

The Correlation between Watching YouTube video and the Students' Speaking Ability at English Education Department of University of Islam Malang

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Abstract

YouTube is one of the media to improve students' English speaking ability. Watching YouTube videos are an interesting medium that gives students better exposure to aspects of speaking skills. In this study, the researcher used quantitative approach. The participants of this research were 20 students of the fourth semester of English Department of University Islam Malang. The researcher chooses A class to be the participants of this study. In investigating this study, the researcher used questionnaire from Hikmah (2020) and speaking score from Speaking IV lecturer for collecting the data. The finding represented that there was a correlation between students' watching YouTube video and speaking ability. The significance value calculated 0.040 is smaller than 0.05 ($P\text{-value} = 0,040 < 0.05$). This means, that the hypothesis (H_0) was rejected and the null hypothesis (H_1) was rejected. It can be concluded that there is significantly correlation between students' watching YouTube video and speaking ability. In conclusion, 20 students from A class at the fourth semester are students who have good speaking scores which are influenced by watching English YouTube videos especially in speaking. By using YouTube videos as learning media, students can more easily improve their learning abilities, especially in speaking material. This shows that they understand the explanation given by the teacher and from watching YouTube videos.

Keywords: Correlation, You Tube video, Speaking ability.

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INTRODUCTION

English is an international language that has an important role in many parts of our life especially for students' speaking skill. Speaking skill is important because it is needed for the students to allow them to communicate with other people globally. According to (Riswandi 2020), speaking is also one of the most crucial English abilities that must be developed and mastered in order for pupils studying foreign languages to be able to communicate clearly and effectively without any misunderstandings.

Widiati & Cahyono (2006), (as cited in Rusgandi 2021) said that English speaking skill becomes a significant thing to teach whether as a second or foreign language since English is already spoken globally which lead the English into a greater spot as a means of world communication. Tristiana & Swondo (2020) convey that speaking ability is the ability to express, state, and convey ideas, thoughts, ideas or heart to others by using spoken language that can be understood by other people. Here the writer add that speaking ability should be applied since early age with the help of the family and the teachers.

There are some aspects in speaking such as fluency, accuracy, vocabulary, pronunciation, and grammar; based on Mahmuda (2017) Pronunciation is one of the aspects in speaking. The act or outcome of making the sound of speech, including articulation, stress, and intonation, is described by some dictionaries as pronunciation. This definition frequently makes reference to some criterion of acceptableness or accuracy. A recognized norm for the sound and stress patterns of a syllable, word,

phrase, etc. Grammar is a rule regarding the structure of the preparation of sentences in English, so that it is appropriate and polite to say. According to Masrurin (2015), (as cited in Mahmuda 2017) vocabulary is the other important element in speaking which is related to having many words about language in their mind. The student will be able to speak when they have a lot of lists of words and they know the meaning of those words in their mind. Mahmuda (2017) said that fluency concerns on the speed and ease of the flow of the speech. It is really important to speak English fluently as good language for students. Comprehend is understanding by many properties or the complete meaning of something.

YouTube is one of the most popular video sharing services on the internet today. Searching for videos, watching videos, creating videos, downloading videos, subscribing, live streaming, sharing video links, and participating in debates and queries about videos are all free services offered by YouTube. There are millions of people who access YouTube, so that YouTube has the potential to be used as a partner for the students in learning speaking. Many lessons can be improved by using YouTube videos. YouTube provides space to practice, creative, active, and innovative to support their learning speaking process (Tristiana & Swondo 2020). According to Jalaluddin (2016), explained that YouTube video can be used to make the students aware of the varieties of English spoken around the world and to provide them with authentic materials for speaking skill. From the previous studies, it can be conclude that most of the previous studies used quantitative experimental research as their research design by which

the finding of the previous studies showed a positive effect of watching YouTube video to students' speaking ability. However, there were still few who identify the correlation between watching YouTube and speaking ability. From this case, the researcher interested to identify the correlation between watching YouTube video and the students speaking ability.

METHOD

Research Design

This study's methodology is correlational in nature. One method of quantifying how closely related the variables are is through correlation study. When using the correlational method, the researcher describes and quantifies the relationship between two or more variables using the correlation statistical test. Based on Purnamawati (2019) correlational research examines correlations between two or more variables without attempting to change any of them. In this context, the researcher emersed watching YouTube video as independent variable and students' speaking ability as dependent variable.

Population and Sample

In this study the researcher choose the fourth semester students of English Education Department University of Islam Malang. There were 26 population of this study but, the researcher used 20 students as the sample of this study because the six students did not have score in speaking class. This study consist of 10 male and 10 female from a speaking course A class at the fourth semester of EFL students for the data researcher used random sampling that was given by the lecturer speaking class at fourth semester. The researcher used random sampling because this method made it easier for the researcher to take the sample.

According to Budiu & Moran (2020) the precise number of participants needed for quantitative usability testing varies. The Recommendation appears to be contradictory range from 20 to 40 or more.

Instrument of the Research

The researcher used questionnaire and speaking course score which obtained from the lecturer of Speaking IV. There were three indicators in this questionnaire, the first was indicator frequency consist of seven items, the second was indicator repetition consist of six items, and the last was indicator behavior consist of seven items. The total was 20 items from the questionnaire with using English language, The questionnaire used English language which about how often students watching English YouTube video. The questionnaire was adapted and used a Likert scale to know about students' watching English videos.

The second instrument is speaking scores documentation. The fourth semester in EFL students of University of Islam Malang have completed speaking from the first, the second and the third semester. Every speaking course has different topics and goals that must be achieved in every semester. In the Speaking IV course, the topic is about public speaking and the goals that must be achieved by the students are becoming a good public speaker, be brave to speak English with their teachers, their friends and other people from other countries. Thus, it is related to this study that aimed to measure the watching YouTube video and the students' speaking ability with the mean was 74,00.

Data Collection

In this study there are two steps for the data collection. The first step is used Google Form to collect the data. The Google Form's link was shared to the respondents with 20 questions about English YouTube video. It takes maximal 10 minutes to complete the questionnaire and the researcher give short explanation about how to answer the questionnaire. The second step, the researcher used students' score of Speaking IV which is obtained from the lecturer of Speaking IV course. The score is gained from the whole learning activity in Speaking IV course, such as public speaking, informative speech, debate, and so on. In addition, the lecturer assesses the students' speaking performance in terms of fluency, pronunciation, grammatical, and speaking accuracy.

Data Analysis

The data collected though the questionnaire. There are three indicators from 20 items. The first is indicator frequency consist of seven items, the second is indicator repetition consist of six items, the last is indicator behavior consist of seven items. Every number gave scores into five likert scales:

Table 1.
Score of questionnaire in likert scale

Optional for the questionnaire	Value
Strongly Agree/ Sangat Setuju	5
Agree/ Setuju	4
Neutral/ Netral	3
Disagree/ Tidak Setuju	2
Strongly Disagree/ Sangat tidak setuju	1

To find out whether there is any significant correlation between watching YouTube video and students' speaking ability, the data were analyzed from SPSS version 14.0 used Person Product Moment.

Table 2.
Coefficient Correlation Interpretation

Invertal	Category
0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Moderate
0.50-0.799	Strong
0.80-1.000	Very strong

Adopted from (Laili,2018)

FINDINGS AND DISCUSSION

Findings

In this study, the researcher presented the data of watching YouTube video questionnaire and students' speaking score in the A class of English Department, University of Islam Malang. In order to obtain better understanding, the researcher provided the results of the data computation of' watching YouTube video score as follows:

The table 1 shows that 20 students of class A, Speaking IV course, have very high level of students watching YouTube video. It is proved that all of the students have very high score that 90-100. It can be seen on the table about the students' score classification on self-confidence by Sudirman, Junaid, Tamallo, (2020), cited in Alifah, (2021), below:

Table 2: The Students' Score Classification

No	Criteria	Score	Frequency
1	Very High	> 85	20
2	High	$70 < X \leq 85$	0
3	Moderate	$55 < X \leq 70$	0
4	Low	$40 < X \leq 55$	0
5	Very Low	$X \leq 40$	0

A common and effective tool for gathering survey data is the questionnaire, which offers structured, frequently numerical data. To get accurate data, the researcher gave the questionnaire to the students.

Table 4: The Students' Score Classification

Score	Criteria
81-100=2	Very Good
61-80=16	Good
41-60=2	Fairly Good
21-40	Poor
0-20	Very Poor

Based on table 3, from 20 students there are 2 students who have very good score criteria, 16 students who have good score criteria, and 2 students who have fairly good score criteria.

The data from this study must be evaluated by the researcher in order to determine the relationship between the two variables, watching YouTube video and speaking score, after describing the X and Y variables, respectively. Its result can be seen on the table below:

Table 5: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Questionnaire	20	4	5	4.80	.410
Speaking Score	20	60	85	74.00	6.867
Valid N (listwise)	20				

On the table 1 and table 3, the data shows the descriptive statistics of watching YouTube video and students' speaking ability. The total participants of

this study are 20 students (N=20). The table shows that the minimum score of watching YouTube video is 4 and the maximum score of watching YouTube video is 5. In addition, the table also shows the minimum and maximum score of students' speaking ability where the minimum score is 60 and the maximal score is 85. The table above describes the mean score of both watching YouTube video and students' speaking ability. The mean score of watching YouTube video is 4.80 with standard 4.10 and the mean score of students' speaking ability is 74.00 with standard deviation 6.867.

Table 6: Normality test

One-Sample Kolmogorov-Smirnov Test

		Questionnaire	Speaking Score
N		20	20
Normal Parameters(a,b)	Mean	93.80	7400
	Std. Deviation	2.668	6.867
Most Extreme Differences	Absolute	.176	.258
	Positive	.176	.091
	Negative	-.147	-.258
Kolmogorov-Smirnov Z		.789	1.153
Asymp. Sig. (2-tailed)		.562	.140

a Test distribution is Normal.

b Calculated from data.

Based on table 6, information is obtained that the Kolmogorov-Smirnov value it can be seen that the sig. are questionnaire (X) is 0.789 and asymp.sig is 0.562. So, it can be concluded that the questionnaire is normally distributed since the sig. value is more than 0.05 or questionnaire $(0.562) > 0.05$.

From the Kolmogorov-Smirnov value it can be seen that the sig. are speaking score (Y) is 1.153 and asymp.sig is 0.140. So, it can be conclude that the speaking score is normally distributed since the sig. value is more than 0.05 or speaking score $(0.140) > 0.05$.

Table 7: Correlation between Students' watching YouTube video and Speaking Ability

		Correlations	
		Questionnaire	Speaking Score
Questionnaire	Pearson Correlation	1	-.463(*)
	Sig. (2-tailed)		.040
	N	20	20
Speaking Score	Pearson Correlation	-.463(*)	1
	Sig. (2-tailed)	.040	
	N	20	20

* Correlation is significant at the 0.05 level (2-tailed).

The table above is the table of the correlation between watching YouTube video and students' speaking ability. It is reported from the Pearson Correlation (r) between watching YouTube video and students' speaking ability is -0.463 and the significance value is at the level of 0.040. It means that the *p* value is smaller than 0.05. In short, the result represents that watching YouTube and students' speaking ability is significantly correlate. It can be concluded that watching YouTube videos is one of tool that support students to develop their speaking skill at A class speaking course in English Education Department, University of Islam Malang.

Discussion

The aim of this study is to find out the correlation between watching YouTube video and students' speaking ability A class at the fourth semester students in English Education Department, University of Islam Malang. To collect the data of this study, the researcher distributed the watching YouTube video questionnaire to know the level of watching YouTube video and the students'

speaking score that was obtained from the lecturer to measure the students' speaking ability.

With regard to the research problem in this study, the finding represented that there is significantly correlation between students' watching YouTube video and speaking ability. The significance value calculated 0,040 is smaller than 0.05 ($P\text{-value} = 0.040 < 0.05$). This result of this study deal with Ruslan (2021) theory, the use of YouTube-based videos to teach speaking can increase students' motivation and speaking ability. The kids' speaking proficiency and the raised grade serve as evidence of this improvement. In addition, Wahyuni & Utami (2021) agree that the use of YouTube as a medium to improve the ability of English education students in speaking classes.

Furthermore, watching YouTube videos can be one of the factors for students' speaking ability. The same opinion was stated by Tristiana and Swondo, (2020) it means that the YouTube content making medium in teaching speaking is very effectively. In addition, the researcher stated that watching YouTube video can give an improvement for students especially in their speaking ability. An engaging medium like YouTube videos exposes pupils to all facets of speaking ability (Aini, 2021). Therefore, watching YouTube has a positive effect for students speaking ability, because the more often students watching YouTube video, the better the students' speaking ability.

CONCLUSION AND SUGGESTION

Conclusion

In short, 20 students from A class at the fourth semester are students who have good speaking scores which are influenced by watching English YouTube

videos especially in speaking. By using YouTube videos as learning media, students are able to find out the materials related to speaking ability. Besides, by watching YouTube videos, they can practice their speaking and learn more about foreign language speaking accent. With that, YouTube is one of the most effective learning media because it greatly influences students' speaking ability. To answer the hypothesis, the relationship between watching YouTube videos and students' speaking ability can give positive results. This means that watching YouTube videos is one of the tools that support students to develop their speaking skill.

Suggestions

After the current research has been conducted by the researcher, here the researcher wants to make a few suggestions, those are: First, the researcher would like to suggest to the teachers to provide interesting and effective media such as watching YouTube videos in order to enhance students' speaking abilities within the educational process. Second, by watching YouTube videos as a learning medium, students must use this media as much as possible as well as watching videos about good pronunciation so that students can speak correctly to teachers, friends, family, and also foreigners. Last, the researcher would like to provide suggestions for future researchers to conduct a study about other factors in watching YouTube videos as an influence on speaking skills such as increasing higher grades than before.

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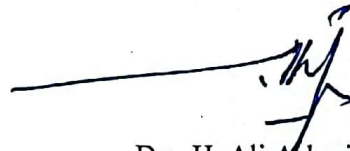
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Malang, August 25th 2022
Advisor 1,

A handwritten signature in black ink, consisting of a long horizontal line followed by a stylized, cursive-like mark that appears to be the initials 'HA'.

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