

**IMPROVING SPEAKING SKILL AND ENGLISH LEARNING
MOTIVATION BY USING YOUTUBE TO THE TENTH GRADE
STUDENTS OF SMA METHODIST 2 PALEMBANG**

A Thesis by

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Student's Number 1604410005

English Education Study Program

Faculty of Teacher Training and Education



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF TRIDIANTI PALEMBANG**

2021

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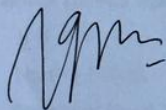
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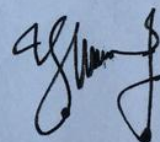
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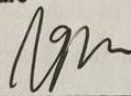
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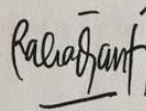
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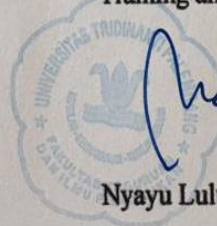
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DEDICATION

This thesis is dedicated to :

Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW as our role model, my beloved parents M. Yusuf (Alm) and Juhairoh, my sister Bella Nabila, My advisors Mrs. Dr. Hj. Gaya Tridinanti, M.Ed and Ms.Yunani Atmanegara, M.Pd, all of my lectures, all of my friends and my beloved husband Niko Ari Wiguna. Thank you very much for all encouragement, support, prayer and love.

MOTTO

“ It doesn't matter what people see, the important is what we feel”

“ The most important things in life is IKHLAS”

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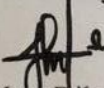
All praise to Allah SWT, the writer could finish writing her thesis. It was completed in order to accomplish S1 degree at the English Education Study Program, Faculty of Teacher Training and Education, Tridinanti University Palembang.

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Hopefully this thesis will be useful for those who read it. Last but not least, the writer would like to have any remarks, comments, and criticism are very much welcome and would like to thank her parents, sisters, daughter, husband and classmates for the support and prayers.

Palembang, May 2021


Vena Dila

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang telah ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, May 2021

Yang menyatakan



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ABSTRACT

Speaking skill and English learning motivation of students determine the success of English mastery. The objectives of this study were to find out whether or not there was any significant improvement on speaking skill and English learning motivation by using YouTube at SMA Methodist 2 Palembang. This study used pre-experimental method that was used quantitative approach with one group pretest and posttest design. There were 24 students taken as the sample by using purposive sampling technique as experimental group. The class was X.MIA1. Speaking test and English learning motivation questionnaire were used as the techniques for collecting the data. The result of the data showed that there were significant improvement on speaking skill and English learning motivation of students. The students were interested in joining the class, enjoyed and also more creative during teaching and learning process.

Keyword: *YouTube, Speaking Skill, English Learning Motivation*

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problems, (3) objectives, and (4) significances of the study.

1.1 Background of the Study

English is an international language used to communicate and interact with other people in the world. As an international language, English has important role in many parts of life. It has the widest range of any language spoken today. It is found in many fields for social communication, such as politics, business, science, technology, entertainment even it is the most language used in the internet. It means that English is the global language of spoken communication for many activities. In addition, the statistic shows the most spoken languages worldwide in 2019 were around 1.27 billion people spoke English either natively or as a second language (Statista Research Department, 2020). In others words, most people in the world speak English.

Speaking deals with the active use of language and the meaning negotiation to deliver meanings (Cameron, 2001). Furthermore, Louma (2004) states that speaking contains an interactive process for producing, receiving and processing information to other people. Meanwhile, there are three main aspects in speaking namely accuracy, fluency, and comprehensibility (Heaton, 1991). In term of accuracy aspect, it is related to the appropriateness in speaking and the articulation of words. While fluency is the smoothness in continuing to speak spontaneously.

Lastly, comprehensibility leads the listener easier to grasp and understand the meaning. Those three main aspects of speaking need to be mastered to help speakers communicate effectively.

Nowadays, people compete to become fluent in speaking English in which it is a symbol of hierarchy that shows education and social status of people (Rahmawati, 2018). Moreover, fluent English speakers can interact easily with many people especially foreigners. They can share ideas and thoughts without misunderstanding in any situation. In addition, speaking English fluently has lots of opportunities to find an appropriate school and course to suit your needs such as going to university in an English speaking country. Oxford Royal Academy (2017) supports that people who speak English fluently may have greater chance for further education.

Not only speaking but also English learning motivation matters to determine the success of English mastery. Hashwani (2008) states that motivation has an important role in developing students speaking ability. It is one of the important factors that can influence individual levels of success in any activities. A successful foreign language learning can be achieved when students can enhance their learning motivation (Fortuno and Ramirez, 2015). Yet, building students learning motivation is very challenging for the fruitfulness of foreign language process (Sentosa, 2017).

However, both speaking skill and English learning motivation remain problems for Indonesian students. They still had low competence in English speaking (Akhyak and Indramawan 2013). They tended to be shy and diffident to

speak up their mind and ideas since they were reluctant to speak and afraid of making mistakes while speaking in English. Furthermore, Riswandi (2016) explained that students' speaking problems come from the individual themselves. They had low learning motivation and interest. Moreover, teaching strategy given to the students were still monotonous. Not all of the teacher could use the effective teaching strategy to enhance motivation and speaking achievement of students. As the results, students felt bored in the class (Gunada, 2017). In addition, based on the discussion with the English teacher of the tenth grade students from one of Senior High School in Palembang, it was found that the students were still in low level of speaking and English learning motivation according to their score of formative assessment like oral presentation.

Regarding to the conditions above, teachers are encouraged to use effective teaching strategy and media that can motivate students in learning English. The use of Information and Communication Technology (ICT) into English language teaching could be explored to the development English language learning. ICT can be used as teaching media that helps students to practice their speaking skill. It is in line with Al-Jarf (2004) who affirms that ICT could create an effective teaching and learning process. In addition, integrating technology into English language classroom can aid the appropriate instruction of English language learners across all content areas. Teaching English through technology provides successful strategies for varying levels of access (Erben, 2009). Moreover, Dianti and Atmanegara (2018) mention that there was positive impact of ICT use toward students English achievement. Teaching and learning becomes interactive and

collaborative by the use of ICT in the classroom. It helps students think independently and communicate creatively.

In this millennial era, most students are very interested in using technology. They could be referred to a technogeeks or a term for a technology enthusiast since it is a part of their daily life as they grow up with technology (Dudeney & Hockly, 2007). This condition is supposed to help students active in learning process. Kuppuraj (2017) adds that ICT has positive outcomes to motivate and improve students speaking skill. Therefore, it is essential to integrate ICT into English language to improve the students' speaking skill and ELM. YouTube is one of the popular websites known by technogeeks in Indonesia. CNN Indonesia (2018) found that there are 50 million active YouTube users per month from 146 million internet users in Indonesia.

Some studies found that YouTube could improve students speaking skill. Watkins and Wilkins (2011) state that YouTube has become one of the most-popular websites in the world. YouTube could promote authentic vocabulary development and also can be used both inside and outside the classroom to enhance conversation and pronunciation skills of the students. Moreover, Jalaluddin (2016) affirms that YouTube videos could be used to make students aware of the varieties of English spoken around the world and to provide them with authentic materials for speaking skill. In addition, Gunada (2017) proves that using YouTube videos could enhance students' speaking skill in some aspects namely fluency, vocabulary, pronunciation, and grammar.

YouTube could also improve motivation for students in learning English. Sari (2017) found that the use of video blog (V-log) in the YouTube channel could improve students' motivation and confidence. Students were able to speak English because they were given enough time to think of what they wanted to talk about. Alkathiri (2019) adds that the use of YouTube in the English language classroom increased student motivation and confidence in learning speaking. YouTube encouraged students to learn and practice their speaking skills aloud with confidence. In short, YouTube as ICT based media is highly recommended to be used to improve students' speaking skill and also English learning motivation. However, using YouTube in the classroom is also have disadvantages if it is not used in such way such as content quality, video availability, video search proses, and reliability of the video because everybody can upload freely.

Due to the effectiveness of YouTube for students' speaking skill and ELM, YouTube was designed to be applied in the classroom in SMA Methodist 2 Palembang. The students studied by online learning during this study was conducted. The online learning process using conference communication platforms such as zoom and other learning media which required internet connection. SMA Methodist 2 facilitated WiFi or internet connection in every floor with fast connection. This condition helped the teachers teaching easily during online learning process and also help the writer do the study.

According to the Curriculum of Senior High School at the tenth grade, the students have to required the speaking skill in some types of monologue texts such as narrative, recount, procedure and descriptive text. In this study descriptive

text was used because it is related to the syllabus in the first semester of tenth grade students. Descriptive text is the text that describes the features of someone, something or a certain place (Wardiman, 2008, p.115). It is use full to help students speaking skill. In this study, the writer selected the story from YouTube related to descriptive text.

Based on the above explanation, the writer was interested in conducting a study entitled “Improving Speaking Skill and English Learning Motivation by Using YouTube to the Tenth Grade Students of SMA Methodist 2 Palembang”.

1.2 Problems of the Study

1.2.1 The Limitation of the Study

This study was limited on improving speaking skill of descriptive text and English learning motivation by using YouTube to the tenth grade students of SMA Methodist 2 Palembang.

1.2.2. Formulation of the Problems

The writer formulated the problems of the study as follows:

1. Was there any significant improvement on speaking skill by using YouTube to the tenth grade students of SMA Methodist 2 Palembang ?
2. Was there any significant improvement on English learning motivation by using YouTube to the tenth grade students of SMA Methodist 2 Palembang ?

1.3 Objectives of the Study

Dealing with the formulation of the problems, the objectives of the study were to find out:

1. whether or not there was any significant improvement on speaking skill by using YouTube to the tenth grade students of SMA Methodist 2 Palembang
2. whether or not there was any significant improvement on English learning motivation by using YouTube to the tenth grade students of SMA Methodist 2 Palembang

1.4 Significances of the Study

The writer hopes this study can give some benefits for school, teacher, students, writer and for the future study as:

1. For the school

The result of this study is expected to give contribution to the development of the school quality. The school can start utilize ICT tools to make enhancement of speaking skill and English learning motivation, especially to SMA Methodist 2 Palembang

2. For the teacher

The result of this study can be useful for the teachers of English. They can be more creative to use of ICT in the classroom as media for teaching and learning process especially by using YouTube to improve their students' speaking skill and English learning motivation.

3. For the students

The results of this study can help students enhance their speaking skill and increase their English learning motivation to learn by themselves by using ICT especially using YouTube inside and outside the classroom. After they had been taught by using YouTube, their speaking skill and English learning motivation could be improved.

4. For the writer herself

The process of the study is useful for the writer to improve the writer's teaching performance in the class by using ICT. Hopefully, this study also gives her a new experience in conducting a scientific study.

5. For further study

The process of the study is useful as reference for other writers who are interested in conducting the study with similar topic.

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