

**THE CORRELATION BETWEEN THE STUDENTS' PERCEPTION ON
THE USE OF YOUTUBE VIDEOS IN THE CLASS AND SPEAKING
MASTERY OF THE NINTH-GRADE STUDENTS AT SMP NEGERI 10
PALEMBANG**

A Thesis by

Lafely Dwilspani

Student Number 06011381520049

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2020

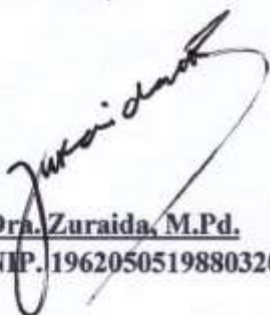
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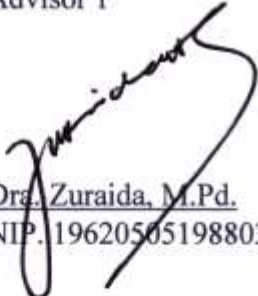
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DECLARATION

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Certify that thesis entitled “The Correlation between the Students’ Perception on the Use of YouTube Videos in the Class and Speaking Mastery of the Ninth-Grade Students at SMP Negeri 10 Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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The Undersigned



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*This thesis is dedicated to my beloved parents,
(Emirza Lafonso and Mahda Elyati).*

-MOTTO-

“It is okay to not be okay.”

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ABSTRACT

The objectives of this research were (1) to investigate the perception of students on the use of YouTube videos in the class (2) to know the correlation between the students' perception on the use of YouTube videos and speaking mastery. As for the first objective, the first objective of the study is to look at the students' perceptions of using YouTube as a supplement to make classes more interesting and motivating. The videos used by the teacher in the class are videos made by native English speakers parallel to the themes of the syllabus. The subject of the research was ninth-grade students at SMP Negeri 10 Palembang who were taught using YouTube videos by the teacher with 104 students in total. Questionnaire and test were used as the way to collect the data. The questionnaire was analyzed by using a Likert scale. It was ready made questionnaire by the previous researchers, Seher Balbay and Selcan Kilis in 2017. The speaking test was used to measure the students' speaking mastery. The speaking test topic was about procedure text. The findings revealed that the value of $r = 0.070$ and the value of $p = 0.478$. In this study, the p value is more than the significant level 0.05. Therefore, there is no significant correlation between the students' perception on the use of YouTube videos and speaking mastery of the ninth grade students at SMP Negeri 10 Palembang.

Keywords: *Perception, YouTube, Videos, Speaking Mastery*

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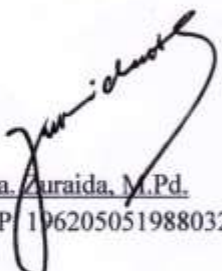
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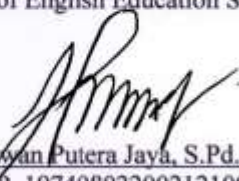
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CHAPTER I

INTRODUCTION

This chapter describes: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, (4) the limitation of the study, and (5) the significance of the study.

1.1 Background

The development of technology in recent decades gives impacts in every aspect of life and has made English as an essential tool for global communication. The need for mastering English has become imperative for people in the world. The primary reason for this is that English becomes the major language used in worldwide communication. , besides, most information recently is written and delivered in English.

In Indonesia, one of the compulsory subjects in junior and senior high schools is English language (Mattarima & Hamdan, 2011). It is one of the four subjects that are tested in the final examination. For middle school (SMP) the subjects are Math, Bahasa Indonesia, English, and Science as officially stated in the Ministry of Education Decree No. 5/2015. English is taught as an integrated subject to promote the students' language competences. It is learned by the students to communicate. Thus, the ability to communicate in English is important because it sustains students to interact with others. According to Orwig (1999), when students learn foreign language, to begin with, they should be taught how to speak. Therefore, it implies that speaking is one of the important skills in English that ought to be mastered by students besides writing, reading, and listening. It is such an active skill and one of the ways for students to share their thoughts, feelings, and opinion.

Speaking in junior high schools is one of the four English skills that should be learned by the students. Kurniawan (2016) states that speaking is one of

four important language basic skills. The success of learners in learning English is seen from their capacity in using English to communicate effectively.

Teaching speaking in Indonesian junior high schools is not an easy task. English is a foreign language that students do not utilize in their daily communication. To be able to speak English well, they need to learn other sub-skills such as pronunciation, vocabulary, and grammar. Heaton (2011) states that there are five aspects of speaking including pronunciation, grammar, vocabulary, fluency, and comprehension. Teachers and students should make some efforts to develop the five aspects of the speaking skill itself, sometimes the students have a different value in speaking skill, as we know that speaking have a lot of components that are need to be tested. Burn and Joyce (1997) state that speaking is a key to communicate as an interactive process of developing meaning that includes producing, receiving, and processing information. For example teaching and learning process in the classroom, teacher and students will speak to each other to make them understand and be understood.

English teachers play important parts to support and help their students practice English in class. Teachers must be imaginative in making appropriate and interesting activities to assist their students improve their oral production. Richards and Renandya (2002) state that a possible way of stimulating students to communicate might be done by giving them with extensive exposure to authentic language through audio-visual boost and with opportunities to use the language. During the process of speaking, students should be stimulated and motivated by the use of appropriate media. One of the media sources which would provide the students with this kind of new language input is YouTube, a video sharing website where users can upload, view, and share video clips.

YouTube video is one of the audiovisual media because people can watch the animated pictures and hear the sounds. According to Alimemaj (2010, p.10) "The real advantage of YouTube is that it offers authentic examples of everyday English used by everyday people". YouTube videos can also stimulate the two channels -visual and auditory- of the working memory in the brain which

increases the long memory content (Berk, 2009). Learning English by using YouTube offers a lot of benefits such as learning will be much more fun, comprehending the proper pronunciation of a word in a foreign language, learning material will be more quickly understandable and simplified the learning process through the internet. Alimemaj (2010) states that language teachers can take advantage of utilizing YouTube videos in the classroom. This will not only make the learning process more meaningful, but the students will have more fun and they can be more independent. The result of her study indicated that YouTube videos helped the respondents to practice their verbal communication and listening skills.

According to some experts (Hismanoglu, Andoh, Alsied, & Pathan, 2012) bringing technology in the classroom will assist both teachers and learners to create good conditions to enhance the teaching and learning processes. In this case, their behavior and attitude will change as a result of changing the traditional way of teaching and learning. Hence, this innovation is very crucial and beneficial which should base its goals and objectives on developing learners' ability to communicate appropriately in the target language.

Beside the various methods and media used by the teacher, students' perceptions can determine whether the methods and media affect student in learning processes. Many factors that affect students' achievement in English, one of the factors is from students' perception. Feldman (2011) stated that perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relativity unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Every people have a different perception on the same thing. It is because of the factors of the people knowing of the world and his feeling of that. Noble (2006) stated the concept of students' perception; First, students' perceptions of themselves influence the amount of effort they are willing to put forth in school, their educational aspirations, and their academic achievement.

Based on the writer's experience in field teaching training at SMP Negeri 10 Palembang, the writer found that one of the teachers of the ninth grade students has been using YouTube videos as a media in teaching English. The curriculum used in SMP Negeri 10 Palembang is the 2013 curriculum. The media used by the English teacher are YouTube videos and English textbook. The teacher of English of the 9th-grade students uses YouTube videos as a learning media in some of the material based on the syllabus. The teacher said that most of the students enjoyed the learning process of English especially in learning speaking because they can enrich vocabulary through YouTube videos. Furthermore, the students could express what they felt, shared their opinion, or asked when they did not understand the lesson without being afraid with the pronunciation and grammar as long as their teacher and their friends understand what they said. Thus, the writer did the observation on the learning process of the ninth grade students at SMP Negeri 10 Palembang. Based on the observation did on 20th August 2019, the writer identified some problems related to speaking such as some of the student still made mistakes in the English structure and pronunciation when they present or speak, some of the students were not active in learning English, and some of the students were lazy to do the task assignment.

There were many solutions to overcome the problems faced by the students in speaking. Isworo (2016) conducted a study with the title "Practice Teachers' Possible Solutions to Students' Problems of Speaking during PPL in Junior High Schools". The result of her study showed that there were four problems of speaking faced by students. Those were the students' incompetence in learning English, students' low participation and low motivation in speaking activity, the use of mother tongue, and the distractions from others and their relation with classmates. Besides, she also found the possible solutions to the four problems. Translating from English into Bahasa Indonesia and vice versa, distributing the chance to speak in English fairly to the students, creating games which can develop students' speaking skill and have well-built communication between teacher and student.

Another study was from Jati, Saukah, and Suryati (2019) about “Teaching Using YouTube Video to Improve Students’ Speaking Skill” at SMPK YBPK Ngoro-Jombang. In the study, they were implemented YouTube tutorial video to improve students’ speaking skill in performing procedure text. The results of the study showed that YouTube tutorial video as an alternative teaching media proved that students gained better scores in their speaking performance. However, the study also revealed the videos of native English Speakers were not helpful for the students, especially the low-level students. The videos were too complicated for the students. Meanwhile, the videos of non-native English speakers were more helpful because they tend to speak slower with clearer articulation. In SMP Negeri 10 Palembang, one of the teachers of the 9th-grade students uses various media. One of the media used is YouTube Video. The use of YouTube videos in a class could interestingly guide the students’ activities. This creativity will influence the speaking mastery of the students.

Based on the explanation above, the writer would like to conduct a study with the title *“The Correlation between the Students’ Perception on the Use of YouTube Videos in the class and Speaking Mastery of the Ninth Grade Students at SMP Negeri 10 Palembang”*

1.2 Problems of the Study

The research questions are formulated as follows:

1. What is the students’ perception on the use of YouTube videos in the class of the ninth grade students at SMP Negeri 10 Palembang?
2. Is there any significant correlation between the students’ perception on the use of YouTube videos in the class and speaking mastery of the Ninth Grade Students at SMP Negeri 10 Palembang?

1.3 Objectives of the Study

Based on the problems above, the objective of this study is to find out:

1. Students' perception of the use of YouTube in the class of the ninth grade students at SMP Negeri 10 Palembang.
2. Whether or not there is any correlation between the students' perception on the use of YouTube videos and Speaking Mastery of the Ninth Grade Students at SMP Negeri 10 Palembang.

1.4 Limitation of the Study

This study focused on the correlation between the students' perception on the use of YouTube videos in the class and speaking mastery. Shaleh (2008, p.110) states that "perception is a process of combining and organizing data of our senses (sensory) to be developed in such a way to be aware of all around". Frey and Burnbaum (2002) state that using YouTube videos as one and readily available source of authentic material will encourage the students to interact actively in class and further develop their language skills as they are eager to gain deeper understanding of the subject matter. Therefore, the concern of this study was investigating the correlation between students' perception on the use of YouTube videos and students' speaking mastery. In collected the data, this study applied the questionnaire by Seher Balbay and Selcan Kilis (2017) and speaking test as the instrument.

1.5 Significance of the Study

The field of this research was intensely expected to prop up the contribution on the use of YouTube videos in the teaching and learning process, especially in speaking skill. The writer hopes that this study will beneficially practical in the context for the students so they can solve their speaking problems, for the English educators (teachers and lecturers), the writer expects that this study will help them to provide an alternative solution to the problems in teaching speaking by using YouTube videos as media in language learning. For the further researchers, the writer hopes that they can use the finding of this study as one of

their references. For the writer herself, this study will be a valuable and meaningful experience in conducting educational research, and this study is expected to help the future researchers.

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