

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter reports the findings of current research and their discussion. Findings and discussions are presented separately. These findings are explained into two parts namely interview and questionnaire results improving students' speaking skills from observations. The first section presents data collected from interview and questionnaires. The second part presents data collection and data analysis to find out whether the researchers' findings are relevant to YouTube media in improving speaking used for the speaking skills of MTs Nurul Islam students.

#### 4.1. Research Findings

In this chapter, it will focus on the problem statement: How are the perceptions of students at MTs Nurul Islam in using YouTube to improve speaking skill? Students' Perceptions. The data were collected from interview consisting of 5 students and questionnaire consisting of thirty-three students MTs Nurul Islam.

##### 4.1.1. Interview Finding

The findings of the interview are to know student constraints in learning speaking skills through YouTube media during class. The interview was conducted with representatives of 5 people students, where participants get interviews about learning with YouTube media. When presenting the data, the researcher uses the following codes:

- Q stands for interview question.

- A representative answered the interview.

When conducting the interview, the questions given to the participants were similar to the content of the questionnaire. The researcher presented interview data consisting of 6 questions as follows:

a. In the first question, the researcher asked about Preparation for Learning YouTube media.

Q : *Bagaimana pendapat anda tentang persiapan pembelajaran speaking seperti materi pembelajaran, media dan lainnya? Apakah terdapat kendala?* (What do you think about the preparation speaking learning such as learning materials, media and others? Whether any problems?)

A1 : *Saya pikir, tidak ada kendala mengenai materi pembelajaran yang disampaikan.* (I think, there are no obstacles regarding the learning material delivered.)

A2 : *Menurut saya, materi dan media tidak ada kendala, namun ada satu kendala yang akan menghambat yaitu jaringan internetnya.* (In my opinion, there are no obstacles to material and media, but there is one obstacle that will hinder the internet network.)

A3 : *“Menurut saya untuk persiapan pembelajaran daring baik dari segi materi maupun media guru sudah mempersiapkan dengan baik. Kemudian untuk kendala pembelajaran speaking melalui youtube menurut saya dalam jaringan internet karena terkadang memang membutuhkan sinyal yang stabil.”* (“I think it's for learning preparation online both in terms of material

and teacher media have prepared well. Then For the obstacles of learning to speak through YouTube, in my opinion, it is in the internet network because sometimes it requires a stable signal.")

A4 : Jadi kalau masalah materi, media sudah sangat bagus, saya jadi tertarik dalam pembelajaran dalam kelas. Tapi Ketika sinyalnya agak loading jadi mood dalam kelas hilang. (So, when it comes to material, media is very good, I become interested in classroom learning. But when the signal is a bit loading, so the mood in the class disappears.)

A5 : *Tergantung kak. Terkadang persiapannya sudah luar biasa. Dari sisi materi, dan media. Tapi terkadang guru hanya memberikan tugas yang diberikan tanpa memberikan materi. Sehingga saya merasa bingung untuk mengerjakan tugas. Tapi untuk media saya sangat suka.* (It depends on sis. Sometimes the preparation has been amazing. In terms of material, and media. But sometimes teachers just give assigned assignments without giving material. So, I feel confused to do the task. But for the media I really like it.)

Based on answers from interview participants, 5 of the thirty-three participants stated that the preparation for the learning is good, because the teachers have prepared the materials and media are quite good and the materials provided are also easily accessible. It is just that there is a problem with their internet connection. However, there was one participant who stated that for preparation for learning speaking skills what he received was also not good in terms of material. Because the teacher only gave the task

of making videos and no material that given. It can be concluded based on student interviews in the provision of speaking skills learning through YouTube media is good.

- b. In the second question, the researcher asked about the interactions that occurred during the implementation of learning.

Q : *Apa pendapat Anda tentang interaksi yang terjadi saat menerapkan pembelajaran melalui media YouTube? Apakah ada interaksi aktif atau pasif? (What do you think about the interactions that occur when applying learning through YouTube media? Is there active or passive interaction?)*

A1 : *Menurut saya, kelas lebih aktif dan mengalami peningkatan. Karena pembelajaran speaking dilakukan secara tatap muka dimana siswa melatih mental untuk lebih percaya diri untuk berbicara. (In my opinion, classes are more active and have improved. Because speaking learning is done face-to-face where students train mentally to be more confident to speak.)*

A2 : *Pendapat saya, cukup aktif kak, karena kita di waktu pembelajaran speaking jadi siswa memang diharuskan untuk lebih banyak ngomong. Meskipun masih ada beberapa siswa yang pasif saat pembelajaran. (In my opinion, quite active, sis, because we are in the time of learning to speak so students are required to talk more. Although there are still some students who are passive when learning.)*

A3 : *Guru aktif siswa ada yang aktif dan ada yang pasif. (Active teachers, some students are active and some are passive.)*

A4 : *Interaksinya lumayan pasif, sebabnya mungkin ada siswa yang tidak suka pelajarannya, jadi misal mau berbicara jadi kurang lancar. (The interaction is quite passive, because there may be students who don't like the lesson, so for example, wanting to talk becomes less fluent.)*

A5 : *Itu pasti kak, dalam kelas ada siswa yang aktif dan ada yang pasif. Maka dari itu adanya media youtube, saya rasa teman teman jadi lebih semangat. (It must be sis, in the classroom there are students who are active and some are passive. Therefore, the existence of YouTube media, I think friends become more enthusiastic.)*

Based on the answers from the interviews, 3 participants asked that the interaction that occurred in the passive class was because not many students liked learning to speak. So, he is not confident to speak because he feels that he is not fluent in speaking. As for the other students, the class is active because speaking learning is required to talk more. So as to train them to be confident.

c. In the third question, the researcher asked about the researcher asked about the obstacles encountered in the facilities and infrastructure that students use during speaking lessons.

Q : *Apakah terdapat kendala terhadap sarana dan prasarana yang anda gunakan ketika melaksanakan pembelajaran speaking? Jika terdapa kendala, apa saja kendalanya? (Are there any constraints on facilities and the infrastructure you use when carrying out speaking lessons? If What are the obstacles, what are the obstacles?)*

A1 : *“Alhamdulillah sejauh ini tidak ada kendala kak”* (“Thank God, so far there are no obstacles, sis”)

A2 : *“Biasanya sinyal lemah tapi jarang juga terjadi karena jaringan kita melalui kabel LAN”*. (“Usually, the signal is weak but rarely also happens because our network is through a LAN cable”).

A3 : *“Kendala teknis yang saya hadapi dalam pembelajaran speaking melalui menonton video di youtube yaitu sarana prasarana seperti kabel LAN yang tiba tiba kurang menancap akhirnya jaringan internet saya putus. Disitu saya merasa bingung karena saya tidak bisa memperbaiki jaringan. Tapi guru langsung untuk membenahinya”*. (“The technical obstacle I face in learning to speak through watching videos on YouTube is infrastructure like a LAN cable that suddenly stuck less finally my internet network broke. There I felt confused because I couldn't fix the network. But the teacher went straight to fix it”).

A4 : *“Mungkin kendalanya untuk saya adalah bagian komputer saya pakai itu lemot jadi agak ketinggalan sehingga menghambat waktu saya untuk menonton video dari youtube”*. (“Maybe the problem for me is that the part of the computer I use is slow so it's a bit behind so it hampers my time to watch videos from Youtube”).

A5 : *“Saya rasa aman kak, soalnya kan ada guru yang mendampingi kita ketika pembelajaran berlangsung.”* (I feel safe, brother, because there is a teacher who accompanies us when learning takes place.)

Based on the answers from the interviewees, all participants stated that the main obstacle of facilities and infrastructure lies in the weak signal, but students are not worried because in the classroom using a LAN cable that has guaranteed smooth internet. It's just that the problem with the unit computer is indeed slow. However, learning students remain happy and well-conditioned because the teacher when learning still accompanies when there are obstacles.

- d. In the fourth question, the researcher asked about satisfaction of the results obtained by students after carry out Speaking skills learning through media YouTube.

Q : *Apakah anda merasa puas dengan hasil anda setelah melaksanakan kelas speaking skill melalui media youtube? Are you satisfied with your results? After carrying out speaking skills classes through YouTube media?*

A1 : *“Sedikit puas, karena saya juga termasuk siswa yang pasif, jadi susah untuk speaking, walaupun fasilitas dan media sudah menarik jadi kurang berlatih aja untuk mendapatkan hasil yang puas”. (“A little satisfied, because I am also a passive student, so it is difficult to speak, even though the facilities and media are interesting so they lack practice just to get satisfied results”).*

A2 : *“Seneng banget kak, puas dong.” (Very happy, sis, satisfied.)*

A3 : *“Kurang puas sih, kalo aku, soalnya ga fasih dalam berbicara Bahasa inggris, apalagi belajar public speaking. Jadi kurang berbicaranya kurang*

*dibentuk*" ("Not satisfied, if I am, because I am not fluent in speaking English, let alone learning public speaking. So, less speech is less formed")

A4 : *"Jujur kak, saya merasa terbantu banget setelah pembelajaran speaking apalagi pakai media youtube yang sering kita gunakan ketika dirumah.jadi lebih mudah untuk diakses bagi usia seumuran kita. Dibilang puas ya jelas puas"*. ("Honestly, sis, I feel really helped after learning to speak, especially using YouTube media that we often use when at home. Said satisfied, obviously satisfied".)

A5 : *Alhamdulillah cukup puas kak. Soalnya saya bisa lebih percaya diri meskipun hanya berbicara didepan teman sekelas.* (Alhamdulillah is quite satisfied, sis. You see, I can be more confident even if I only speak in front of classmates.)

Based on the answers from the interview participants, participants stated that they were not satisfied with the results they got after learning speaking skills in class, this was because they considered that they were students who were passive in learning speaking skills so it was still not optimal. For others, they are quite satisfied with the results they get after carrying out online learning in speaking classes because many consider that through YouTube media students who usually never see gadgets then with the YouTube media, they become enthusiastic and motivated to improve speaking skills.

- e. In the fifth question, the researcher asked about student ability after carrying out learning speaking through YouTube media.



Q : *Bagaimana kemampuan berbicara Anda setelah melakukan kelas berbicara melalui media YouTube? (How is your speaking ability after conducting speaking classes through YouTube media?)*

A1 : *“Selama pembelajaran, saya rasa ada peningkatan dari sebelumnya kak.”*  
("During the lesson, I think there is an improvement from before, sis.")

A2 : *“Untuk kemampuan tentunya meningkat kak, tapi saya rasa untuk percaya diri saya belum meingkat.”* ("For ability, of course, it has increased, brother, but I think my confidence has not improved.")

A3 : *“Semakin ada kemajuan karena memang kita mencari ilmu, yang setiap hari pasti menambah ilmu dari guru yang mengajar.”* ("There is more progress because indeed we are looking for knowledge, which every day must add knowledge from teachers who teach.")

A4 : *“Sedikit ada peningkatan, setelah saya mengikuti pembelajaran speaking skill, yang mana selama pembelajaran, saya mendapat ilmu ilmu baru mengenai speaking”.* ("There was a slight improvement, after I participated in learning speaking skills, which during learning, I gained new knowledge about speaking".)

A5 : *“Tentunya sedikit lebih baik daripada sebelumnya, meskipun saya belum benar benar lancar dalam berbicara inggris”.* ("Definitely a little better than before, although I'm not really fluent in speaking English yet.")

Based on the answers from the interview participants, some participants stated that after carrying out learning using YouTube media to improve their speaking skills they experienced. Although the increase they

experience is not very significant, they state that despite the increase in speaking skill learning it's not completely smooth, it's still something new knowledge they gain after carrying out learning. And there were other participants stating that there was no improvement in their abilities after carrying out speaking skill learning. They simply stated that there was no improvement because the student lacked confidence and felt himself passive.

- f. In the sixth question, the researcher asked about learning model Using YouTube media that applied in accordance with the implementation of speaking learning.

Q : *Apakah model pembelajaran menggunakan media YouTube yang diterapkan cocok dengan pelaksanaan pembelajaran speaking?* (What is the learning model Using YouTube media that applied in accordance with the implementation of speaking learning?)

A1 : *“Menurut saya, cocok banget apalagi media youtube yang kita jarang gunakan dipondok. Jadi kalau waktu pembelajaran speaking kita suka.* (“In my opinion, it is very suitable, especially the YouTube media that we rarely use at the cottage. So, if it's time to learn speaking we like it.)

A2 : *“Saya pikir, cocok kak soalnya model pembelajarannya menggunakan youtube. Sejauh ini saya jadi ga ngantuk.”* (“I think it's suitable because the learning model uses YouTube. So far I've been sleepy.”)

A3 : *“Kurang cocok kak, karena saya anaknya pasif dan tidak suka gadget.”* (“It's not suitable, sis, because I am a passive child and don't like gadgets.”)

A4 : *“Gini kak, kalo dengan media youtube bagi siswa yang kurang suka gadget mungkin suatu hal yang membosankan, namun selama kita terbiasa*

*pasti nyaman dengan guru memberikan model media YouTube, jadi saya rasa cukup cocok lah.*” (“Gini, sis, if with YouTube media for students who don't like gadgets it may be a boring thing, but as long as we are used to it, we must be comfortable with teachers providing YouTube media models, so I think it's quite suitable.”)

A5 : *“Sudah cocok kak dikolaborasi dengan media youtube sehingga kami ga bosan dalam pembelajaran.”* (“It's suitable to collaborate with Youtube media so that we don't get bored in learning.”)

Based on the answers from the interviewees, participants stated that learning with the model applied to speaking learning is carried out face-to-face. Learning can still be done well. It can be: conclude that the learning model/strategy applied to Speaking learning is suitable. Which students tend to be more interested in using YouTube media because it is not boring.

#### **4.1.2. Questionnaire Finding**

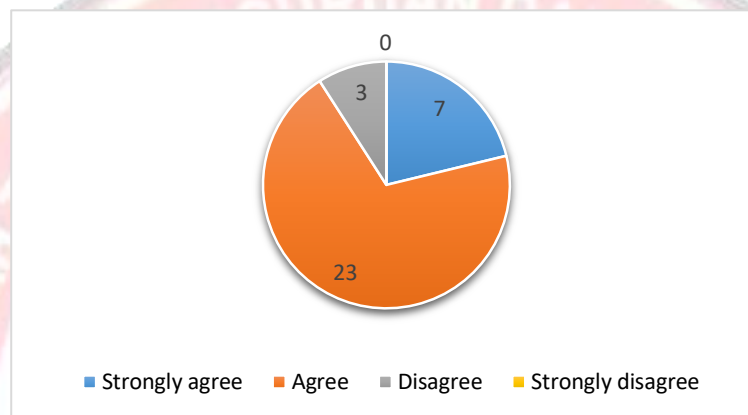
In this chapter, the research findings will focus on the problem statement: How are the perceptions of students at MTs Nurul Islam in using YouTube to improve speaking skill? Students' Perceptions Data was collected from questionnaires components.

The students were asked to fill out a questionnaire student are made up of two parts. Part 1 is related to YouTube media. Part 2 of the student questionnaire is related to students' speaking skills and speaking problems. There are fifteen items as factors that improve students' speaking ability. Below are the Collection data

results from the Student Questionnaire. The findings of the questionnaire to speaking skill students' perceptions. Nine grade students consist of thirty-three students in one class.

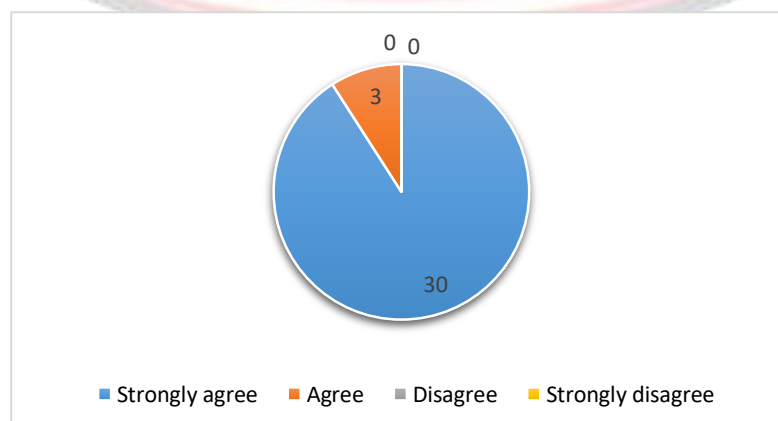
### Questionnaire Diagram

1. YouTube media is easy to use to learn to speak English.



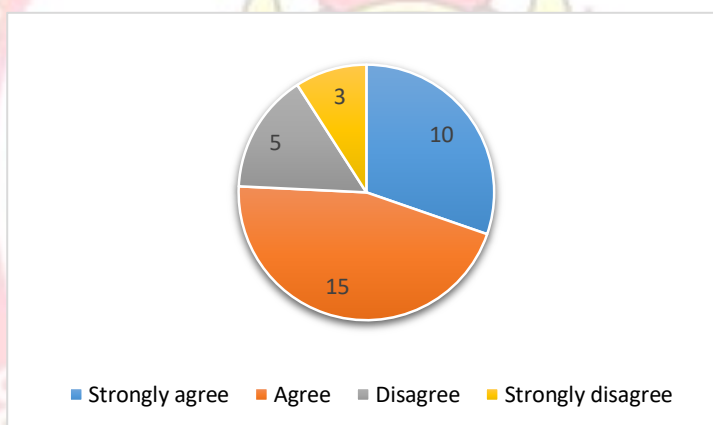
Based on the results of a questionnaire from thirty-three participants, part 1 of YouTube media is easy to use to learn to speak English, students who strongly agreed there were twenty-one percent, chose to agree there were seventy percent, and those who disagreed there were nine percent of students during learning. So that learning with YouTube media becomes easily understood by students.

2. Using YouTube videos in language learning decreases your anxiety in the class.



Based on the results of a questionnaire from thirty-three participants stated part 2 using YouTube videos in language learning decreases your anxiety in the class, students who voted strongly agreed there were ninety-one percent and those who voted agree there were nine percent of students, even students did not choose to agree during learning. So that with YouTube media learning becomes interesting and not boring for them.

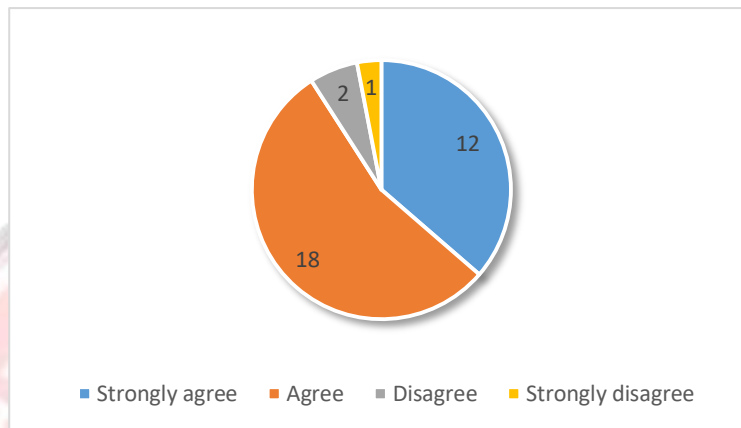
3. YouTube videos help you guess the meaning of unfamiliar words.



Based on the results of a questionnaire from thirty-three participants, part 3 of YouTube videos help you guess the meaning of unfamiliar words, students who voted strongly agreed there were thirty percent, those who voted in agreement were forty-six percent of students, those who voted disapprove were fifteen percent and those who strongly disagreed there were nine percent of students. So that during learning students with the

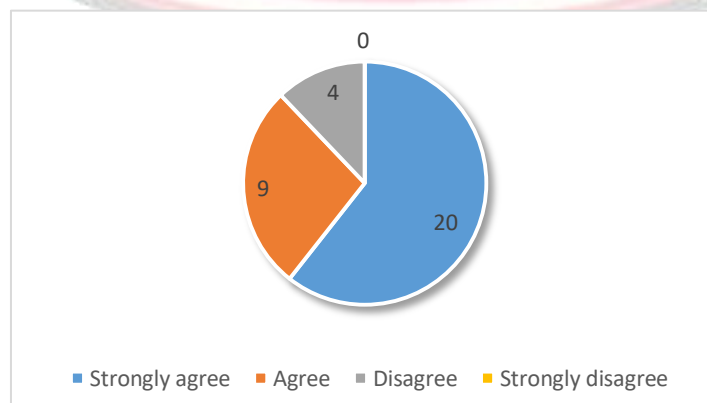
ability to understand words through YouTube media are different. But more people voted to agree with this part 3 questionnaire.

4. YouTube is a beneficial tool for language learning.



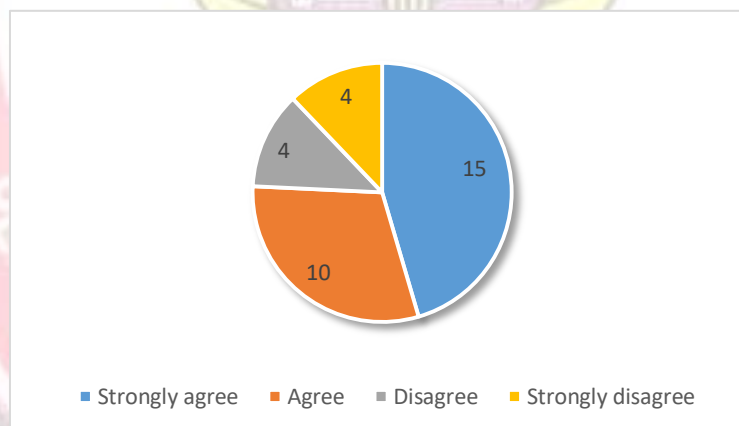
Based on the results of a questionnaire from thirty-three participants stating part 4 of YouTube is a beneficial tool for language learning, students who voted strongly agreed there were thirty-six percent, who voted in agreement there were fifty-five percent of students, who voted disagree there were six percent and who strongly disagreed there were three percent of students. During learning through YouTube media is more useful for student learning. But there are those who choose not to agree, indeed students who do not like learning speaking.

5. YouTube media facilitates tasks involving speaking



Based on the results of a questionnaire from thirty-three participants stating section 5 YouTube media facilitates tasks involving speaking, there were sixty-one percent of students who voted strongly agree, twenty-seven percent of students who agreed and twelve percent of students who voted disagree. During learning through YouTube media, more students are comfortable with facilities that involve learning to speak.

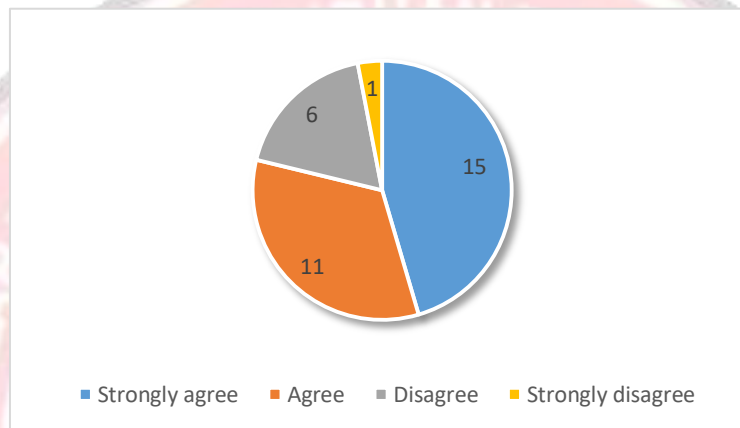
6. YouTube media helps motivate teachers to teach students in engaging and enthusiastic ways



Based on the results of a questionnaire from thirty-three participants stating that part 6 YouTube media helps motivate teachers to teach students in engaging and enthusiastic ways, students who voted strongly agreed there were forty-six percent, who voted in agreement there were

thirty percent of students who voted disagree there were twelve percent of students and strongly disagree there were twelve percent. During learning through YouTube media, students tend to be motivated by YouTube media, not only students but also teaching teachers.

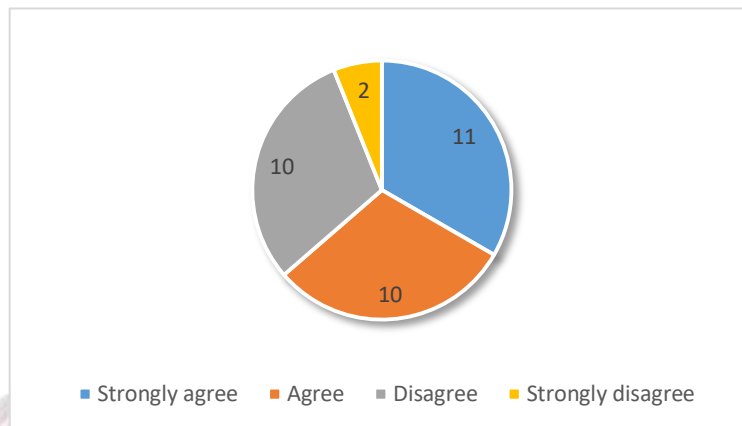
7. YouTube media is very easy for students to access



Based on the results of a questionnaire from thirty-three participants who stated part 7 YouTube media is very easy for students to access, students who voted strongly agreed there were forty-six percent, who voted in agreement there were thirty-three of students who voted disagree there were eighteen percent of students and strongly disagree there were three percent. No wonder many expressed agreement because they have known YouTube media since he was a child. So, students have no trouble accessing YouTube media.

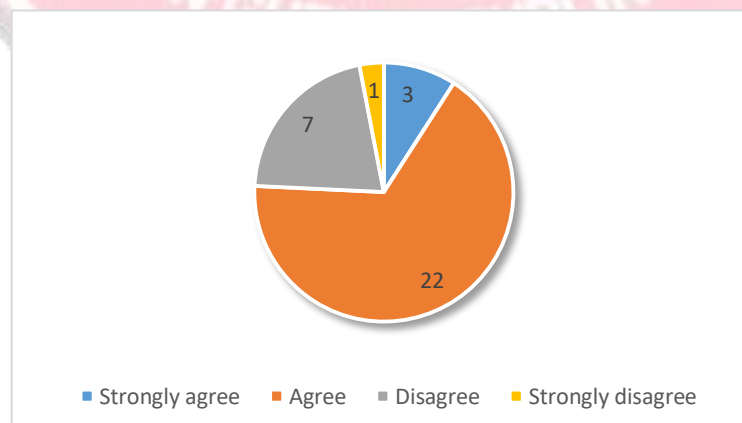


8. YouTube media has many reference sources that confuse students



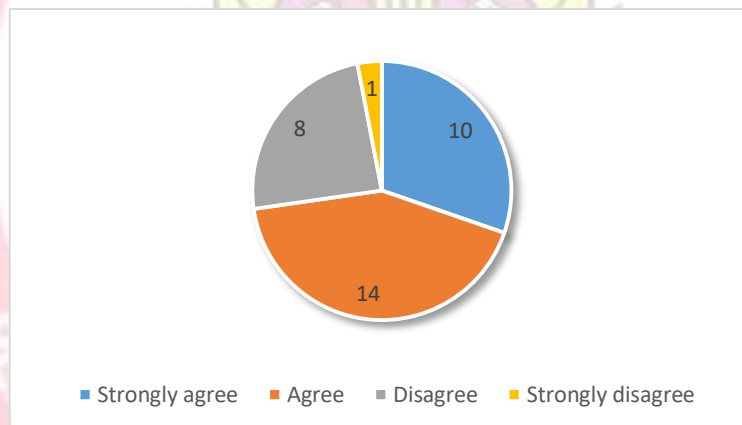
Based on the results of a questionnaire from thirty-three participants stating section 8 YouTube media has many reference sources that confuse students, students who voted strongly agreed there were thirty-four percent, who voted in agreement there were thirty percent students who voted disagree there were thirty percent students and strongly disagree there were six percent. A natural thing, indeed there are many subscribers of YouTube, but there are teachers to guide and direct in the right direction. so as not to be mistaken.

9. YouTube videos give you the motive to comment on and discuss things in the class.



Based on the results of a questionnaire from thirty-three participants stating section 9 YouTube videos give you the motive to comment on and discuss things in the class, students who voted strongly agreed there were nine percent, who voted in agreement there were sixty-seven percent of students who chose not to agree there were twenty-one percent of students and strongly disagree there were three percent. With YouTube media, some of the students are very active to discuss and comment. And there are fewer who disagree because of students who lack confidence to speak.

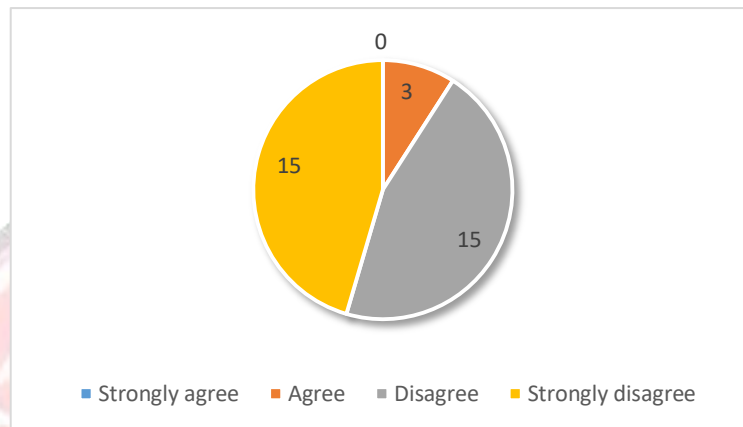
10. Like to continue learning English with the YouTube application.



Based on the results of a questionnaire from thirty-three participants stating part 10 Like to continue learning English with the YouTube application, students who voted strongly agreed there were thirty percent, who voted agree there were forty-two percent students who chose not to agree there were twenty-four percent students and strongly disagree there were three percent. With YouTube media, most of the students want

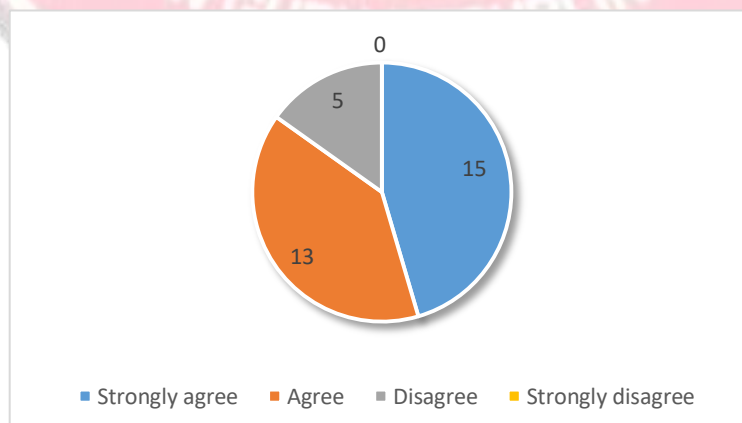
to continue learning to use YouTube media, they consider something that is not boring.

11. Feeling unsatisfied learning to speak with YouTube media sources.



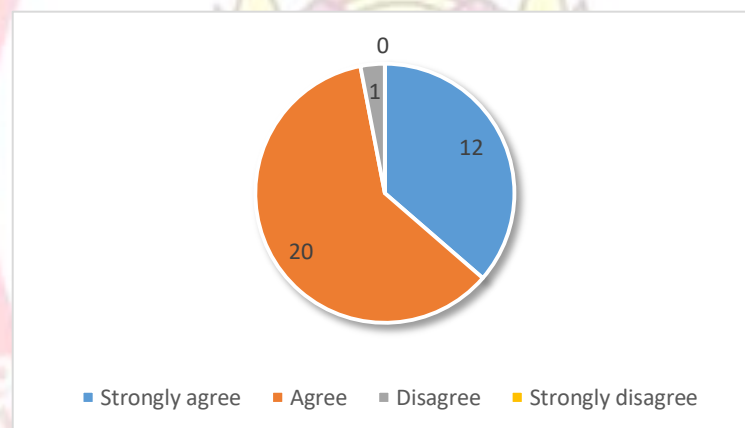
...e participants stating section 11 Feeling unsatisfied learning to speak with YouTube media sources, students who voted agreed there were nine percent of students who voted disagree there were forty-five percent of students and strongly disagree there were forty-six percent. With the understanding of YouTube media used by many students who are satisfied with its application in learning speaking.

12. YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms.



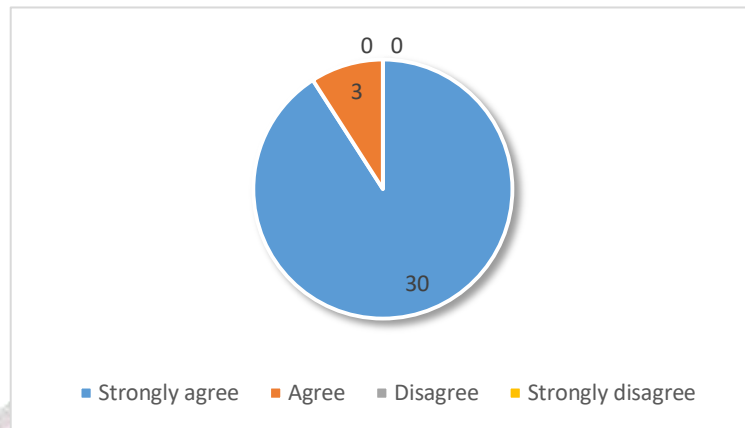
Based on the results of a questionnaire from thirty-three participants stating section 12 YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms, students who voted strongly agreed there were forty-six percent, students who voted agreed there were 39 percent and students who voted disagree there were fifteen percent students. With the YouTube media used by students, they feel they get more words or vocabulary with the correct pronunciation.

13. Your pronunciation is improved when you learn via YouTube videos.



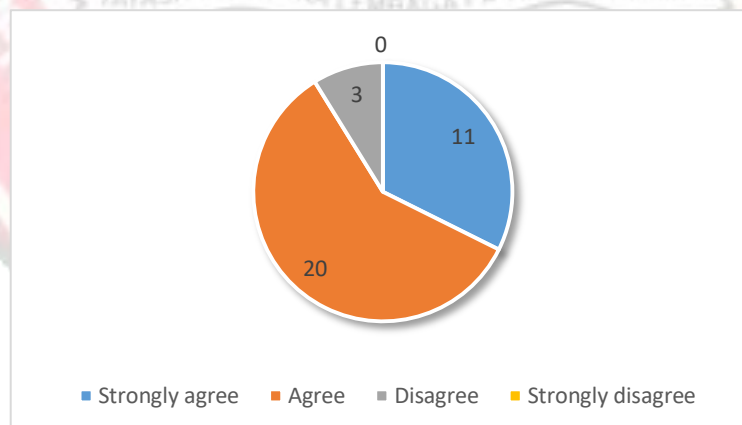
Based on the results of a questionnaire from thirty-three participants stating section 13 Your pronunciation is improved when you learn via YouTube videos, students voted strongly agree there were thirty-six percent, students who voted agree there were sixty-one percent and those who disagreed there were three percent. So, the YouTube media used by students, they feel more acquiring words and practicing also how to pronounce words.

14. You do not feel bored when the teacher uses YouTube videos in the class



Based on the results of a questionnaire from thirty-three participants stating section 14 You do not feel bored when the teacher uses YouTube videos in the class, students voted strongly agree there were nine percent and students who voted agreed there were ninety-one percent. So, the YouTube media used by students tends to color their day when learning to speak.

15. YouTube videos prevent you from going astray while speaking



Based on the results of a questionnaire from thirty-three participants stating that part fifteen YouTube videos prevent you from going astray

while speaking, students voted strongly agree there were thirty-three, students who voted agree there were sixty-one percent and students who voted disagree there were nine percent students. With the YouTube media applied by students, they are more directed and YouTube sources with the teacher's direction do not mislead their minds.

## **4.2 Discussion**

### **4.2.1 Interview Discussion**

Based on the finding of the interview above, the researcher stated that there are some aspects that should be elaborated, namely regarding preparation, implementation, facilities, the student's satisfaction, student's ability, and learning model using YouTube media that can be applied in the class.

#### **a. Preparation using YouTube media**

Based on the respondents' responses, 5 out of thirty-three students said that the study preparation is good because the teachers have prepared the materials and facilities quite well, and the materials provided are also easily accessible. It is just that their internet connection has a problem. However, one participant said that in preparation for learning speaking skills, what he received was also not good in terms of material. Because the teacher only assigned the task of making videos, he did not give any documents. It can be concluded, based on interviews with students, that learning speaking skills through YouTube media is good.

#### **b. Implementation using YouTube media**

Based on the interview responses, 3 participants asked if the interaction that occurs in the passive classroom is because few students are interested in learning to speak. So, he is not sure when speaking because he feels he is not fluent. For other students, the class was lively because it was necessary to learn oral expressions in order to speak more. To give them confidence.

**c. Facilities using YouTube media**

Based on the answers of the interviewees, all the participants considered that the main obstacle of facilities and infrastructure was the weak signal, but the students were not worried because in the classroom using LAN cable ensures a smooth Internet connection. Just the problem with the device's computer is really slow. However, the students are still happy and conditional because in the learning process, they always accompany them when they encounter obstacles.

**d. The student's satisfaction using YouTube media**

Based on the feedback of the trainees during the interview, the trainees said that they were not satisfied with the results obtained after learning how to express themselves in class, because they considered themselves passive students in the study. learning how to express it verbally is still not optimal. For others, they are quite satisfied with the results achieved after learning online in speaking classes, as many claims that thanks to YouTube media, students

often never see the gimmick 'with YouTube media' becomes enthusiastic and motivated to improve his speaking skills.

**e. Student's ability using YouTube media**

Based on the answers from the interview participants, some participants stated that after carrying out learning using YouTube media to improve their speaking skills they experienced. Although the increase they experience is not very significant, they state that despite the increase in speaking skill learning it's not completely smooth, it's still something new knowledge they gain after carrying out learning. And there were other participants stating that there was no improvement in their abilities after carrying out speaking skill learning. They simply stated that there was no improvement because the student lacked confidence and felt himself passive.

**f. Learning model using YouTube media that can be applied in the class**

Based on the answers from the interviewees, participants stated that learning with the model applied to speaking learning is carried out face-to-face. Learning can still be done well. It can be: conclude that the learning media/strategy applied to Speaking learning is suitable. Which students tend to be more interested in using YouTube media because it is not boring.



#### 4.2.2 Questionnaire Discussion

Based on the findings of the questionnaire above, the researcher stated that there are fifteen questionnaires that must be described.

##### a. YouTube media is easy to use to learn to speak English

Based on the results of the questionnaire with thirty-three participants, the first part of the YouTube tool is very easy to use to learn to speak English, students completely agree with this twenty-one percent%, those who vote yes with this seventy percent% and the number of people who disagree with this is nine percent of students in the learning process. It can be concluded that learning with YouTube is very easy to understand for students. In the learning process, speaking is classified into the right category. This means that students actively learn through YouTube media.

##### b. Using YouTube videos in language learning decreases your anxiety in the class

Based on the results of a questionnaire with thirty-three participants, part 2 suggested that using YouTube videos in language learning reduces anxiety in class, students who voted strongly agree with this number, ninety-one percent and voters agree with the fact that up to nine percent of the students, there are even students who are not chosen by anyone. disagree in the

learning process. This means students are active and learn to speak well to YouTube media. Learning becomes interesting and not boring for them.

**c. YouTube videos help you guess the meaning of unfamiliar words**

Based on the results of a questionnaire with thirty-three participants, part 3 of the YouTube video helps you guess the meaning of unknown words, students vote yes thirty percent, students vote yes forty-six percent, students the yes vote was forty-six percent. vote in disapproval. fifteen percent and strong opponents nine percent of students. Therefore, in the learning process, students' ability to understand words through YouTube is different. But more people voted in favor of this part 3 of the questionnaire.

**d. YouTube is a beneficial tool for language learning**

Based on the results of a questionnaire conducted with thirty-three participants indicating that YouTube Part 4 is a useful tool for language learning, the number of students voting strongly in favor was thirty-six percent, the number of students voting agree, fifty-five percent of the students voted against, there were six percent and those who strongly disagreed, there were three percent of the students. In the learning process, YouTube media is more helpful for student learning. But there are also people

who choose to disagree, even students who don't like learning to speak.

**e. YouTube media facilitates tasks involving speaking**

Based on the results of a survey of thirty-three respondents indicating that Section 5 of YouTube media facilitates speaking tasks, sixty-one percent of students voted strongly in favor, twenty-seven percent of students agree, and twelve percent of students voted no. When learning via YouTube, more and more students feel comfortable with the means involved in learning to speak.

**f. YouTube media helps motivate teachers to teach students in engaging and enthusiastic ways**

Based on the results of a questionnaire from thirty-three participants stating that part 6 YouTube media helps motivate teachers to teach students in engaging and enthusiastic ways, students who voted strongly agreed there were forty-six percent%, who voted in agreement there were thirty percent of students who voted disagree there were twelve percent of students and strongly disagree there were twelve percent. During learning through YouTube media, students tend to be motivated by YouTube media, not only students but also teaching teachers.

**g. YouTube media is very easy for students to access**

Based on the results of a survey of thirty-three participants who said that Part 7 is very easy for students to access YouTube media, students vote strongly in favor of forty-six percent, students vote yes, thirty-three learn Students vote in disagreement, with eighteen percent, and strongly disagree, with three percent. It is not surprising that many people expressed their agreement as they have known YouTube media since he was a child. As such, students have no difficulty accessing YouTube media.

**h. YouTube media has many reference sources that confuse students**

The results of a questionnaire conducted with thirty-three participants indicated that Article 8. YouTube media contains many references that confuse students. Students vote strongly in favor, thirty-four percent, students vote yes, yes thirty percent, students vote no, yes thirty percent students. and strongly disagree, yes six percent. It's natural, there are many YouTube subscribers, but there are teachers who guide and show the right way. so as not to be confused.

**i. YouTube videos give you the motive to comment on and discuss things in the class**

Based on the results of a questionnaire conducted with thirty-three participants showing that YouTube videos in Section 9

encourage you to comment and discuss issues in class, students voted strongly in favor of their children. this number, nine percent, voted yes, with sixty-seven percent of students choosing not to agree that there were twenty-one percent% of students and strongly disagree that there was three percent. With YouTube, some students are very active in discussions and comments. And there were fewer people disagreeing because students lacked confidence in speaking.

**j. Like to continue learning English with the YouTube application**

Based on the results of the questionnaire of thirty-three participants, Section 10 Likes to continue learning English with the YouTube application, the number of students voting strongly in favor is thirty percent, the number of students voting yes has forty-two percent Students who choose to disagree are twenty-four percent of students and strongly disagree have three percent.

With YouTube media, most students want to continue learning how to use YouTube media, they consider it as something that is not boring.

**k. Feeling unsatisfied learning to speak with you tube media sources**

Based on the results of the questionnaire with thirty-three students said part 11 Feeling unsatisfied when learning to speak

to YouTube media sources, students voted yes, nine percent of students voted Disagree with forty-five percent of students and Strongly disagree with forty-six percent. With an understanding of YouTube media used by many students are satisfied with its application in learning verbal expression.

**l. YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms**

Based on the results of a questionnaire with thirty-three participants indicating that the YouTube videos in section 12 allow you to use correct vocabulary and correct grammar, the number of students voting strongly in favor of this number, forty-six percent, students voted yes, 3nine percent, and students voted no. there are fifteen percent students. With YouTube media used by students, they feel like they get more words/vocabularies with correct pronunciation.

**m. Your pronunciation is improved when you learn via YouTube videos**

Based on the results of a questionnaire with thirty-three participants indicating part 13 Your pronunciation improves when you learn through YouTube videos, the number of students voting strongly in favor is thirty-six percent, the number of students giving up the number of students agreeing is sixty-one percent and the number of students disagreeing is three percent.

As a result, the YouTube media used by students allows them to absorb more words and also practice pronouncing those words.

**n. You do not feel bored when the teacher uses YouTube videos in the class**

Based on the results of the questionnaire with thirty-three participants said part 14 You do not feel bored when the teacher uses YouTube videos in class, the number of students voting strongly with nine percent and the students voting in agreement love with ninety-one percent. As a result, the YouTube media used by students tends to adorn their speaking day.

**o. YouTube videos prevent you from going astray while speaking**

Based on questionnaire results from thirty-three participants indicating that YouTube videos in section fifteen prevent you from digressing while speaking, students voted strongly in favor thirty-three, students voted yes sixty-one percent and the students who voted against were nine percent of the students. With YouTube media adopted by students, they are more oriented, and the teacher-led YouTube resources don't mislead them.