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**STUDENTS' PERCEPTIONS OF THE USE OF YOUTUBE CHANNEL  
FOR SPEAKING SKILL AT ENGLISH EDUCATION DEPARTMENT  
STATE ISLAMIC UNIVERSITY OF  
SULTAN SYARIF KASIM RIAU**



BY

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**FACULTY OF EDUCATION AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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FOR SPEAKING SKILL AT ENGLISH EDUCATION DEPARTMENT  
STATE ISLAMIC UNIVERSITY OF  
SULTAN SYARIF KASIM RIAU**

Thesis  
Submitted to fulfill One of Requirements  
For Undergraduate Degree in English Education  
(S.Pd.)



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The thesis entitled *Students' Perceptions of the Use of Youtube Channel for Academic Speaking Skill at English Education Department of State Islamic University of Sultan Syarif Kasim Riau* that is written by Endah Virgy Nandita, SIN.11513203717. It has been approved and accepted to be examined in the final examination by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau, to fulfill a requirement for the Award of Undergraduate Degree (S.Pd.) in Department of English Education.

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## EXAMINERS APPROVAL

The thesis entitled *Students' Perceptions of the Use of YouTube Channel for Speaking Skill at English Education Department State Islamic University of Sultan Syarif Kasim* that is written by Endah Virgy Nandita, SIN. 11513203717. It has been accepted and approved and had been examined on August 9<sup>st</sup>, 2021 by the final examination committee at Faculty of Education and Teacher's Training of State Islamic University of Sultan Syarif Kasim Riau to fulfill one of the requirements for getting undergraduate degree (S. Pd) in English Education Departement.


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## ABSTRAK

### **Endah Virgy Nandita (2019): Persepsi Siswa Tentang Penggunaan Saluran Youtube Untuk Pelajaran Keterampilan Bicara Akademis Di Departemen Pendidikan Inggris University Of Sultan Syarif Kasim Riau**

Sasaran dari penelitian ini adalah untuk mengetahui bagaimana persepsi siswa tentang penggunaan saluran YouTube untuk kursus keterampilan bicara akademis di departemen pendidikan Inggris University of Sultan Syarif Kasim Riau. Penelitian ini adalah deskriptif kuantitatif. Ada 50 siswa yang dipilih dengan menggunakan contoh acak yang proporsional. Dalam mengumpulkan data, peneliti mendistribusikan kuesioner kepada responden untuk mengetahui persepsi siswa tentang penggunaan saluran YouTube untuk kursus keterampilan berbicara akademis, yang terdiri dari 11 pernyataan pokok yang dibangun berdasarkan indikator. Sang peneliti menggunakan statistik deskriptif untuk menganalisis data. Hasil penelitian ini memperlihatkan bahwa total skor siswa adalah 3889, rata-rata skor siswa adalah 77,78. Hal ini dapat disimpulkan bahwa persepsi siswa menggunakan YouTube untuk keterampilan berbicara akademis dikategorikan ke dalam kategori positif.

**Kata kunci:** persepsi siswa, saluran YouTube, keterampilan berbicara



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## ABSTRACT

**Endah Virgy Nandita (2019): Students' Perceptions of the Use A Youtube Channel For an Academic Speaking Skill at English Education Department State Islamic University of Sultan Syarif Kasim Riau**

*The objective of this research is to know how is students' perceptions of the use of a YouTube channel for an academic speaking skill at the English Education Department State Islamic University of Sultan Syarif Kasim Riau. This research was descriptive quantitative. There were 50 students as samples chosen by using proportional random sampling. In collecting the data, the researcher distributed the questionnaire to the respondents to know students' perceptions of the use of a YouTube channel for an academic speaking skill, which consisted of 11 item statements that was constructed based on the indicators. The researcher used descriptive statistics to analyze the data. The result of this research showed that the total of students score is 3889, the mean score of students score is 77.78. It can be concluded that students' perception of using YouTube for academic speaking skill is categorized into positive category.*

**Key word: students perceptions, YouTube Channel, Speaking Skill**

إنداه فيرجي نانديتا (2019): تصورات الطلاب لاستخدام قناة اليوتيوب لدورة مهارات التحدث في تعليم اللغة الإنجليزية بجامعة السلطان الإسلامية سيarif قاسم رياو

الهدف من هذا البحث هو معرفة تصورات الطلاب حول استخدام قناة لدورة مهارات التحدث في تعليم اللغة الإنجليزية بجامعة السلطان سيarif قاسم رياو الإسلامية. كان هذا البحث وصفياً كمياً. هناك 50 طالباً كعينات تم اختيارها باستخدام العينات العشوائية المتناسبة. عند جمع البيانات، قام الباحث بتوزيع الاستبيان على المستجيبين لمعرفة تصورات الطلاب حول استخدام قناة لدورة مهارات التحدث، والتي تكونت من 11 بيان عنصر تم إنشاؤها بناءً على المؤشرات استخدم الباحث الإحصاء الوصفي لتحليل البيانات. وأظهرت نتيجة هذا البحث أن مجموع درجات الطلاب 3889، ومتوسط درجات الطلاب 77.78. يمكن الاستنتاج أن تصور الطلاب لاستخدام لمهارة التحدث إيجابية.

الكلمة الأساسية: تصورات الطلاب، قناة اليوتيوب، مهارة التحدث



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In the name of Allah, the most Gracious, the most Merciful. All praises belong to Allah the Almighty; the lord of Universe, for all the blessings, the researcher had completed her academic requirements. Then the researcher says peace be upon to Prophet Muhammad SAW, may peace and shalawat salam be given to him.

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This thesis was written and intended to fulfill one of the requirements for getting an Undergraduate degree from the English Education Department of Faculty Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. The researcher realizes that this thesis is still far from being perfect, therefore, constructive criticisms and suggestions need to improve the paper. The researcher wishes to express her sincere thanks and deep gratitude to:

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Aamiin

Pekanbaru, November 17, 2021  
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## CHAPTER I INTRODUCTION

### Background of the Study

Using technology in learning English has become part of life. It will cater the needs and enhance interest of study. One of the technologies that have become common in students' life is Internet. The use of the Internet has increased students' learning achievement. For the lecturer, it opens up many possibilities of integration of technology to boost students' achievement in the class. With its development, the Internet is no longer the basic archetypical media but it enables users to generate content. It has become a new learning ecology that allows desirable learning practices such as collaborative projects, peer assessments, and other innovative uses.

Meeting the learning needs of the internet generation is challenging. One of the prominent characters of the Internet generation is their passion and eagerness to learn new things in a short span of time. They learn differently from the previous generations. This is caused by their different life experiences, especially experienced in the use of technology (Barnes, Mareteo, Ferris, 2007). One of the Internet resources that enable innovative learning activities is YouTube.

The use of YouTube became popular in the beginnings of the 21st century as university students started spending more time with audiovisuals than with printed materials. To supply videos, YouTube was and still is the most used website ever, since the spread of the internet in the 1990s. In this research, the use



of YouTube channel in the English language classroom has long been the focus of many research projects (Balbay & Kilis, 2017).

YouTube is a popular video-sharing website where users can upload, view, and share video clips. The features available on YouTube could support innovative teaching and learning. The aim of this study is to investigate how students' perceptions of the use a YouTube channel for an academic speaking skill course.

The use of the website in education has been widely recognized by some teachers or researchers over the world Clifton & Mann (2011); Duffy (2008); Fralinger & Owens (2009); Burke & Snyder (2008); Jaffar (2012); Orús, et.all (2016). They found that YouTube has positive impacts for students on learning achievement, on motivation in studying certain subjects, and so forth. However, the research on the use of YouTube on students' speaking skill was limited. Therefore, in this article, the concern of this research was investigating students' perceptions of the use a YouTube channel for an academic speaking skill course.

YouTube is featured as something very authentic and able to help the students because it has been reported that the lack of English language proficiency has often been mentioned as one of the major factors contributing to graduate unemployment. How students learn and gain information from YouTube in learning the English language is very important because it will help the educators to identify the students' preference, interest and types of material that they use to enhance learning. Therefore, by using a variety of instructional methods and learning activities in the classroom or via online education can help enrich the

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learning environment of the students.

In this research, the researcher chooses university students as subjects because of lack of research about student's university perceptions. And then the object of this research is about the speaking skill courses. Automatically, the researcher will do this research the university. One of university learns speaking skill course is State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru.

YouTube cannot be denied by society especially students, that is easier understand information in the form of knowledge through media related to information technology such as YouTube compared to online delivery conventional in the classroom. Most of the students are interested in things that are video visual compared to general ways such as for example the transmission of knowledge only came from the book. With utilization YouTube, students will be more interested to understand a theory or knowledge. Through the media learning using YouTube, students can understand a material faster than learning through textbooks; as usual learning media is made attractive, so that students will not feel saturated. This was allegedly possible increase interest and motivation to learn students and students' perceptions about YouTube are getting better.

By knowing students' perceptions about YouTube, of course, we will have an impact on whether or not YouTube is used as a learning medium in the speaking course. If the perception of YouTube at the student level is good, then YouTube can be continued as a medium for learning speaking. But when it is not effective, it is necessary to look for other media in learning speaking

Based on the researcher's observation about students' perceptions of

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YouTube channel at the English Education Department State Islamic University of Sultan Syarif Kasim Riau, it is found that some of the students still are not confidence when speaking English in the front of class. Some of the problems can be encountered from the following phenomena:

1. Most of the students have limited time to practice English speaking in classroom
2. Some of the students are not confidence when speaking English in the front of class
3. Some of the students are unsatisfied with the quality of offline video in classroom
4. Some of students sometime have negative perception when using YouTube as learning media

Based on the phenomena above, the researcher is interested in investigating the students' perceptions in speaking skill course and it is conducting a research entitled *"Students' Perceptions of the Use of YouTube Channel for Speaking Skill Course at English Education Department State Islamic University of Sultan Syarif Kasim Riau"*.

#### B. The Problem of the Research

##### 1. Identification of the problem

- a. Most of the students have limited time to practice English speaking in classroom?
- b. Students' are not confidence when speaking English in the front of class

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- c. Some of the students are unsatisfied with the quality of offline video in classroom
- d. Some of the students are not use YouTube as learning media
- e. Some of students lack of application of YouTube as learning media.

**2. Limitation of the problem**

Based on the identification of the problem, the researcher discovers there are some problems in this research, it is important for the researcher to limit the problems in order to pay more attention to the specific problem. So, it's clearly showed that the researcher will focus on students' perceptions of the use of YouTube channel for speaking skill course at the English Education Department State Islamic University of Sultan Syarif Kasim Riau.

**3. Formulation of the Problem**

In this research, the formulation of the problem is "how students' perception of the use of YouTube channel for speaking skill course at English Education Department State Islamic University of Sultan Syarif Kasim Riau is".

**C. Objectives and Significance of the Problem**

**1. Objectives of the Research**

The objective of this research is to investigate how are students' perceptions of the use of YouTube channel for an academic speaking skill course at the English Education Department State Islamic University of Sultan Syarif Kasim Riau.



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## 2. Significance of the Research

- a) Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research
- b) These research findings are also expected to be useful and valuable, especially for students and lecturers of English Education Department State Islamic University of Sultan Syarif Kasim Riau
- c) Besides, these research findings are also expected to be positive and valuable information, especially for those who are conducted in the world of teaching and learning English as foreign or a second language.
- d) Finally, these research findings are also expected to be practical and theoretical information to the development of the theories of language teaching.

## D. Reasons for Choosing the Tittle

There are some reasons why the writer interested in conducting this research based on the following reasons:

1. The title of this research is relevant to the researcher as a student of the English Education Department.
2. The problems this research is not yet investigated by other previous researchers.
3. The location of the research facilitates the researcher in conducting the research.

## Definition of the Terms

In this research, there are so many terms involved, thus, to avoid misunderstanding on terms use; the following terms are necessarily defined as follows:

### 1. Perception

According to Unumeri (2009:18) “the perception is defined in accordance with the opinions and views of someone”. Perception is what people opinion in their brains. If they think positive, their perception of something will be positive. And then if they have negative thinking, their perception also will be negative.

### 2. YouTube Channel

YouTube was established by Jawed Karim, Chad Hurley, and Steve Chen in 2005. This site enables its users to upload, watch, and to share videos. As open resource for learning, YouTube provides for its users to upload their own learning videos. Of course, before uploading a video (s), of course, you need to obey all terms and conditions related to the contents of the video(s) issued by YouTube (Ildi Kurniawan).

### 3. Speaking

According to Oxford Advanced Learner’s Dictionary (2008), speak means to say words, to say or to talk something about something, to have a conversation with somebody, to address somebody in word, etc. Based on the definition above can be concluded that speaking is productive skills as a second or foreign language that is used to express the speaker’s ideas, information, feeling to others directly. People do the communication for some reason.

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## CHAPTER II REVIEW OF RELATED LITERATURE

### Theoretical Framework

#### Definition of Perception

According to Nurohman (2018) “Perception is a word that is closely related to human psychology”. It has been defined in various ways, from a layman's perspective; the perception is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of individuals to understand. Meanwhile, According to Unumeri (2009:18), “the perception is defined in accordance with the opinions and views of someone”. Perception is what people opinion in their brains. If they think positive, their perception of something will be positive. And then if they have negative thinking, their perception also will be negative.

According to Angell (2015), a perception is consciousness sense. In other words, perception is the way people think of something in their surroundings. Perception is formed starting from the eyes, then the eyes catch stimuli and it produces physiological processes to bring out perception. Perception is a process of recognizing information and it is compared with previous memory which is stored in a person's brain (Gibson, Ivancevich & Donnelly, 1973). From the definition above, the researcher concluded that perception is people's opinion based on their opinion.

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## Students' Perception

Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class (McGoldrick and Caffrey, 2009:2).

In the world of teaching and learning, students' perceptions are very crucial because teachers, lecturers, and instructors need to take students' preferences into consideration before they come up with teaching materials and lessons. Apart from that, instructors also need to consider students' prior knowledge even though it can be a challenge to the lecturers. This process is the same when instructors are setting question papers.

Instructors need to know the objectives of the lessons because in evaluating students' knowledge, they need to make sure that students have knowledge of the subject matter which is related to the issue of test validity. Students have different perceptions when their instructors use different approaches and methods in classes.

## Factors Influencing Perception

According to Walgito (2003) in Nurohman, the perception is influenced by factors that have been classified below:

- 1) External factors, namely the stimulus and traits that stand out in the neighborhood behind the objects that constitute a determination or unity subtle, among others: social and environmental.
- 2) Internal factors are factors related to the ability of self that comes from a relationship with facets, mental, intellectual, and bodily.



Setiyana (2012), mentions the perception influenced by functional and structural factors.

- 1) Functional factors or personal factors are factors relating to the individual's understanding of the impact of the stimuli generated, or can be referred to as the benefits of stimuli generated.
- 2) Structural factors or situational factors are external factors that affect an individual's understands of the existing stimuli.

### YouTube Channel

According to Duffy (2008, p. 124) “YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to “slice-of-life” videos used to teach students within an ESL (English as a Second Language) course”.

YouTube channel provides a space for introverted students to be an existing person in cyber worlds. The uploaded videos can be a video which is produced and managed by the students. They can take your videos everywhere they want with or without any audience or people listening or looking at you. Therefore, it is a good place for introverted students to try to speak English. Maybe, speaking in front of many students can be difficult for them; this uploading video activity can be an alternative activity for teachers to boost their students to speak English freely without any pressure from their surroundings.

Another possible advantage of YouTube channel activity in speaking class is encouraging students to create a good English-speaking video. As

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probably we know that to make a good speaking, there are some elements or things that they have to prepare, namely vocabulary, grammar, pronunciation, and fluency. As good learners, they will study hard to have better those elements of speaking and motivate them to find new words for their next videos. The differences in terms of feedbacks or comments among the students can also trigger them to produce their English videos speaking far better than before.

### Speaking

Speaking is one of the language skills in which one can convey his thought, feeling, or information to another person in spoken form. Besides, Speaking is one of the productive skills, which is the ability to use language orally through sound to present information, produce ideas, express meaning for interacting with another member of the community which involves many components; including pronunciation, listening, and grammar skills both in verbal and non-verbal of variety context (Wahyudi, 2013, p. 4). It is a complex language skill because one needs to think of ideas or information before he or she begins to speak; so that the communication will run smoothly. In conclusion, speaking is a kind of productive skill, since it produces ideas, message, or suggestion.

Speaking is one of the language skills in English, as a course taught in all levels of education. It is generally provided from the Elementary up to the University. In order to be able to speak, one actually needs to know to express his /her thought or feeling well. By knowing this, there will be a

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misunderstanding among the speakers and listeners. It supported by Brown in Aslitha (2012, p. 21) speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information.

### Function of Speaking

(Brown in Richard, 2008, p. 21) also, describe a useful distinction between two basic language functions. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of a social relationship.

Another basic distinction when considering the development of speaking ability is between monologue and dialogue. Their ability to give an uninterrupted oral presentation is very clear from interacting with one person and other speakers for transactional and intersectional purposes, while, all native speakers can and do use language interaction, not all native speakers have the ability to be extempore on a given subject to a group of listeners. Furthermore, (Richard, 2008, pp. 22) suggests that most language teaching is concerned with developing skills in short intersectional exchanges in which the learner is only required to make one or two utterances at a time.

Based on the above statement, Bygate in Sapri (2014, p. 5) distinguishes that “between motor-perceptive skill, which is concerned with correctly using the sound and structures of language, and interactional skill, which involves motor perceptive skill for the purpose of communication”

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motor perceptive skill are developed in the language classroom through activities such as model dialogues, patterns practice, oral drills and so on, until relatively recently, it was assumed that the mastery of motor perceptive skill was that needed all one, in order to communicate successfully.

#### Assessment of Speaking

(Hughes in Wahyudi, 2013, p. 6) stated that whatever test or testing system we then create should be one that: 1) consistently provides accurate measures of precisely the abilities in which we are interested; 2) has a beneficial effect on teaching (in those cases where the test is likely to influence teaching); 3) is economical in terms of time and money.

Moreover, he also explains that there are some purposes of testing in the following:

- 1) To measure language proficiency.
- 2) To discover how successful students have been in achieving the objectives of a course of study.
- 3) To diagnose students' strengths and weaknesses, identify what they know and what they do not know.
- 4) To assist the placement of students by identifying the stage or part of the teaching program most appropriate to their ability.

#### The Components of Speaking

There are several components that should be considered in speaking which is explained below.

- 1) Vocabulary



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Language consists of words. Vocabulary is the collection of words that an individual knows (Linse, 2005: 121).

“Nunan views that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication. It means that mastery is one of the important components in communication process because the language exists by words, and words added from vocabulary” (Nunan, 1994).

## 2) Grammar

Grammar is one of the language components. It should be understood by students in order to be able in speaking English. Brown (2000: 362), states that, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. By using the correct grammar the listener will know when the action happen, where the action takes place, who is the audience, who is the speaker etc., although for the beginners, they are not forced to speak with correct grammar. Using the correct grammar makes someone know the real meaning in the sentence.

## 3) Fluency and Accuracy

Brown (2000: 268, 269) states that fluency is probably best achieved by allowing the air stream of speech to follow then as some

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of this speech spill over beyond comprehensibility. Fluency is the extent to which students use the language quickly and confidently, with the few hesitation or unnatural pauses, false starts, word searcher, etc. And accuracy is the extent to which the students' speech matches what the people actually says when they use the languages. A teacher is a model for the students; teachers should pay attention to inaccuracy because students tend to imitate what the teacher said.

4) Pronunciation

Pronunciation is a way in which a language or a particular sound is spoken (Oxford, 352). Pronunciation is necessary for speaking since it has sounds that express meaning. Then brown said, pronunciation was a key to gaining full communicative competence. Pronunciation classes consisted of imitation drills, memorization of pattern, minimal pair exercise, and explanations of articulator phonetics (Brown, 258, 259).

5) Comprehension

According to Oxford (2008: 86), Comprehension is the ability to understand something. It indicates that, in comprehension the speakers and listeners have to understand what the intended meaning of the speaker when he or she says something.

Based on the explanation above, it can be concluded that students' speaking ability can be measured on the aspects of pronunciation, grammar, vocabulary, fluency, and comprehension.

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Students should pay attention to their grammar in expressing their ideas. Also, they have to choose correct vocabulary to describe what they want to deliver.

### The Basic Types of Speakings

Regarding Brown (2004:141) the basic types of speaking divided into five types, as follows:

1) Imitative.

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or a phrase or possibly a sentence.

2) Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonations, stress, rhythm, juncture).

3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of a very short conversation, standard greetings and small talk, simple request and comments, and the like.

4) Interactive

The difference between responsive and interactive speaking is

in the length and complexity of the interaction, which sometimes includes multiple exchanges and/ or multiple participants.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

## 10. Students' Perceptions of the Use of YouTube Channel for Speaking Skill Course

Students' perception of the use of Students' perceptions of the use of YouTube channel for speaking skill course may be different for every student. It can be caused by their different background aspects. Some students may think that using YouTube channel is a good way, useful, interesting, and attractive in teaching speaking. While some of the students may think that using YouTube channel is not a good thing, useless, not interesting and less attractive.

Based on the different perception among the students, the researcher wants to analyze and observe their perception. It is needed because as a lecturer, he/she has to know students' feelings and students' responses in learning English courses. Because as mentioned before that perception is one aspect of psychological background that can have different re. So, it is very important to investigate about students' perceptions of the use a YouTube channel for an academic speaking skill course.

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## Relevant Research

To avoid plagiarism from previous research, there are some researches that have been conducted relates to this research as follows.

1. The first relevant research was conducted by Muhammad Sirrul Maulana which entitled “Utilizing YouTube Videos to Enhance Students’ Speaking Skill (A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta, Academic Year 2010/2011)”. This research was conducted on 2011 in SMK Negeri 3 Surakarta. The researcher used classroom action research. The population of this research was eleventh-grade students. The technique of collecting data was by using observation, interview, document analysis and tests. These research findings are that the use of YouTube videos by some techniques such as pause and play combined with some methods such as drilling could improve students’ speaking skills and the situation in the class. The researcher of this research expects that the use of YouTube videos could be used by the teacher as one of the media in the teaching learning process especially in teaching speaking.
2. The first second relevant research was conducted by Nurrica Harlinda which entitled “Students’ Perceptions in Using YouTube as Media for Learning English as a Foreign Language”. This research was conducted on 2010 in English Education Study program at IAIN Palangka Raya. The researcher used quantitative design with survey approach. The population of this research was 120 students, generation 2016–2018. The technique of

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collecting data was by using questionnaire and document analysis. The result of the study (a) 59.3% students agreed using YouTube video independently enhances the students' confidence to practice English. (b) 55.0% students perceive in using YouTube is a good source for practicing listening skill.

3. The third relevant research was conducted by Ebtessam Thabet Alqahtani which entitled "Effectiveness of Using YouTube on Enhancing EFL Students' Listening Comprehension Skill". The subjects were 26 students from the third secondary grade Al Arqam Saudi Private School for females located in the city of Riyadh. The technique of collecting data was by using test namely pre and posttest. YouTube listening/viewing activity presented statistically significant effect on the part of the experimental group subjects' listening comprehension skills. The differences found in the listening comprehension scores are the pre- and post-test between the two groups, provided evidence of the significant effect of YouTube on the performance of the experimental group. These positive results implied that the use of YouTube videos provided an authentic native speaker setting that is beneficial to EFL learners. It is also regarded as a motivating factor that encouraged EFL students to develop their listening comprehension skills and gained a deeper understanding of the foreign language.

**C. Operational Concept**

According to Syafi'i (2016), the operational concept is derived from related theoretical concepts on all of the variables that should be practically

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operated in a research. Thus, the researcher only focuses on one variable; it is the students' perceptions of the use a YouTube channel for an academic speaking skill course.

To operate the investigation on the variables, the researcher worked based on the following indicators as cited from Eugene Tafadzwa Maziriri, et al (2020) and Seher Balbay & Selcan Kilis (2017).

1. positive idea about using YouTube
2. students are able to speak, pronounce can be enhanced by using YouTube; inside and outside the classroom
3. interested in learning English by using YouTube
4. YouTube has proven to be very effective.

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## CHAPTER III METHOD OF THE RESEARCH

### A. Research Design

The design of this research is a descriptive quantitative research. According to Nuardi (2015) descriptive method is to more understand deeply and quickly analyze data. Cohen (2000) also stated descriptive means to describe and interrupted the phenomena. This research is designed to find out students' perceptions of the use of YouTube channel for speaking skill course.

According to Creswell (2012) stated that a quantitative research is a type of educational research in which the researcher decides what to study, asks a specific, narrow question, collects numeric (numbered) data from participants, analyzes these number using statistics, and conducts the inquiry in an unbiased, objective manner. In this study, the researcher wants to give a detailed understanding of students' perceptions of the use of YouTube channel for speaking skill course.

### B. Time and Location of the Research

This research was conducted at the English Education Department UIN Suska Riau, which is located on Jl. HR. Soebrantas KM 15 No. 155 Simpang Panam – Pekanbaru. The timing in conducting the research was in August 2020.

### C. Subject and Object of the Research

#### 1. Subject of the Research

The subject of this research was the fifth semester of English students at the English Education Department UIN Suska Riau.



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## Object of the Research

The object of this research was students' perceptions of the use a YouTube channel for an academic speaking skill course.

## Population and Sample of the Research

### Population and Sample of the Research

According to Cresswell (2012) "population is a group of individuals who have the same characteristic". The target population of this research is the fifth semester of English students at English Education Department UIN Suska Riau. There are 6 (six) classes consisted of 150 students. Total number of students is as follow:

**Table III.I**  
**The Total Population of Fifth Semester of English Education Departemen**

NO	Class	Number of Students
1	A Class	19
2	B Class	25
3	C Class	26
4	D Class	25
5	E Class	23
	F Class	22
	Total	140

### Sample of the Research

The researcher considered that in this research paper, the population was too large. The population was more than 100 persons. According to Arikunto, if the population is more than 100 persons, the sample is taken between 10-15% (2006, p.134). In this research paper, the researcher took 50 students or 35% of the total population. Below is the total sample of the research.

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**Table III.2**  
**Sample of the Research**

NO	Class	Number of Students
1	A Class	7
2	B Class	9
3	C Class	9
4	D Class	9
5	E Class	8
	F Class	8
	Total	50

In this research, the researcher used proportional random sampling. Proportional random sampling is a sampling strategy (a method for gathering participants for a study) used when the population is composed of several subgroups that are vastly different in number. The number of participants from each subgroup is determined by their number relative to the entire population (Usman, 2015).

In choosing the sample of the population from each class randomly, the researcher used a simple lottery technique by using pieces of paper (Usman & Purnomo, 2015). 50 pieces of paper that were distributed in each class, there were only 10 pieces of written numbers which are numbers 1-10. As a result, there were 10 students selected as the sample in each class, as displayed the table above.

The researcher shared the questionnaire to chairperson of 6 classroom. Then the chairperson shared to the students to fill the questionnaire of this research and the questionnaire is in the Google form.

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## Technique of collecting the data

The data collection of the research will be collected by using questionnaire

### Questionnaire

According to Syafi'i (2017), "questionnaire is a research instrument consisting of series of questions to be answered by the respondents". The questionnaire was used to know how students' perceptions of the use YouTube channel for speaking skill course. The results of this questionnaire would answer the research question.

In this research, the questionnaire is adopted from Seher Balbay & Selcan Kilis (2017). It used the Likert scale which contained five alternative answers namely "Strongly Agree (Sangat setuju), Agree (Setuju), Undecided (Netral), Disagree (Tidak setuju) and Strongly Disagree (Sangat tidak setuju). For positive items (favorable), "Strongly Agree" was given score 5, "Agree" was given score 4, "Undecided" was given score 3, "Disagree" was given score 2 and "Strongly Disagree" was given score 1. Meanwhile, for negative items (unfavorable), "Strongly Agree" was given score 1, "Agree" was given score 2, "Undecided" was given score 3, "Disagree" was given score 4 and "Strongly Disagree" was given a score 5.

The questionnaire acquires with respondents' opinion in responding to the following options:

**Table III.3**  
**Likert-Scale Score**

Option	Score
Strongly agree	5

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Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

(Louis Cohen, 2007, p.253)

It was used to find out how students' perceptions of the use of YouTube channel for speaking skill course was. The questionnaire described some statements for the respondents to know how students' perceptions of the use of YouTube channel for speaking skill course English student in English Education Department UIN Suska Riau.

**Table III.4**

The Blue Print of the Questionnaire of Students' Perceptions

Indicators	Items	Descriptor
1. students had positive idea about using YouTube	-discussing the YouTube videos made class more interesting - the students can watch learning video from YouTube	Questionnaire 5 scales ( very positive, positive, uncertain, negative, very negative)
2. students are able to speak , pronounce can be enhance by using YouTube ; inside and outside the classroom	-the students use YouTube for practice -The students can watch video on YouTube very flexible inside or outside make sure have a connection	
3. students are interested in learning English by using YouTube	-the use YouTube in learning English were relevant to course content -using YouTube increased comprehension of the lesson content	
4. YouTube has proven to be very effective.	-using YouTube in class more effective than looking at slide -The video we were asked to watch helped the students to improve English skills	



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## Technique of Data Analysis

According to Yin (1984), there are three categories of a case of study, namely exploratory, descriptive and explanatory case studies. In this research, the researcher uses descriptive qualitative. To analyze data, the researcher will read it several times and conduct an analysis each time through observations. The researcher will understand about the information from participants of this study.

In analyzing the data, the researcher uses the Likert scale to determine the interval frequency classification. Below is the table of rating of students' perception interpretation.

**Table III.5**  
**Rating of Students' Perception Interpretation**

Value Range Likerts Scale	Percentage	Category
5	80% - 100%	Very Positive
4	60% - 79,99%	Positive
3	40% - 59,99%	Uncertain
2	20% - 39,99%	Negative
1	0% - 19,99%	Very Negative

(Adopted from Harlinda, 2019)

After showing the rate students' perception of interpretation, then the researcher will describe the students' perceptions category as follows:

**Table III.6**  
**Description of Students' Perceptions Category**

Category	Description
Very Positive	The student responding a questionnaire is always using YouTube channel in learning
Positive	The student responding a questionnaire is often in using YouTube channel in learning
Uncertain	The student responding a questionnaire is sometimes in using YouTube channel in learning
Negative	The student responding a questionnaire is seldom in using YouTube channel in learning
Very Negative	The student responding a questionnaire is never in using YouTube channel in

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Then, to analyze the data of the students' perceptions of the use of YouTube channel for speaking skill course by using questionnaire, the researcher used the formula (Anas Sudijono, 2011, p. 43):

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of percentages

F = Frequency

N = Number of samples

It was used to find out how students' perceptions of the use a YouTube channel for an academic speaking skill course was. The questionnaire described some statements for the respondents to know how the students' perceptions of the use of YouTube channel for speaking skill course at English Education Department UIN Suska Riau was.

Meanwhile, in order to get easy in analyzing the data, the researcher used SPSS 23.0 program for Windows.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to find out how students' perception of using YouTube for academic speaking skill at English Education Department of State Islamic University of Sultan Syarif Kasim Riau is. The researcher use theory from Bahay (2017) Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that the percentage of mean score of students' perception of using YouTube for academic speaking skill found is 77.78%. the result of the research is show that YouTube is useful and helpful for the students in academic speaking skill.

#### B. Suggestion

By the research the researcher hopes, the research can do the change in teaching process by using YouTube, then the researcher suggest to a lecturer that they must not use YouTube in every meeting, must be balanced using YouTube and face to face in class.

For the candidate of English Teacher, this research will give you fresh information about the technique in teaching and learning process by using YouTube as learning management system. This study will hopefully give you confidence to trust yourself that there is not only one way to teach because nowadays, there are a lot of online platforms are being developed to make learning process easier



# APPENDIX

UIN SUSKA RIAU

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**QUESTIONNAIRE OF STUDENTS' PERCEPTIONS**

Name :

Direction :

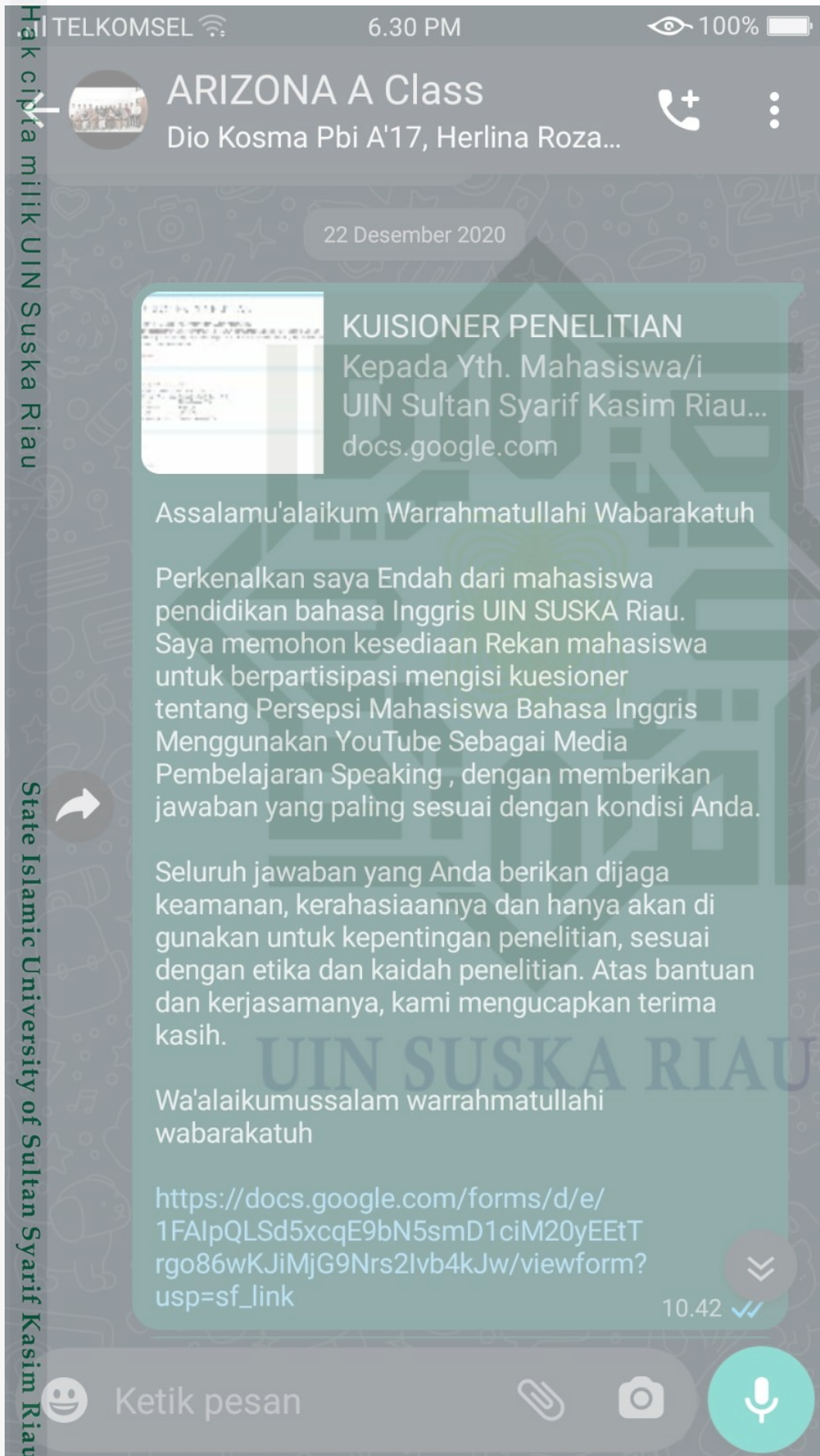
1. This questionnaire is written for collecting data and research purpose only
2. You are required to give (√) for the correct answer based on yourself in some options: **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.**

The Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1. Discussing the YouTube videos made speaking class more interesting					
2. The YouTube videos used were relevant to course content					
3. Using YouTube in speaking class has been more effective than looking at slides					
4. The YouTube video in speaking class motivated me to practice presenting					
5. The YouTube videos in speaking class motivated me to watch more presentations than the ones in the playlists					
6. The YouTube videos in speaking class increase my participation in the classroom					
7. Using YouTube video increased my comprehension of the lesson content in speaking					
8. Watching 211 related YouTube videos in speaking class had beneficial effects on developing my speaking skill					
9. YouTube videos are a good source for practicing speaking English					
10. The video we were asked to watch helped me improve my pronunciation and intonation					
11. If I were a teacher, I would use a YouTube channel/videos in my courses					

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## STUDENTS' RESPOND OF STUDENTS PERCEPTIONS

Respondents	ITEM											TOTAL	SCORE
	1	2	3	4	5	6	7	8	9	10	11		
Student1	4	4	3	2	3	3	5	5	4	4	4	41	75
Student2	4	4	5	5	4	4	4	4	4	5	4	47	85
Student3	4	5	5	5	5	5	5	5	5	5	4	53	96
Student4	3	4	3	3	4	3	4	4	4	4	4	40	73
Student5	2	2	4	2	3	2	3	2	3	4	1	28	51
Student6	3	2	2	4	3	3	2	3	4	4	3	33	60
Student7	3	4	2	3	3	3	4	3	4	4	3	36	65
Student8	2	4	1	4	3	3	3	3	4	3	2	32	58
Student9	5	4	4	4	3	4	5	5	4	4	4	46	84
Student10	5	4	4	4	5	4	4	5	5	5	5	50	91
Student11	4	4	5	4	4	3	4	4	4	4	4	44	80
Student12	3	4	4	4	3	3	4	5	5	4	3	42	76
Student13	4	5	4	5	4	4	3	3	5	4	3	44	80
Student14	4	4	3	4	4	3	4	4	5	4	4	43	78
Student15	4	4	4	4	3	3	4	4	4	5	3	42	76
Student16	4	4	4	4	4	3	2	3	2	2	2	34	62
Student17	4	4	5	5	5	4	5	5	5	5	5	52	95
Student18	4	4	4	4	4	5	5	4	4	4	1	43	78
Student19	4	5	5	5	4	4	5	5	4	4	4	49	89
Student20	5	5	5	5	5	5	5	4	3	4	5	51	93
Student21	4	4	4	4	4	5	5	4	4	4	1	43	78
Student22	3	4	4	4	4	5	4	4	4	4	4	44	80
Student23	3	3	4	4	3	4	4	4	4	5	3	41	75
Student24	4	4	5	5	4	5	5	4	4	4	4	48	87
Student25	4	4	4	5	5	4	4	4	5	5	3	47	85
Student26	4	4	3	4	4	4	4	4	4	4	4	43	78
Student27	3	3	3	3	3	3	3	3	3	3	5	35	64
Student28	5	4	4	5	1	3	2	5	5	4	5	43	78
Student29	5	4	4	5	5	4	5	5	5	5	5	52	95
Student30	4	4	3	4	4	4	4	4	4	4	4	43	78
Student31	4	5	4	5	4	4	5	3	3	5	4	46	84
Student32	2	3	2	3	4	3	2	3	2	3	3	30	55
Student33	4	3	5	4	4	4	5	5	4	4	4	46	84
Student34	4	4	4	3	4	4	4	4	4	3	4	42	76
Student35	4	4	3	4	3	3	3	4	4	3	4	39	71

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36	Student36	3	5	5	5	4	4	4	4	4	4	4	4	46	84
37	Student37	4	4	4	4	4	4	4	4	4	4	4	4	44	80
38	Student38	4	3	4	4	4	4	5	4	5	4	4	4	45	82
39	Student39	4	3	4	3	3	4	4	4	4	4	4	4	41	75
40	Student40	5	4	5	4	5	4	4	4	5	5	4	4	49	89
41	Student41	5	4	3	5	5	4	4	3	4	4	5	4	46	84
42	Student42	5	4	3	4	4	4	4	3	4	4	5	4	44	80
43	Student43	4	4	3	4	3	4	4	3	4	4	5	4	42	76
44	Student44	4	4	3	4	4	4	4	3	4	4	4	4	42	76
45	Student45	5	4	4	4	4	4	4	3	4	4	5	4	45	82
46	Student46	4	3	3	4	3	3	4	4	5	5	3	4	41	75
47	Student47	3	4	3	4	3	5	3	4	3	5	4	4	41	75
48	Student48	5	3	4	3	4	3	3	3	4	4	3	3	39	71
49	Student49	5	4	3	4	4	5	3	4	5	4	4	4	45	82
50	Student50	2	4	2	3	2	2	4	5	4	3	5	4	36	65

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Fax (0776) 561617 Web: www.uin-suska.ac.id E-mail: afak\_uinsepang@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/6371/2021  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 30 Juni 2021 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : ENDAH VIRGY NANDITA  
NIM : 11513203717  
Semester/Tahun : XII (Dua Belas)/ 2021  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Students Perceptions of the use of YouTube channel for Speaking Skill Course at English Education Department State Islamic University of Sultan Syarif Kasim Riau

Lokasi Penelitian : UIN Sultan Syarif Kasim Riau  
Waktu Penelitian : 3 Bulan (30 Juni 2021 s.d 30 September 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Rektor  
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP.19740704 199803 1 001

Tembusan :  
Rektor UIN Suska Riau

UIN SUSKA RIAU

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Gedung Menara Lancang Kuning Lantai II Kom. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 480 Telp. (0781) 35064 Fax (0781) 39117 PEKANBARU  
Email : dpmptsp@riau.go.id

## REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/42633  
TENTANG



### PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau setelah membaca Surat Permohonan Riset dari Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F/IPP.00.916371/2021 Tanggal 30 Juni 2021, dengan ini memberikan rekomendasi kepada

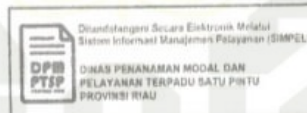
1 Nama	ENDAH VIRGY NANDITA
2 NIM / KTP	115132037170
3 Program Studi	PENDIDIKAN BAHASA INGGRIS
4 Jenjang	S1
5 Alamat	PEKANBARU
6 Judul Penelitian	STUDENTS PERCEPTIONS OF THE USE OF YOUTUBE CHANNEL FOR SPEAKING SKILL COURSE AT ENGLISH EDUCATION DEPARTMENT STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
7 Lokasi Penelitian	UIN SULTAN SYARIF KASIM RIAU

Dengan ketentuan sebagai berikut

1. Tidak melakukan kegiatan yang menyimpang dan kelentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan
3. kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya

Dibuat di Pekanbaru  
Pada Tanggal 16 Juli 2021



Tembusan :


Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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---

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing	PROPOSAL
a. Seminar usul Penelitian	:
b. Penulisan Laporan Penelitian	:
2. Nama Pembimbing	BUKHORI, S.Pd-I, M.Pd.
a. Nomor Induk Pegawai (NIP)	197905122007101001
3. Nama Mahasiswa	ENDAH VIREY NUNOLITA
4. Nomor Induk Mahasiswa	115120517
5. Kegiatan	BIMBINGAN PROPOSAL


No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	9/05-2019	Bimbingan Judul		
2.	7/11-2019	Bimbingan Bab 1-3		
3.	6/01-2020	Bimbingan Bab 1-3		
4.	29/04-2020	Pergantian judul		
5.	30/04-2020	Bimbingan Arthfel untuk mendukung mengerjakan Paper 1		
6.	29/05-2020	Bimbingan Bab 1-3		
7.	21/07-2020	ACC Proposal dan References		

Pekanbaru, .....20  
 Pembimbing,  
  
 Dr. Bukhori, S.Pd.I., M.Pd.  
 NIP. 197905122007101001



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---

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**







1. Jenis yang dibimbing : SKRIPSI  
 a. Seminar usul Penelitian :  
 b. Penulisan Laporan Penelitian :


2. Nama Pembimbing : BUKHORI, S.Pd.I, M.Pd.  
 a. Nomor Induk Pegawai (NIP) : 197905122007101001

3. Nama Mahasiswa : ENDAH VIRGY NANDITA

4. Nomor Induk Mahasiswa : 1151320371#

5. Kegiatan : BIMBINGAN SKRIPSI

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	16/12-2020	Instrument		
2.	18/12-2020	Instrument		
3.	25/12-2020	Analysis Questionnaire		
4.	12/01-2021	Bab Further Researcher dan Abstrak		
				
				

Pekanbaru, .....20  
Pembimbing,  
  
Dr. Bukhori, S.Pd.I., M.Pd.  
NIP. 197905122007101001



## CURRICULUM VITAE



Endah Virgy Nandita, the second daughter from Mr. Hendri Utama and Mrs. Zulhartini, was born on June, 2 1997 in Pekanbaru. She finished study at State Elementari School 030 Tampan Pekanbaru and continued her school to Madrasah Tsanawiyah Negeri Bukit Raya, and then she finished her study at Madrasah Aliyah Negeri 1 Pekanbaru. Then, at year 2015 she continued her study at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau to fulfillment of requirements for Bachelor Degree of Education. She Conducted the research on February 2021 by the thesis entitled “Students’ Perceptions of the use of Youtube Channel for Speaking Skill at English Education Department State Islamic University of Sultan Syarif Kasim Riau.”

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