, and to organize our view of the world. We think that by using an individual's state of residence to help us in our interactions, we will be able to better understand their states and predict their future behavior.
- b. The study of social perception; emphasizes how people form views and draw conclusions about others. People often form these ideas because it improves their understanding and estimation of their social environment. The process by which we form opinions about others based on the information we have is known as social perception. others' opinions to judge their character. Social evaluations may not always be accurate, so it's not just about us. Even experienced observers can misread, miscalculate, and form incorrect conclusions. If we make a bad impression, it's likely to stick with us. Our conclusions are based on the facts we have

available in our environment, our historical perspective on relevant stimuli, and our current state of mind.

- c. Perception of the Situation; According to psychosocial linguistics, a situation is any social factor that influences an individual's experience or behavior at a particular time and place. The relationship between space and time allows us to behave in a certain way. This relationship influences how to interpret the situational situation in which the stimulus occurs. A person can appear depending on various phrases. The stimuli we register affect it. We make connections between these stimuli in our interpretation of them.

e. The Indicators of Perception

There are three opinions about perception indicators. The first opinion was put forward by Walgito (1990) who mentioned three indicators of perception, namely absorption, understanding, and evaluation. Absorption is the process of receiving stimuli by the senses which produces an impression. Second, understanding is the stage of categorizing, comparing, and interpreting to gain understanding. While evaluation is the process of assessing information subjectively based on the norms that apply to the individual.

According to Hamka (2002) shows that the perception indicator only includes absorption and understanding. Absorption is the process of capturing, analyzing, classifying, and organizing information from outside through the senses to the brain. Furthermore, understanding is the result of the absorption stage.

The last argument regarding perceptual indicators was put forward by Robbin in Lengari et al (2023). He concluded that there are two types of perceptual indicators, namely acceptance and evaluation. Acceptance is related to the physiological process in

which the senses function to capture external stimuli. On the other hand, evaluation refers to the act of subjectively assessing perceived stimuli. The following comparison table has been created to compare various theories regarding perceptual indicators.

Based on the explanation above, the researcher concluded that the process of evaluating, identifying, and understanding something based on experience and sensory input is known as perception. Because perception affects how a person interprets their environment, perception is very important for social interaction and communication. Visual, auditory, tactile, olfactory, gustatory, and selective perception are among the various types of perception that are influenced by a person's interests, experiences, background, and attitudes. The intensity of the stimulus, a person's psychological condition, and the social and situational context are other elements that influence perception. Further classifications of perception are individual, social, and situational perception.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research conducted through observation and interviews with eighth grade students at SMPN 4 Majene, the following two points can be concluded:

The use of YouTube videos in learning to speak English for eighth grade students at SMPN 4 Majene has a positive impact, especially in pronunciation and fluency. In the learning process through audiovisual content, students seem more motivated. Exposure to videos can help students understand the correct pronunciation, intonation and speech patterns. Repetition and visual aids in videos also support students to know how to pronounce words correctly and be able to speak fluently. However, there are still some students who have difficulty in correct pronunciation and fluency due to limited exposure to English and tend to rely on written puzzles. This shows that YouTube can be effective tool, but it still needs to be accompanied by direct teacher guidance and structured speaking practice.

After using YouTube as a learning medium, students showed generally positive perceptions. Many students said that by watching English videos on YouTube, they found it easier to increase their vocabulary and enthusiasm for practicing speaking. The combination of visual and audio elements in the video was considered very helpful in understanding the material. However, the obstacles experienced by students when accessing YouTube are internet instability, difficulty in understanding native speakers who speak too fast or have an unfamiliar accent. Most students thought that YouTube was interesting, usefull and fun for learning to speak English.

B. Suggestion

1. For Students

Students are encouraged to use YouTube videos consistently as an additional learning tool. They should not just watch passively but also practice speaking by imitating pronunciation, intonation, and expression so that their ability to speak English will increase.

2. For Teachers

Teachers are advised to effectively integrate YouTube videos into speaking instruction, by combining them with focused phoneme practice and interactive speaking activities, to improve students' pronunciation and fluency when speaking. Follow-up activities after watching the videos are also important to strengthen students' understanding and confidence.

3. For School

For schools are expected to improve supporting facilities such as internet access and audiovisual equipment to support digital-based learning. Support for the use of educational content from YouTube will encourage more innovative and student-centered learning. Thus, students will also be more motivated and more effective in following the learning process.

4. For Future Researcher

Further research is recommended to examine the long-term impact of YouTube use on English language learning, including on other skills such as listening, writing, or grammar. Research can also compare the effectiveness of YouTube with other digital platforms in supporting foreign language acquisition such as TikTok, as stated by the students who were interviewed.

The strengths of this research are direct involvement by researchers as teachers and observers, which allows researchers to gain a deep understanding of the learning process and student responses during the use of YouTube media in class. This research was also conducted in a real classroom context so that the results obtained reflect the real learning situation. In addition, the use of YouTube video media can be an interesting innovation and can increase student interest in speaking learning, especially in pronunciation and fluency.

The weakness of this research are the limited number of subjects, which was only four students, so the results have not been generalized widely. Then, the duration of the study was also short, which was four meetings, which was an obstacle in measuring the long-term development of students.

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Appendix 1

OBSERVATION GUIDE

This observation aims to observe how students use YouTube to improve their English speaking skills. Observation are made directly in class when students speak English to see how well they speak. For this purpose, the grammar and fluency are two aspects to be observed.

Students name :

Day : 1

Elements of Speaking	Explanation
Pronunciation	
Fluency	

Students name :

Day : 2

Elements of Speaking	Explanation
Pronunciation	
Fluency	

Students name :

Day : 3

Elements of Speaking	Explanation
Pronunciation	
Fluency	