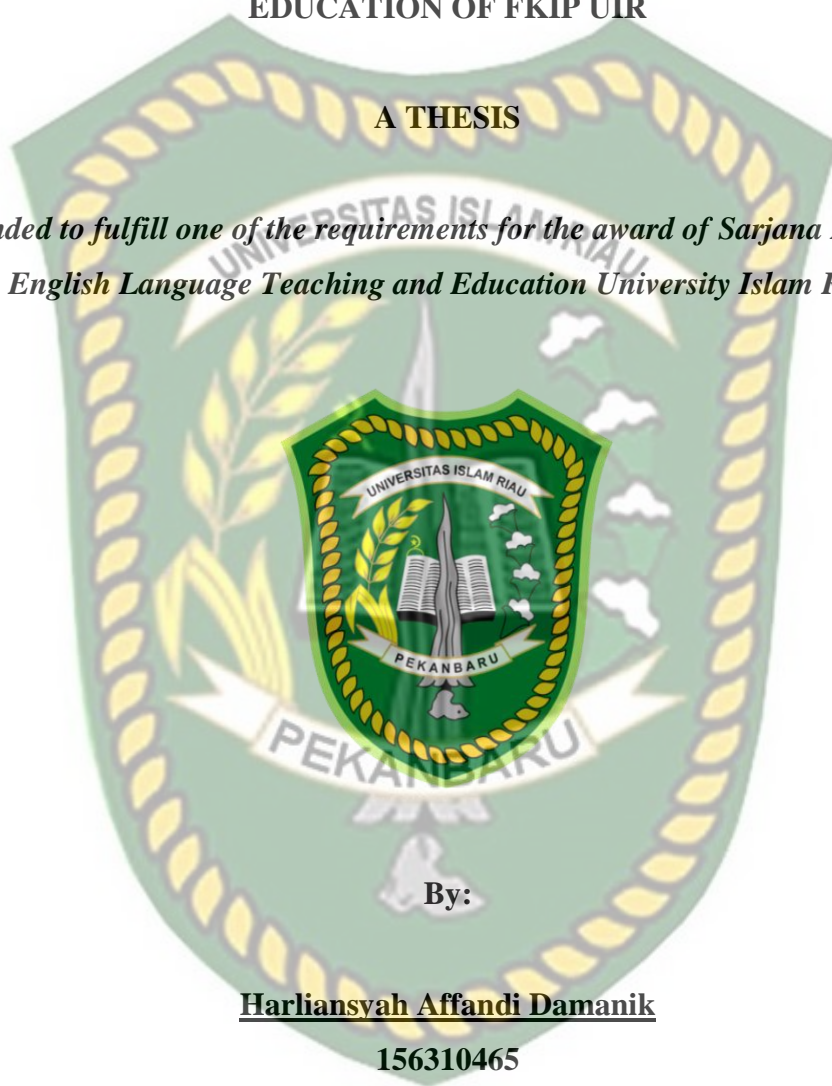# AN ANALYSIS OF THE UTILIZATION OF SOCIAL MEDIA YOUTUBE AS A LEARNING MEDIA IN IMPROVING ENGLISH TEACHING FOR THE 2ND SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR

A THESIS

Intended to fulfill one of the requirements for the award of Sarjana Degree in English Language Teaching and Education University Islam Riau

By:

Harliansyah Affandi Damanik
156310465

ENGLISH LANGUAGE EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
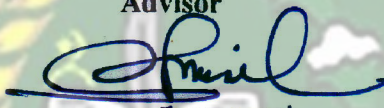**UNIVERSITY ISLAM RIAU**
PEKANBARU
2022

THESIS APPROVAL
Title

AN ANALYSIS OF THE UTILIZATION OF SOCIAL MEDIA YOUTUBE AS A LEARNING MEDIA IN IMPROVING ENGLISH TEACHING FOR THE 2ND SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR

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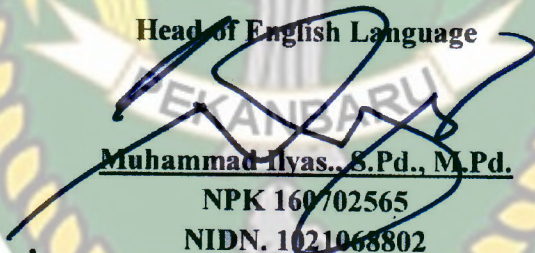Study Program   : English Language Education

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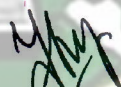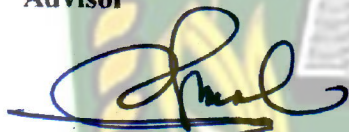**NIP. 091102367**
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THESIS

AN ANALYSIS OF THE UTILIZATION OF SOCIAL MEDIA YOUTUBE
AS A LEARNING MEDIA IN IMPROVING ENGLISH TEACHING FOR
THE 2ND SEMESTER STUDENTS OF ENGLISH LANGUAGE
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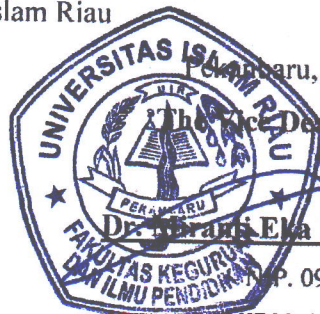
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                            The Vice Dean of Academic

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LETTER OF NOTICE

The advisor hereby notifies that:

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Advisor   : **Dr. Dra. Hj. Syofianis Ismail., M.Ed.**

has completely written a Thesis which entitled:

**AN ANALYSIS OF THE UTILIZATION OF SOCIAL MEDIA YOUTUBE
AS A LEARNING MEDIA IN IMPROVING ENGLISH TEACHING FOR
THE 2ND SEMESTER STUDENTS OF ENGLISH LANGUAGE
EDUCATION OF FKIP UIR**

It has been examined. This letter was made to be used as it is needed.

Pekanbaru, 30 June 2022

Advisor
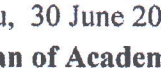
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THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

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Student Number : 156310465

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Faculty : Teacher Training and Education

Advisor : Dr. Dra. Hj. Syofianis Ismail, M.Ed

Title : An Analysis of the Utilization of Social Media Youtube as a Learning Media in Improving English Teaching for the 2nd Semester Students of English Language Education of FKIP UIR

NO	DATE	GUIDANCE AGENDA	SIGNATURE
1.	20th June 2021	ACC Title	
2.	7th August 2021	Revised Chapter I	
3.	18th September 2021	Revised Chapter II	
4.	7th October 2021	Revised Chapter III	
5.	25th November 2021	Approved to join Proposal Seminar	
6.	20th December 2021	Join the Proposal Seminar	
7.	25th January 2022	Revised Title	
8.	9th March 2022	Revised Chapter I, II, and III	
9.	25th March 2022	Revised Chapter IV and V	
10.	10th April 2022	Approved to join the Thesis Examination	
11.	30th June 2022	Join the Thesis Examination	

Pekanbaru, 30 June 2022

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DECLARATION

The undersigned researcher:

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Faculty   : Teacher Training and Education

I admit this thesis from my own work and my own words, except some theories which quoted or taken from some various sources included in references. I am responsible for the rightness of the data and its content.
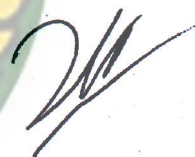
Pekanbaru, 30 June 2022

The Researcher

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NPM. 156310465

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ACKNOWLEDGEMENT

I take this opportunity to give thanks to Allah , who has given blessing, grace, mercy, and healthy to complete this study and to finish this thesis entitled **"AN ANALYSIS OF THE UTILIZATION OF SOCIAL MEDIA YOUTUBE AS A LEARNING MEDIA IN IMPROVING ENGLISH TEACHING FOR THE 2ND SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR".**

In writing this thesis, the researcher believe that without having directed guidance, meaningful advice, love, and support from people surround me, thus thesis would never been finished.

1. I acknowledged the generous support and kind assistance from **Dr. Miranti Eka Putri, S.Pd., M.Ed** for the completion of this thesis

2. **Muhammad Ilyas, S.Pd., M.Pd** as the Head of English Study Program Department of FKIP UIR and **Sri Wahyuni, S.Pd., M.Pd** as Secretary of English Study Program along with all lectures who have contributed their knowledge to me.

3. I am indebted to my advisor **Dr. Dra. Hj. Syofianis Ismail., M.Ed** for her continued guidance and an endlessly supply of fascinating motivation for the completion of this thesis. And also many thank you for continued support to **All of my lectures at English Language Education of FKIP UIR.**

4. I gratefully recognize the help of the **2nd Semester Student of English Language Education of FKIP UIR** for their contribution for completion this thesis.

5. Most importantly, I am grateful for **my family's** unconditional, unequivocal, and loving support.

This thesis far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Pekanbaru, 30 June 2022

The Researcher

Harliansyah Affandi Damanik

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ABSTRACT

Harliansyah A.D (2022). *AN ANALYSIS OF THE UTILIZATION OF SOCIAL MEDIA YOUTUBE AS A LEARNING MEDIA IN IMPROVING ENGLISH TEACHING FOR THE 2ND SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR.*

The purpose of the research is to analyze the social media Youtube assisted English Teaching among Second Semester student of the Teacher Training and Education University Islam Riau.

Furthermore, the researcher applied the qualitative as the research method. This research is Qualitative descriptive. It means that the researcher being the key instrument to research and interview the sample and collected the instrument data base of improving English speaking ability. The researcher make an interview questionnaire and distributed to the student. To get the result, the researcher did the several ways, they are: data collecting, data processing, and make a conclusion based on the data collected.

Keyword: Speaking Ability, Social Media, Youtube

CHAPTER I

INTRODUCTION

1.1   Background of The Problem

Language is a very important means of human oral communication and used as a second language throughout the world in both formal and informal settings. We often encounter the use of foreign languages, especially English in our daily activities. We are also required to be able to master the foreign language in activities both formally and informally.

Jack C. Richard (2002:201) stated that the biggest presentation for students who learn languages in the world, they learn English is to develop their speaking skills. The ability to speak is one of the important aspects in life, because through the ability to speak, communication will be formed. By speaking, we can convey the message we mean. As one aspect of language, speaking occupies an important role in social life so that the ability to speak absolutely must be mastered by anyone.

Thornbury (2006:1) states that speaking is a natural and integral thing so that we forget how to first acquire and be able to speak, therefore when we want to master a foreign language we must learn it again. However, learning a second language is not easy. This requires persistence and patience. It takes a long process and time for us to master it.

Teaching English with speaking skill is very important to student. Because the students need to improve their speaking skill to able communicate effectively with others. The purpose of teaching speaking is to let students know how to interact with others and be able to give their ideas or opinions fully, clearly, and smoothly.

2019 was a tough year for the world. The global pandemic that attacked not only made the entire world community emotionally, economically, but also the world of education had to lose its prestige. Educators and students are required to fight individually for the teaching and learning process to run. Indonesia is one of the affected countries.

The government and the community are struggling to stay active in the midst of this pandemic. And the world lost face-to-face for a long time. Indonesia implemented a policy of Large-Scale Social Restrictions in response to these changes. Likewise in teaching and learning activities that switch from offline activities to online activities.

In the online learning process, one element that plays an important role is the learning media. It is very important for an educator to be more creative in presenting online learning media so that they can provide guidance and provide appropriate learning media for students. The development of learning media is a challenge for educators in responding to online learning needs, especially learning English.

In learning English online there are several obstacles that can reduce the effectiveness of learning. The author has summarized based on the author's personal experience, including the monotonous and unattractive theoretical discussion, lack of mastery of English vocabulary which results in loss of confidence to practice speaking English directly. Then the reading ability is not right, and the last is the limited evaluation time for students in practicing English language skills.

In online activities, there are other obstacles that the author observes. Many students are finally complacent with the internet and spend a lot of time surfing the internet in addition to online learning activities. So learning online becomes less competitive with other student activities on the internet. This is based on research by APJII (Association of Indonesian Internet Service Providers) on 7000 respondents who stated that until Q2 2020 internet users in Indonesia reached 73.7%. This number increased when compared to last year of 64.8%.

If we combine it with BPS data, the total population in Indonesia is 266.91 million. So internet users in Indonesia are estimated at 196 million users. Of all respondents, the majority of them said that they use the internet for more than 8 hours a day.

The biggest reason for using the internet is 51.5% social media, 29.3% communication, so on is for entertainment/games, and online shopping.

Based on the results of the survey, the use of social media as a learning medium is considered quite interesting and on target. According to Smaldino, Russell & Heinich (2005:185) which states that the internet contains various kinds of information, varied media such as text, audio, graphics, animation, video and software that can be downloaded by anyone and at any time. Thus, the use of social media can be an alternative learning and   is expected to be able to motivate students in learning English.

Media literally means intermediary or introduction. The general meaning is anything that can transmit information. And in the world of education media is a tool in the learning process so that learning objectives are achieved. With the use of social media as a learning medium, it is hoped that it can increase learner motivation so that it can help the learning process become better and more enjoyable. With high learning motivation, students will be more enthusiastic and catch lessons faster.

So that the teaching and learning process in the classroom does not feel boring, innovation is needed. One of them is the use of "Youtube". With the use of the social media platform, it is hoped that it can provide a new atmosphere in the teaching and learning process.

The purpose of this study is to find out whether using the popular social media platform can improve speaking skills and foster motivation to learn English.

So based on the background above, the author is interested in conducting a study with the title:

"AN ANALYSIS OF THE UTILIZATION OF SOCIAL MEDIA YOUTUBE AS A LEARNING MEDIA IN IMPROVING ENGLISH TEACHING FOR THE 2ND SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR"

1.2   The Setting of The Problem

Based on the description of the description of the background, the authors identify several problems raised in this study, including:

1.2.1 Monotonous and uninteresting theoretical discussion makes students passive and less motivated to learn English

1.2.2 Lack of mastery of vocabulary in learning English and resulting in loss of confidence to practice English directly or orally

1.2.3 Misuse of online activities by students to surf for other things besides learning activities

1.3 **The Limitation of The Problem**

To avoid expanding the meaning and blurring the concept, the authors limit the problems which include:

1.3.1 This study only examines how the use of social media "Youtube" as a learning medium in improving English speaking skills.

1.3.2 The learning resources used in this study are the Personal English Lesson Module and the Youtube channel "RumahBelajarKemdikbud", with the theme Asking & Giving Opinion.

1.3.3 Experiment sample is Student of English Language Education Program 2nd Semester FKIP UIR.

1.4 **The Formulation of The Problem**

Based on the limitation of the problem above, this research has formulated the problem into:

1.4.1 How to use Youtube social media as a medium for learning English

1.4.2 What are the inhibiting and supporting factors of Youtube social media as a medium for learning English speaking skills

1.5 **The Objective of The Research**

This research has several objectives, including:

1.5.1 To find out the inhibiting and supporting factors of social media Youtube as a medium for learning English

1.6   The Need of The Research

a. For Students

Second-year students can improve their English speaking skills, increase learning motivation and learning outcomes with the social media "Youtube"

b. For Educators

Can inspire educators in teaching English, especially Speaking. So that it can solve problems with the right methods, materials, techniques.

c. For Researchers

Researchers can use the method in this research in the future in the teaching and learning process later if they encounter the same problem.

d. For Other Researchers

Can be used as a reference and reference by further researchers.

1.7   The Definition of The Key Terms

To avoid mistakes in understanding this research, the author feels the need to explain the terms used.

a. Effect

Means change caused by something (Manser in Karmila: 2013:6). In this research, is defined as result of using of Social Media Youtube on students speaking ability for Student of English Language Education Program 2nd Semester FKIP UIR)

b. Social Media

According to Smaldino, Russell &Heinich (2005:185) which states that the internet contains various kinds of information, varied media such as text, audio, graphics, animation, video and software that can be downloaded by anyone and at any time. In this study, social media is used as a tool to improve the speaking skills of second-year students majoring in English Faculty of Teacher Training and Education, namely "Youtube".

c. Speaking Ability

The ability to speak is a person's ability to convey messages, information or ideas to others by mouth. According to Burn and Joyce (1997: 54-55) the state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. In this study, speaking ability refers to the students' ability to tell something orally.

CHAPTER II

LITERATURE REVIEW

2.1   Language Skills

2.1.1   Definition of Language Skills

Communication is a process of delivering messages. Where in the communication process there are elements that must be possessed in conveying messages. And these elements of communication play an active role in the creation of effective communication.

Language skills are the ability and dexterity to use language which can include listening or listening, speaking, reading, and writing (Sunarti and Deri Anggraini, 2009).

2.1.2   Benefits of Language Skills

It is conceivable if we do not have good language skills, we will not be able to express opinions, convey the contents of thoughts, ideas or report facts that we encounter.

As educators, we will find it difficult to convey information in learning materials. On the other hand, students will find it difficult to catch and understand the lessons delivered. Educators are less proficient in language and students do not have good listening skills.

As a result, the process of delivering messages or communication becomes ineffective. In being cultured and knowledgeable, writing skills have an important role. If you are not skilled in writing, then knowledge and culture cannot be passed down perfectly to the next generation. On the other hand, we will not get the knowledge conveyed by previous scientists if reading skills are not adequate.

From the description of these examples, it can be ascertained that good language skills are indispensable in communicating and being cultured.

So it can be said that the benefits of this language skill are that we can express thoughts, express feelings and can report the facts we observe, and can understand the thoughts, feelings, ideas, and facts conveyed by others (Sunarti and Deri Anggraini. 2009).

2.1.3 Aspects of Language Skills

There are four language skills that must be mastered in mastering a foreign language, especially English, including writing, reading, listening, and speaking. A person is expected to be able to master the four aspects of language skills. In terms of learning a foreign language, especially English.

Listening and reading are receptive language skills, while speaking and writing are productive.

Speaking and listening are two types of spoken language skills that are closely related. In acquiring or learning a language, receptive skills strongly support the acquisition of productive types of language.

In a communication event, several types of language skills are often used together to achieve communication goals.

Language skills include 4 skills, namely:

a. Listening Skill

Listening skill is one of the receptive language skills. Thus listening is not just an activity of listening but also understanding it. There are two listening situations, namely interactive listening and non-interactive listening activities. Interactive listening activities can occur in face-to-face communication, telephone, and the like. In this interactive, we have the opportunity to ask questions, ask the speaker to repeat the words, and ask the speaker to slow down. While non-interactive listening activities can occur when listening to radio, television, and movies. In this situation, we cannot ask questions, slow down, or ask the speaker to repeat what he is saying.

b. Speaking Skill

Speaking Skill is a productive spoken language skill. There are three types of situations in speaking, namely (1) interactive, namely when face-to-face conversations and telephone communication, (2) semi-interactive, such as giving a speech in a public place directly, where the audience cannot interrupt the speaker, but the speaker can see the listener's reaction from facial expressions. and body language, and (3) non-interactive, such as speaking on the radio or television.
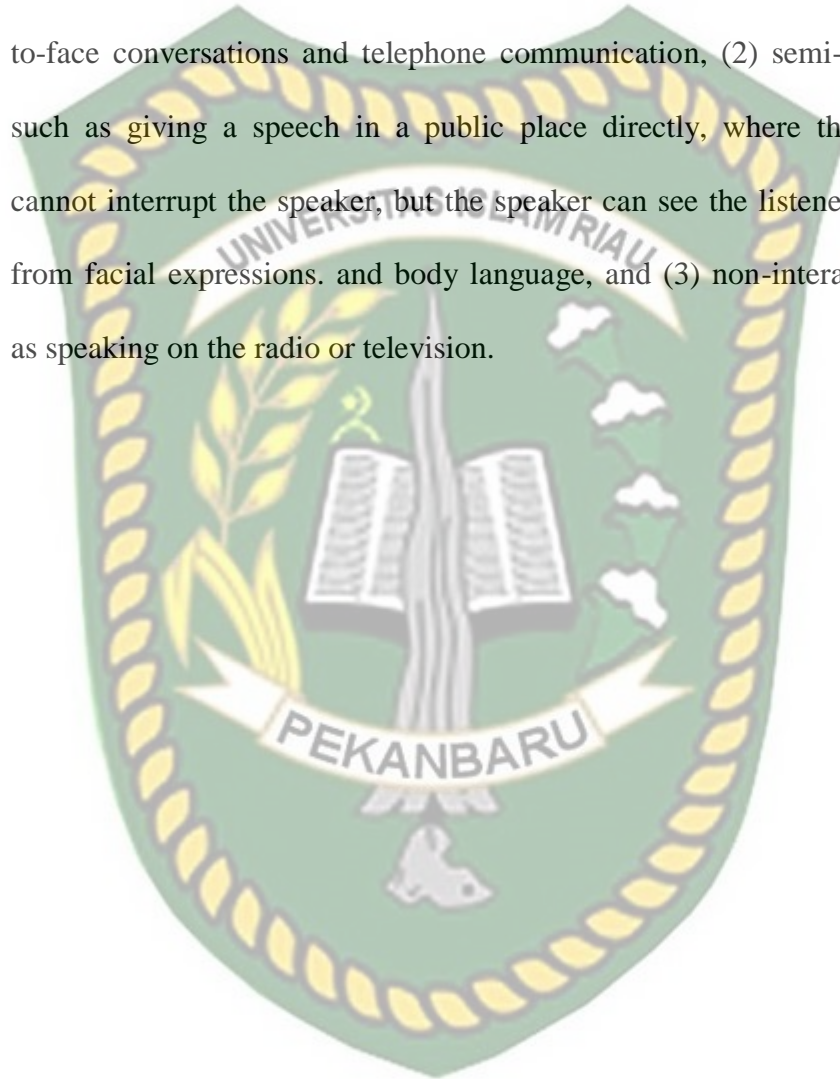
c. Reading Skill

Reading Skill is a receptive written language skill. Reading skills can be developed independently, apart from Reading Skills and Speaking Skills. However, in societies that have a developed literacy tradition, reading skills are often developed integrated with Speaking and Reading Skills.

d. Writing Skill

Writing Skills are productive written language skills. Writing skill is the most complicated language skill. This is because writing is not just copying words and sentences, but also developing thoughts in a good writing structure.

2.2   Speaking Ability

2.2.1   The Definition Of Speaking

Speaking is an activity carried out to be able to communicate or interact between humans. Humans speak using their mouths to make sounds or sounds, which have meanings that are agreed upon by the wider community. However, humans also communicate not only verbally, but also through body language and other supporting media. By talking, humans can interact with each other.

Some definitions of speaking according to experts, including:

- According to Tarigan (2008: 3-4), speaking is the ability to pronounce articulation sounds or words to express, express or convey thoughts, ideas and feelings.

- According to DjagoTarigan (1995: 149), speaking is the skill of conveying messages through spoken language.

- According to Richards (2008: 19) states that mastering language skills in English is a priority for foreign language learners.

Based on some of the definitions above, it can be concluded that speaking is a skill to express words that contain thoughts, ideas and feelings verbally.

2.3   English's Speaking Ability

The ability to speak is owned by all humans. However, the ability to speak in front of a crowd is not necessarily owned by everyone. The speaker must develop techniques for preparation, for structuring speech, for transmitting energy and enthusiasm, and for capturing and responding to the listener's interest. The basis of an effective conversation is competent preparation. In this day and age everyone is required to be skilled in speaking (Bill Scott, 1987:5).

The ability to speak is the ability to express opinions or thoughts and feelings to a person or group orally, either face to face or remotely. Wilkin in Oktarina (2002:45) states that speaking skills are the ability to compose

sentences because communication occurs through sentences to display differences in behavior that vary from different societies.

According to the communicative and pragmatic schools, speaking skills and listening skills are strongly related. Speaking skills require a minimum understanding of the speaker in forming a sentence. In the context of communication, the speaker acts as the sender, while the receiver acts as the recipient of the message. The process of learning to speak will be easy if students are actively involved in communicating. Evaluation of speaking skills is carried out differently at each level. For example, at the elementary school level, the ability to tell stories, make speeches, and others can be used as a form of evaluation. (Iskandarwassid, 2006:239).

Based on the description above, it can be concluded that speaking ability is a skill in expressing an opinion, thought and feeling to communicate with others about English.

2.3.1 The Components of Speaking ability

According to Brown (2001:406-407) there are five components of speaking.

a. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speak the language without any trouble like thinking the word consuming the ideas, etc.

b. Comprehension

Comprehension is student's competence to understand all of the speaker says to them

c. Grammar

Grammar is the way to organize the word into the correct sentence. This is important that if the speaker can master grammar to the word so the speaker easily to speak English well.

d. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

e. Pronunciation

Based on the definition, pronunciation is the most important component of language. Therefore it is necessary if the student have a good pronunciation, their speaking will be understandable.

2.3.2 Assessing Speaking Ability

Harmer (2007) says that assessing is used to measured the students' abilities and how they getting on. Before assessing speaking, we need to acknowledge five basic types of speaking. Brown and Abeywickrama (2010, p.184-185) propose five types of speaking as explained in the following:

a. Imitative

This type of speaking requires the test taker to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. We needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential.

b. Intensive

Unlike imitative, intensive speaking does not emphasize on pronounciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence, and dialoque completion.

c. Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this tyoe of speaking.

d. Interactive

The load and the complexity of the sentence is the major different between responsive and interactive speaking. The number of the speaker also matter as sometimes it needs more than two people in the conversation.

e. Extensive

Extensive speaking involves of wide range of speech production. Also, the speaker will need to interact with the counter speaker, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

2.4   Learning Media

In this technology era, learning media is not only limited by books and whiteboards, technological advances are very fast making everything easy and more interesting. It depends on how creative the teacher is in utilizing these opportunities, according to the learning media.

Falahudin (2014) states that the roles of the teacher are to provide, show, guide and also to motivate the students, so that they can interact with various existing learning resources. It is not only about resources in the form of people, but also other learning resources.

Not only learning resources that are intentionally designed for learning purposes, but also available learning resources. All learning resources that can be found, chosen and used as a learning resource for the students.

Learning media can be obtained from various forms of social media, such as Facebook, Wikis, YouTube, Blog forums and so on (Li, 2017). In the other hand, Batos and Ramos (2009) state that nowadays the trend of use technologies for process learning focuses on the application related web 2.0, it can encourage the students to interact socially, create and share information as well. He also states that YouTube is an application in the form of channels which provides easier access for sharing video from the video that was made. It can be interpreted that YouTube as social media can be an opportunity as a learning media since its give the good benefit and can improve the students ability in learning in the education field subject, especially in language learning.

YouTube is a video repository founded in February 2005 (according to "about" page of YouTube platform). YouTube is not only give the student about information that is needed, but also provide information that the students want to provide such as giving opinions, providing information on knowledge, interests and others. so that the use of YouTube is not only limited to searching for information but also can develop capabilities in creativity. In line with argument by Sesar (2016) that YouTube is one of the social media with a website that provides various kinds of videos ranging from video clips to films, as well as videos made by YouTube users themselves.

He also state that now, YouTube is the most popular social media based on sharing video with long duration, where many people use YouTube as a place to work especially for young people.

2.5   Learning Media for Supporting Learning Activity To Increase Student's Speaking Ability

Mastering language is closely related to the speaking ability of the students which affects how they communicate with others. It can be interpreted that master of a language can be seen from how fluent students are in using the language to communicate. According to the New Webster Dictionary (1994: 932) speaking is a delivery of intentions, ideas, feeling, contents and purpose. It can also be referred to as someone's communication with others by using spoken language so that the purpose can be understood by others. It can be said that speaking is oral communication in two ways between speakers and listeners.

Speaking ability is related to the competence of students to respond and do communication to other people. Not only understand what is conveyed by the speaker, but someone have to be able to respond to it. In speaking ability can be marked that a person does not only act as a listener but also able as a respondent or speaker.

On the other hand, Scoot and Ytberg (2000: 33) suggest that speaking is an ability that most determines a teacher in teaching a language. It can be interpreted that the way a teacher teaches whether students can improve their abilities in language, especially speaking skills. This also relates to learning activities inside and outside of the classroom.

2.6   Social Media

2.6.1   Definition of Social Media

Andreas Kaplan and Michael Haenlein define social media as a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and enable the creation and exchange of user-generated content. Web 2.0 became the basic platform of social media. Social media exists in many different forms, including social networks, internet forums, weblogs, social blogs, micro blogging, wikis, podcasts, images, videos, ratings, and social bookmarking. According to Kaplan and Haenlein there are six types of social media: collaborative projects (e.g., wikipedia), blogs and microblogs (e.g., twitter), content communities (e.g., youtube), social networking sites (e.g. facebook, instagram), virtual games (e.g. world of warcraft), and virtual social (eg, second life).

Social media is an online medium, with its users being able to easily participate, share and create content including blogs, social networks, wikis, forums and virtual worlds. Blogs, social networks and Wikis are the most common forms of social media used by people around the world.

2.6.2   Function of Social Media

Social media has the following functions:

- Social media is media designed to expand human social interaction using the internet and web technology. - Social media has successfully transformed

- Unidirectional communication practice of broadcast media from one media institution to many audiences

- ("one to many") is a practice of dialogical communication between many audiences ("many to many"). - Social media supports the democratization of knowledge and information. Transforming humans from the user of the message content to the creator of the message itself.

Furthermore, McQuail (1992: 71) argues that the main function of the media for the community is to:

- Information - Innovation, adaptation and progress.

- Correlation - Explaining, interpreting, commenting on the meaning of events and information. - Support established authority and norms. - Coordinate several activities. - Form a deal.

- Sustainability - Expresses the dominant culture and acknowledges the existence of culture. (subculture) and the development of a new culture. - Enhance and preserve values.

- Entertainment - Provides entertainment, distraction and relaxation. - Relieve social tension.

- Mobilization - Campaigning for societal goals in the fields of politics, war, economic development, employment, and sometimes also in the field of religion.

2.7   Youtube

2.7.1   Youtube's History

YouTube was founded by Chad Hurley, Steve Chen, and Jawed Karim, when they worked for PayPal (Graham, Jefferson (2005). Prior to working for PayPal, Hurley studied design at the Indiana University of Pennsylvania; Chen and Karim studied computer science together at the University of Illinois at Urbana–Champaign (Wooster, Patricia (2014)). YouTube's initial headquarters was above a pizzeria and Japanese restaurant in San Mateo, California (Sara Kehaulani Goo (October 7, 2006)). Google bought the site in November 2006 for US$1.65 billion; YouTube now operates as one of Google's subsidiaries.

The domain name "YouTube.com" was activated on February 14, 2005 with video upload options being integrated on April 23, 2005 after being named "Tune In, Hook Up" the original idea of Chad Hurley, Steve Chen, and Jawed Karim. The concept was an online dating service that ultimately failed but had an exceptional video and uploading platform. After the infamous Justin Timberlake and Janet Jackson Halftime show incident, the three creators realized they couldn't find any videos of it on the internet, after

noticing that this type of platform did not exist they made the changes to become the first major video sharing platform (Phrasee (2016)).

The idea of the new company was for non-computer experts to be able to use a simple interface that allowed the user to publish, upload and view streaming videos through standard web browsers and modern internet speeds (Burgess, Jean, and Joshua Green (2018)).

Ultimately, creating an easy to use video streaming platform that wouldn't stress out the new internet users of the early 2000s. The first YouTube video, titled *Me at the zoo,* was uploaded on April 23, 2005, and shows co-founder Jawed Karim at the San Diego Zoo and currently has over 120 million views and almost 5 million likes. Hurley was behind more of the looks of the website, he used his art skills to create the logo and designed the look of the website. Chen made sure the page actually worked and that there would be no issues with the uploading and playback process (Alleyne, Richard (2008)).

Karim was a programmer and helped in making sure the initial website got put together properly and helped in both design and programming (Owings, L. (2017)).

YouTube began as an angel-funded enterprise working from a makeshift office in a garage. In November 2005, venture firm Sequoia Capital invested an initial $3.5 million (Woolley, Scott (2006)), and Roelof Botha (a partner of the firm and former CFO of PayPal) joined the YouTube board of directors. In April 2006, Sequoia and Artis Capital Management

invested an additional $8 million in the company, which had experienced significant growth in its first few months (Thornbury Bristol. (2016)).

YouTube allows users to upload videos, view them, rate them with likes and dislikes, share them, add videos to playlists, report, make comments on videos, and subscribe to other users. It offers a wide variety of user-generated and corporate media videos Available content includes video clips, TV show clips, music videos, short and documentary films, audio recordings, movie trailers, live streams, and other content such as video blogging, short original videos, and educational videos.

2.7.2 Youtube as Learning Media

Hence, the use of YouTube can be done optimally, where the process of producing a product can also hone the demands of the 21st century with the aim of developing their communication towards a better and more productive activities. In this case, the teacher can provide feedback on the students' products with a focus on developing their communication ability in English.

If learning as this task can be done, many benefits can be gained.

Firstly, lack of time in learning is no longer a reason and problem in development of the students' language skill, especially the speaking skill of students.

Secondly, students can develop their creativity, sharpen their critical thinking, and mutual cooperation in solving problems in which, in this case, not only to create products as the output of the language learning but also

consider the process as a critical and crucial thing within the language learning.

Thirdly, it can provide a learning situation in which the interests and talents of students can be explored and displayed within the process of language learning.

Fourth, the benefit that can be taken that is students are likely to have the experience in collaborating and communicating with other people to face the world of work in the future by using technology and social media skills that also enable them to collaborate and communicate with international groups, in line with the theory put forward by Carr & Hayes (2014) stated that social media is a media based on internet that enable users to have the opportunity to interact and present themselves, both instantaneously and deferred, with a wide audience and drives the value of user-generated content and perceptions of interaction with the others.

The utilization of YouTube as an effort to develop the students' communication can be done in accordance with the 21st century skills.

First, the students can explore their creativity in planning to build a topic to be discussed in their products in which it can be any discussions based on their interests and talents to frame as attractive as possible of the discussion topic that will be done.

For example, discussions related to existing issues such as their opinions regarding flat earth and round earth, or other topics such as those conducted by Nessie Judge, a YouTube influencer who has more than one

million subscribers. She often expresses opinions or reactions related to a current and up to date topic, in fact, she also provides tips related to the existing discussion.

Second, students are required to show critical thinking in discussing topics that will be created based on experience by analyzing and observing the topic of discussion.

In this case, the students need to involve new ways of thinking outside their previous habits. For example, to create a YouTube video related to the topic of flat earth, it is considered necessary for them to look for and analyze things related to the flat earth in order to strengthen their opinions regarding the topic.

Third, students are required to understand the arrangement in creating a good and effective communication that can be acceptable to the listener and in accordance with the existing discussion. Since the main objective is to improve the students' speaking skill, thus the utilize of vocabulary, grammar and sentence structure must be in accordance with the rules of English and can certainly respond to existing discussions.

Fourth, in this realm, students are expected to work together with their friends in finding ideas, developing ideas, as well as analyzing and observing the ideas that are going to be carried out. Students can share their own assignments and be responsible for their respective tasks, assignments given in school and outside of school.

This is in accordance with the opinion of Zubaidah (2017) that collaboration can be developed through experiences in schools, between schools, and outside of school where students can collaborate collaboratively on authentic projects or develop their skills through deep peer tutoring learning group. It can be interpreted that each student has advantages and disadvantages in working together with their peers since they can fill each other's shortcomings.

2.8   Relevant Research

According to Maulana Malik Ibrahin in her research, one of the factors causing low ability in the speaking class is teaching techniques used are less attractive. By implementing social media in teaching speaking, his research shows the implementing social media which is often used as a virtual learning media is by utilizing the features provided by social media, by using a grub consisting of lectures and students, then learning can be carried out via text messages, voicemail, or video conferences. He foundthe supporting factors for social media is it easier for virtual learning process, while the inhibiting factors include unstable internet connection that interferes with the virtual learning process as well.

2.9 The Conceptual Framework

Speaking ability has a very important role in foreign language communication, especially English. If we as speakers do not master the ability to speak the language well, then the listener cannot understand what we are talking about. So, the message and the content of the conversation cannot be understood. And it can be said, communication is not working effectively.

Learning media is one of the important aspects in transferring information in teaching and learning activities. One of the main functions of learning media is a teaching tool that can affect students' motivation and learning outcomes.

In this technology era, learning media is not only limited by books and whiteboards, technological advances are very fast making everything easy and more interesting. It depends on how creative the teacher is in utilizing these opportunities, according to the learning media.

The phenomenon that occurs today is a change in learning styles in a new direction. Where the Covid-19 pandemic has forced the government and society to change their lifestyle and adapt to a new lifestyle. Likewise with teaching and learning activities that switch to online methods. In online activities, as educators, we are required to be creative and innovative in delivering material. And we also have to take advantage of technology that develops to be more leverage in learning. This of course has an impact on students, where they can be more motivated to learn from their respective homes.

The challenge in providing learning materials is also felt for learning English. Where students are required to be able to master foreign languages online and independently from their respective homes. This can have positive and negative impacts on students. From the author's observations, it has a positive impact because students do not have to come to the place of learning and apply new lifestyles when interacting with other people, and students will have more time to complete assignments and look for sources of information on learning materials from anywhere. It has a negative impact, especially for learning English because there is minimal opportunity to be able to work together with colleagues or teachers and less opportunity to practice directly.
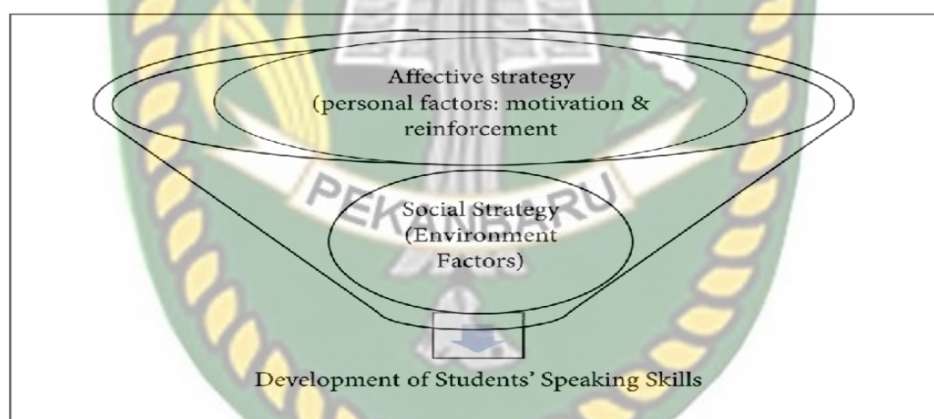
Affective strategy may include Personal Factors such as:

1. Motivation which include the use of familiar technology

2. Reinforcement which include Smartphone

Social Strategy which heavily affected by Environment Factors such as Covid-19 Pandemic which force people to Quarantine themselves within their house.

2.10   Hypothesis

Based on the theoretical basis and framework of thinking above, the research hypothesis can be formulated as follows:

Ho (Null Hypothesis)

There is no significant effect before and after of using social media "Youtube" toward student speaking ability

Ha (Alternative Hypothesis)

There is significant effect before and after of using social media "Youtube" toward student speaking ability
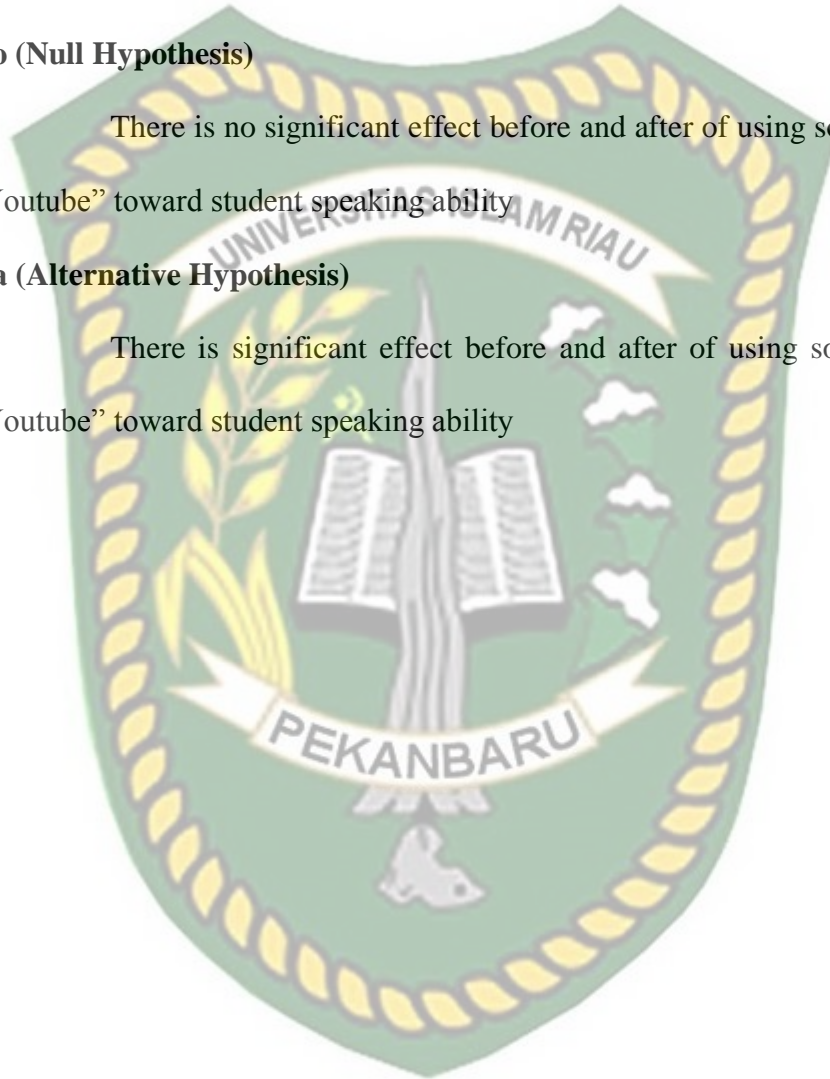
CHAPTER III

RESEARCH METHODOLOGY

3.1   The Research Design

The research approach used in this study is a descriptive qualitative research approach.

According to Sugiyono (2008: 15) that descriptive qualitative research is a research method based on post-positivism philosophy which is usually used to examine natural objective conditions where the researcher acts as a key instrument.

The qualitative method with a analytic descriptive study approach used in this study, as stated by Sugiyono (2021:3) is a qualitative method to obtain in-depth data, a data that contains meaning. Qualitative methods can significantly affect the substance of research, meaning that qualitative methods directly present the nature of the relationship between researchers and informants, research objects and subjects.

The characteristics that should be a guideline by researchers, as confirmed by Bogdan and Biklen (1982:27-29) that the characteristics of qualitative research include:

a)   The researcher himself as the main instrument to go directly to the data source

b) Implementing the data collected in this study are more likely to be words than numbers

c) Explain that research results emphasize more on the process, not solely on the results

d) Through inductive analysis, the researcher reveals the meaning of the situation that occurs

e) Expressing meaning as an essential part of a qualitative approach
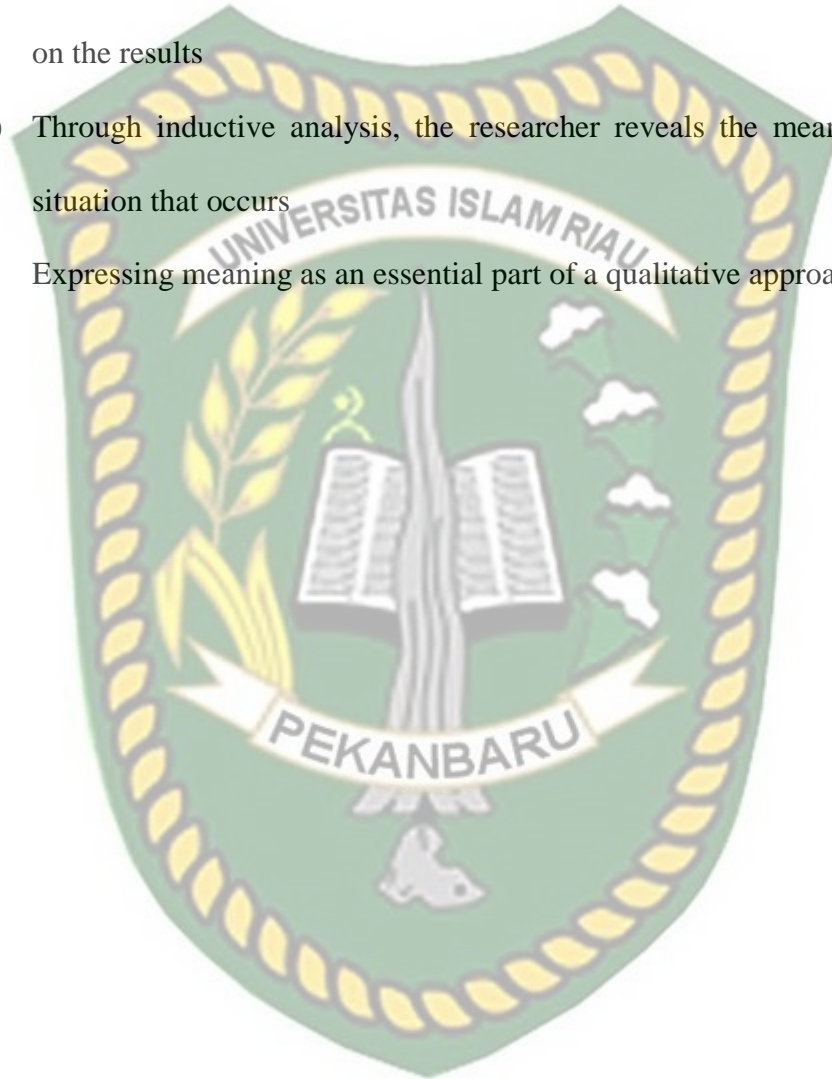
From the explanation above, it can be stated that in this study, the researcher directly acts as the main research tool (key instrument) which carries out the research process directly and actively interviews, collects various materials related to learning English, especially to improve speaking skills.

In order to find the results of this study, the researchers took various ways, namely data collection, data processing, report preparation, and drawing conclusions. The process of collecting data in this research is observation, interviews, and documentation studies.

3.2   Research Location and Time

This research was conducted at the Faculty of Teacher Training and Education, UIR Campus, which is located at Jalan Kaharudin Nasution No. 113 Pekanbaru city. This research takes place from February to April 2022.

3.3   Research Population and Sample

3.3.1   Research Population

The population in this study were FKIP students of the English Language Educationof the 2nd semester studentsin theacademic year of2021/2022.

The total number of 2nd semester students is 70 people.

3.3.2 Research Sample

The samples used for the experimental group and the control group were taken randomly from the population. The sample in this study was one class of English class at FKIP in the 2nd semester. Approximately 50% from 70 population that will be taken.

3.4 Research Instrument

Research instruments are a prerequisite for the formation of quality research. According to Sukmadinata (2006), the research instrument is a test that has the characteristics of measuring informants with a number of statements or questions in research. The instrument in this study was a speaking test to determine the extent to which students' ability to speak English by utilizing social media Youtube

The data collection techniques in this study is primarily using Questioner

3.5 Data A nalysis

Data analysis is a process to solve problems that exist in research data into smaller components. Miles and Huberman put forward data analysis techniques with interactive methods as follows:
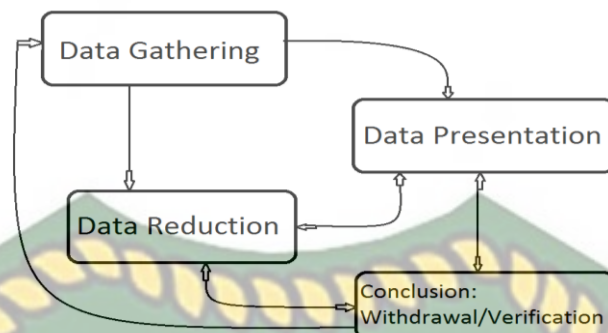
Picture 3.1

The data analysis technique used in qualitative analysis has four stages, namely data collection, data reduction, data presentation and the last step is drawing conclusions and verification. To be clearer in each step, we will discuss together below. The steps are as follows:

1) Data Reduction

Data Reduction is a stage of qualitative data analysis techniques. Data reduction is simplification, classifying, and removing unnecessary data in such a way that the data can produce meaningful information and make it easier to draw conclusions. The large amount of data and the complexity of the data requires data analysis through the reduction stage. This reduction stage is carried out to select whether the data is relevant or not with the final goal.

2) Data Presentation

Data Presentation is also a stage of qualitative data analysis techniques. Presentation of data is an activity when a collection of data is arranged systematically and easily understood, thus providing the

possibility of generating conclusions. The form of presentation of qualitative data can be in the form of narrative text (in the form of field notes), matrices, graphs, networks or charts. Through the presentation of the data, later the data will be organized and arranged in a relationship pattern, so that it will be easier to understand.

3) Conclusion Verification

Drawing conclusions and verifying data is the final stage in qualitative data analysis techniques carried out to see the results of data reduction still refer to the analysis objectives to be achieved. This stage aims to find the meaning of the data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems.

The initial conclusions put forward are still temporary, and may change if no supporting evidence is found at the next stage of data collection. But if the conclusions put forward at an early stage are supported by valid evidence, then the conclusions generated are credible conclusions. Verification is intended so that the assessment of the suitability of the data with the intent contained in the basic concept of the analysis is more precise and objective. One way this can be done is by Peer debriefing.

3.6   Data Verification

Data verification in qualitative research is needed to test or check the accuracy of the data that has been collected from the ongoing research process. Data verification can be done during the research process.

In this study, the data verification carried out by the author is, namely:

1)   Persistence of Observation

How to increase the persistence of observations, the author reads references such as books, results of previous research, and various documents related to research.

2)   Triangulation

Triangulation is the process of collecting data from various sources and already existing data collection. Thus, the authors collect data related to learning English with social media Youtube as a learning medium. Researchers will not only interview lecturers or students but, the authors also observe activities in order to obtain related data in this study.

3.7 Research Stages

Lexy J. Moeloeng stated that there are 3 stages of research, namely pre-field work, field work, and data analysis in qualitative research. In this research, the writer performs the following steps:

1) Pre-Field Stage

Before collecting data from various sources, researchers visited, saw, and observed the research location, that is the Islamic University of Riau, particularly FKIP.

2) Field Work Stage

The second research stage, namely;

   a) Observing learning activities carried out by second semester students using social media Youtube

   b) Conducting interviews

   c) Documenting interview activities and interview results

   d) Processing data with the right technique

   e) Consultation with the supervisor

3) Data Analysis Techniques

In this study, researchers used a scoring method in assessing students' speaking skills, with the following scoring rubric:

Table 3.5

The Speaking's Scoring

Pronounciation

Score	Description
5	Easy to understand and has a native speaker accent
4	Easy to understand, even with a certain accent
3	There are pronunciation problems that make listeners have to concentrate fully and sometimes there are misunderstandings
2	Difficult to understand, has pronunciation problems, and is often asked to repeat
1	Serious pronunciation problem that it so incomprehensible

Grammar

Score	Description
5	No or few grammatical errors
4	Sometimes there are grammatical errors but it doesn't change the meaning
3	Often makes grammatical errors and affects meaning

2	Many grammatical errors that hinder meaning and often rearrange sentences
1	The grammatical errors are so severe that they are difficult to understand

Vocabulary

Score	Description
5	Use vocabulary and expressions like a native speaker
4	Sometimes using the wrong vocabulary
3	Often uses inappropriate vocabulary, thus limiting the conversation
2	Using vocabulary incorrectly and limited so that it is difficult to understand
1	Vocabulary is so limited that conversation is impossible

Fluency

Score	Description
5	Fluent, like a native speaker
4	Fluency is slightly impaired by language problems
3	Fluency is a bit compromised by language problems
2	Often hesitates and stops because of language limitations
1	Talk stutters and stops making conversation impossible

Comprehension

Score	Description
5	Understand the whole without difficulty
4	Understand all, even though there is repetition in certain parts
3	Understands most of what is being said, when speaking is slowed down a bit even though there is repetition
2	It's hard to follow what's being said
1	Don't understand even a simple conversation

Based on the scores and information above, the researcher uses the following research assessment:

To calculate the final score, the researcher uses the following formula:

$$\text{Final Score} : \frac{\text{Total score x 100}}{\text{Maximum score}}$$

According to Arikunto (2009:68), the classification of score assessments can be shown in the table below:

Table 3.6

Category Rating Classification Score

Score	Grade	Category
80 – 100	A	Excellent
66 – 79	B	Good
56 – 65	C	Average to Good
40 – 55	D	Poor to Average
< 39	E	Poor

To analyze the effect of the use of social media on the speaking skills of second semester students at FKIP UIR, the researchers used the SPSS version 20 program assistance with the following steps:

1. Researchers conducted an assessment through pre-test and post-test

2. Researchers look for the calculation of the average assessment of the pre-test and post-test

3. Perform frequency distribution calculations and statistical descriptive analysis of pre-test and post-test

4. Tabulate test results and perform analysis using the Independent Sample T Test statistical method

5. Analyze the hypothesis from the calculation results of the Independent Sample T Test to determine the effect of using social media on the speaking ability of the second semester students of FKIP UIR
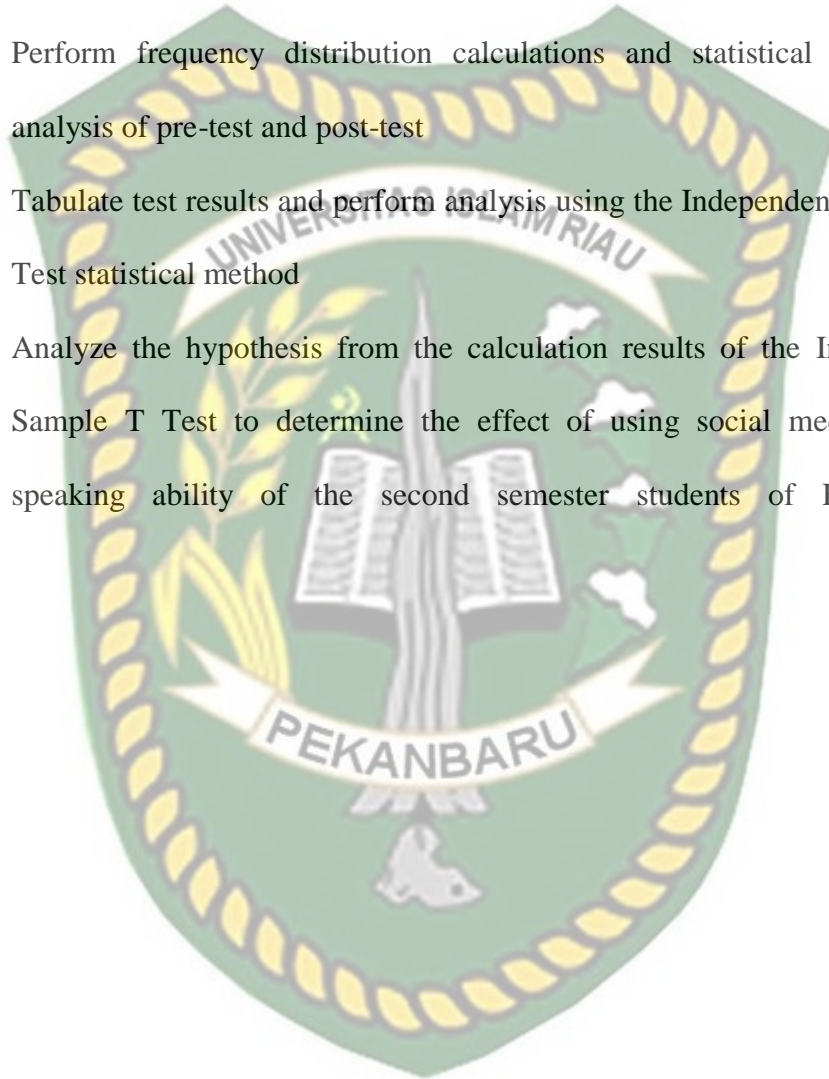
CHAPTER IV

RESEARCH RESULT

4.1 Data Presentation

4.1.1 FKIP UIR Profile

Riau Islamic University (UIR) has received an accreditation assessment for the institution, namely B, conducted by the National Accreditation Board for Higher Education (BAN-PT).18 UIR study programs have also received international accreditation from ASIC (Accreditation Service for International School) an independent accreditation agency in London with Premier predicate, which is the highest level in ASIC accreditation.And the English Department is accredited B and Premier by ASIC. The English department at FKIP UIR was opened in 1986.

The vision of the Teaching Faculty of Education is To be World Class Islamic Faculty Based on Faith and Taqwa.

The mission of the Faculty of Teacher Training and Education is:

1. Implement quality services and optimal performance for the academic community both internally and externally so as to form a conducive academic atmosphere and culture

2. Organizing education-oriented higher education curriculum based on faith and piety

3. Carry out research in the field of education that is renewable and effective based on science and technology and IMTAQ

4. Carry out community service as a manifestation of the results of research based on science and technology and IMTAQ

5. Cooperating with various institutions at national and international levels

6. Improving the quality of facilities, infrastructure and finance

7. Carry out Islamic da'wah in the field of Education

8.

Leader of FKIP UIR

1. Dean: Dr. Hj. SiriAminah., S.Pd., M.Si

2. Deputy Dean for the Academic field: Dr. MirantiEkaPutri., S.Pd., M.Ed

3. Deputy Dean for the Administration and Finance field: Dr. Nurhuda., M.Pd

4. Deputy Dean for the Student Affairs and Alumni field: Drs. Daharis., M.Pd

4.1.2 Profile of English Language Study Program FKIP UIR

Head of the English Language Study Program, FKIP UIR

1. Dean of FKIP : Drs. Alzaber, M.Si.

2. Head of English Program : Dr. Miranti Eka Putri., S.Pd., M.Ed

3. Secretary of English Study Program : M. Ilyas, S.Pd., M.Pd.

Facilities

Building A Facility

1. Study program reading room

2. Practice room

3. Laboratory room

4. Co-working Space with wifi

5. Printing Area

6. Coffee Room

7. PGSD Laboratories

8. Biological Laboratories

9. Mathematics Labor

10. Hall

11. Musalla

12. Gazebo

Building B Facility

1. Study program reading room

2. Practice room

3. Laboratory room

4. Co-working space with wifi

5. Printing area

6. Coffee room

7. Musalla

8. Gazebo

Building C Facility

1. Study program reading room

2. Practice room

3. Laboratory room

4. Co-working space with wifi

5. Printing area

6. Coffee room

7. Musalla

8. Gazebo

Fasilitas Gedung E

4   Study program room

5   Practice room

6   Laboratory

7   Shared workspace with Wi-Fi

8   Printing area

9   Coffee room

10 Musalla

11 Language lab

12 Physical education lab

13 Dance Room

UIR Map

Data Statistic

2675	10072	41
Active Student	Alumni since 2015	Study Program

4.2   Research result

In this study, the research in question is to present the data obtained by the researcher at the time of data collection.Researchers collected data through observation, structured interviews through questionnaires, and documentation with informants, namely students of the 2nd semester of English Language Study Program, FKIP UIR.

The results of the research that have been found by researchers in the interview process are contained in several points described in the previous chapter.The research results are contained in the following points:

4.2.1   How to Use Youtube Social Media as a Learning Media by Semester 2 English Study Program Students FKIP UIR

The development of technology in the world of education is very necessary for educators to expedite the teaching and learning process so that it is not monotonous and boring.One of the efforts is the use of social media Youtube in learning English which is applied by the English department of FKIP UIR.

The use of videos on Youtube as an English learning medium is able to support a two-way learning process between students and lecturers which is an important part for achieving the success of teaching and learning activities.

In addition, the communication can also be in the form of multimedia communication, so that it will enrich the learning process with a higher quality.

Videos from YouTube are complete media including audio, visual, and audio visual, so that students can understand learning better and have the same and correct perspective on objects. In learning, you can see pictures or moving objects that are interesting and with beautiful effects. So that it can generate a world of theory with high reality.

The selection and use of learning media that can enrich students' knowledge and experience needs to be considered to realize the achievement of learning success effectively and efficiently. If students need additional information related to the material they are studying, students can view video shows that have been prepared by the lecturer in advance. Using videos from Youtube as a learning medium is very helpful for students in their learning process.

In other words, it is very helpful for students to get additional information other than books in the library and explanations from lecturers. Availability of up to date information about various kinds of scientific and technological developments that occur in various parts of the world. So that the knowledge and insight gained by students will be wider and have exceeded the planned target. And as a comparison of the information put forward by the teacher, enriching knowledge, and looking for something that requires in-depth explanation and understanding.

The results of the research to informants on how to use Youtube social media as a learning medium, the researchers present as follows:

1. **Considerations for selecting Youtube content to be used as learning media for the English language study program FKIP UIR**

   Based on the theory described earlier, YouTube is used as a learning medium for English study programs by considering the benefits and content of Youtube content as a learning medium. Based on data analysis and research findings in chapter 4, it was found that the use of Youtube content as a learning medium is very interesting and makes learning not monotonous.
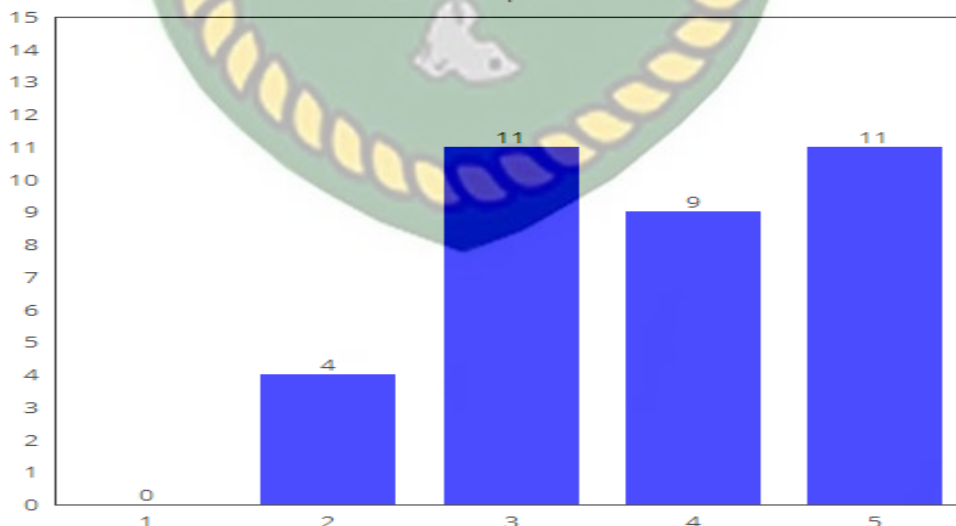

Chart 4.1

Students use Youtube as a Learning Media

From the survey data presented by the researchers in the diagram above, it can be concluded that as many as 11 respondent from number 3 of the total informants explained that the use of Youtube social media as a medium for learning English is often done and 11 respondent from number 5 also said it was done quite often.

And the data below also shows that lecturers also quite often use Youtube social media as a learning medium based on a survey conducted by researchers to informants.
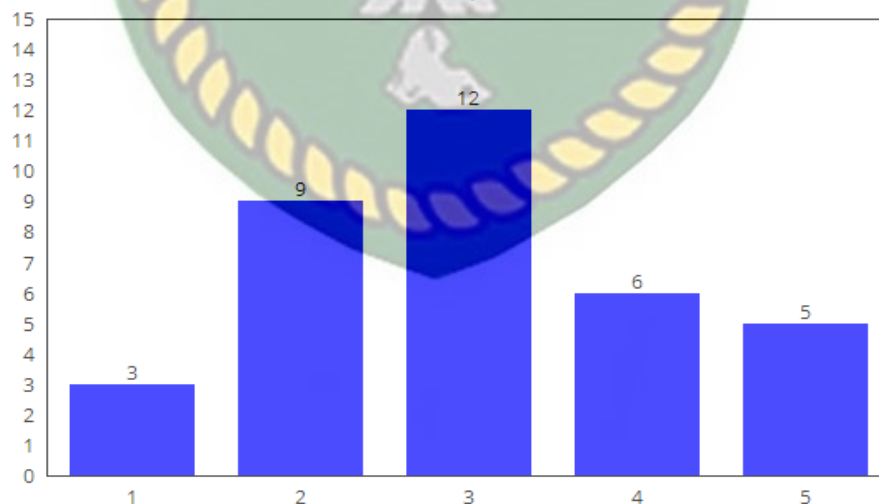

Chart 4.2

Educators Using Youtube as a Learning Media

It can be seen as many as 12 of respondent from number 3 said that

lecturers/educators often use Youtube videos as learning media.

3. Your considerations in choosing
content on youtube as a learning medium.
35 Respondent
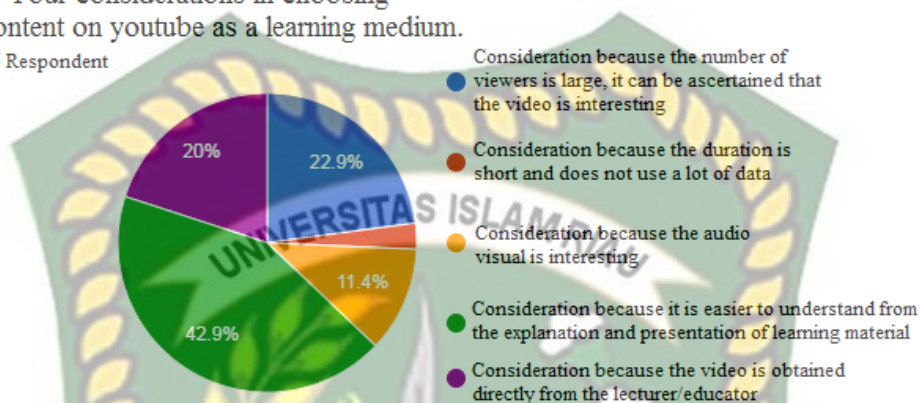
Chart 4.3

Informants' considerations in choosing Youtube Content

From the results of the research that the researchers conducted on

informants in considering the selection of Youtube content as a learning

medium, it can be seen in the diagram above. In the diagram above

presents data as much as 42.9% of informants said that the selection of

Youtube content was carried out because of considerations of being easy

to understand and or presenting learning material.

Then 22.9% of informants consider that because the number of

viewers is large, it can be ascertained that the video is interesting. 20%

said if the video was obtained directly from the lecturer/educator. 11.4%

consider the audio-visual as interesting to choose Youtube content as

learning.

Only a few say that the consideration of short duration and not using a lot of data can be used as a consideration for choosing YouTube content as a learning medium.

2. **How to use Youtube social media which is often used as a medium for learning English skills in the English language study program of FKIP UIR**

Social media is a virtual communication tool, both one-way and two-way, which is very popular today. And Youtube with all the benefits and interesting content, makes students excited to learn because of the aesthetics of reality. Based on the results of research by researchers to informants, how to use Youtube content as a medium for learning English, is more often used for listening skills.

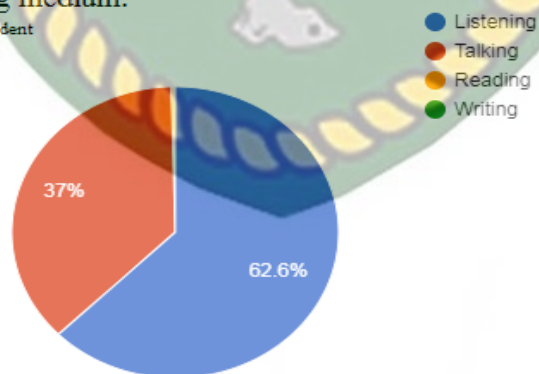As presented in the percentage data below.

Chart 4.4

Use of Youtube on the Aspect of Language Skills

From the percentage data above, 62.9% use Youtube videos for learning aspects of listening skills, then 37.1% use Youtube videos for learning aspects of speaking skills, and no one says that Youtube content can be used for reading and writing skills.

4.2.2 Supporting and Inhibiting Factors in the Utilization of Youtube Social Media as an English Learning Media by second semester students of FKIP UIR

Social media has many benefits in all fields, especially for communicating virtually with other people and seeking information. Meanwhile, the use of Youtube itself has expanded, from what was previously only a medium for sharing videos, music, films, and news, now Youtube content has touched all fields, including for learning. If we open and look for learning content, there are already many choices that we can use according to our individual tastes. Even today, many educators make learning content on Youtube to make it easier for educators and students to achieve learning goals.

The use of social media as a learning medium certainly has supporting and inhibiting factors for its users. In the following, the researchers present the factors that support and inhibit the use of social media Youtube as a learning medium.

1) **Supporting Factors for the use of Youtube social media as a medium for learning English by second semester students of FKIP UIR**

6. What are the factors that support the use of Youtube as a learning medium?
35 Respondent

- ● Learning is more interesting and not monotonous
- ● The learning process becomes more relaxed
- ● The content presented by Youtube has many choices and can be saved for study at any time
- ● Easy to understand because it is presented with interesting audio visuals

28.6%
34.3%
20%
17.1%
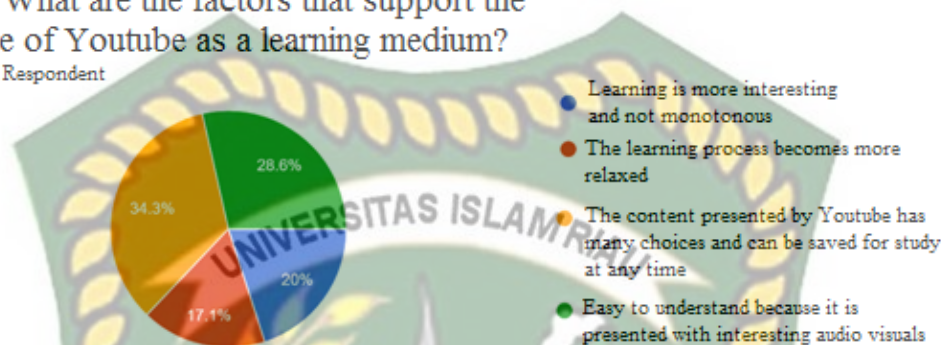
Chart 4.5

Factors that Supporting the Use of Youtube

From the percentage data above, the supporting factors for the use of Youtube social media as a learning medium are presented with the results as many as 34.3% of informants saying that the content presented by Youtube has many choices and can be saved for study at any time. Then as many as 28.6% of informants said that with the existence of Youtube learning would be easy to understand because it was presented with interesting audio-visuals. As many as 20% of informants said learning was more interesting and not monotonous by using Youtube. And 17.1% of informants said that using YouTube made the learning process more relaxed.

2) **Inhibiting factors for the use of social media Youtube as a medium for learning English by second semester students of FKIP UIR**

The inhibiting factors for the use of Youtube social media as a learning medium are presented in the pie chart below.
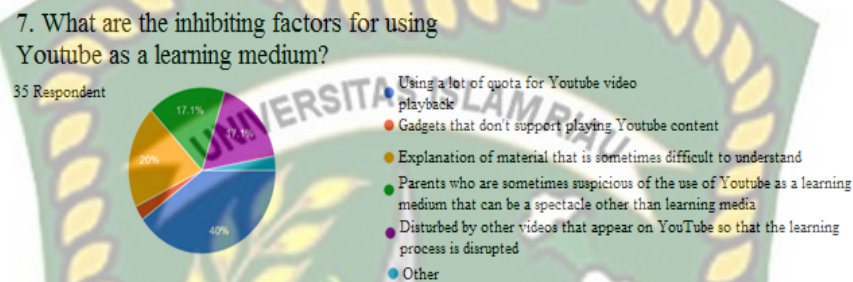
7. What are the inhibiting factors for using Youtube as a learning medium?

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- Using a lot of quota for Youtube video playback
- Gadgets that don't support playing Youtube content
- Explanation of material that is sometimes difficult to understand
- Parents who are sometimes suspicious of the use of Youtube as a learning medium that can be a spectacle other than learning media
- Disturbed by other videos that appear on YouTube so that the learning process is disrupted
- Other

Chart 4.6

Factors Inhibiting the Use of Youtube as a Learning Media

From the data above, 40% of informants said that using Youtube as a learning medium could use a lot of quota for playing Youtube videos. 20% of informants said that sometimes difficult material explanations were an obstacle to the use of Youtube as a learning medium. Then 17.1% said the inhibiting factor for the use of Youtube as a learning medium also came from parents who were sometimes suspicious of the use of Youtube social media which could be a spectacle other than learning videos and informants also felt disturbed by the existence of other videos besides learning videos that appeared on Youtube. Only a few say that the gadget does not support to play Youtube video content.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

      This chapter presents the conclusions from the research results of **THE ANALYSIS OF THE UTILIZATION OF YOUTUBE SOCIAL MEDIA AS A LEARNING MEDIA IN IMPROVING ENGLISH TEACHING IN STUDENTS OF THE 2TH SEMESTER OF FKIP UIR**. This conclusion is obtained from the data that has been analyzed in accordance with the focus and research objectives that have been set, using a qualitative approach with a descriptive type of research. There are several main research points that the researcher concludes, including the following:

5.2 Considerations for choosing YouTube content to be used as an English language learning medium for second semester students of English study program FKIP UIR

      In this section, the researcher examines how often students use Youtube as a learning medium and 31.4% of the total informants explain that the use of Youtube social media as an English learning medium is often done and 31.4% also said it is done quite often.

      Meanwhile, lecturers/educators also quite often use social media Youtube as a medium for learning English with 34.3% data from informants.

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The use of Youtube itself as a medium for learning English is actually widely used in improving aspects of listening language skills with data shown as many as 62.9% of informants. While 37.1% use Youtube to improve aspects of speaking skills in learning English.

Informants' considerations in choosing Youtube content were carried out because the presentation and or explanation considerations were easy to understand with 42.9% of informants saying this. Then 22.9% of informants consider that because the number of viewers is large, it can be ascertained that the video is interesting. 20% said if the video was obtained directly from the lecturer/educator. 11.4% consider the audio-visual as interesting to choose Youtube content as learning. Only a few say that the consideration of short duration and not using a lot of data can be used as a consideration for choosing YouTube content as a learning medium.

5.3 Supporting and Inhibiting Factors in Using Youtube as an English Learning Media for Semester 2 Students of the English Language Study Program, FKIP UIR

Factors supporting the use of Youtube as an English learning medium include 34.3% of informants saying that the content presented by Youtube has many choices and can be saved for study at any time. Then as many as 28.6% of informants said that with the existence of Youtube learning would be easy to understand because it was presented with interesting audio-visuals.

As many as 20% of informants said learning was more interesting and not monotonous by using Youtube. And 17.1% of informants said that using YouTube made the learning process more relaxed.

The inhibiting factors for the use of YouTube social media as an English learning medium include 40% of informants saying that using Youtube as a learning medium can use a lot of quota for Youtube video playback. 20% of informants said that sometimes difficult material explanations were an obstacle to the use of Youtube as a learning medium. Then 17.1% said the inhibiting factor for the use of Youtube as a learning medium also came from parents who were sometimes suspicious of the use of Youtube social media which could be a spectacle other than learning videos and informants also felt disturbed by the existence of other videos besides learning videos that appeared on Youtube. . Only a few say that the gadget does not support to play Youtube video content.

In conclusion, the use of social media learning media "Youtube" is often used by students as a medium for learning English and quite often presented by lecturers as a medium for learning English. The student's own considerations When choosing Youtube content as a learning medium because it is easy to understand from the explanation and or presentation the material is made very interesting. And Youtube social media is also widely used by students in listening activities in learning English. The content presented by Youtube also has many choices and can be saved by students to be studied at any time to be a supporting factor for students in considering the use of Youtube as a learning medium.

Meanwhile, using a lot of quota to play videos on Youtube can be an obstacle for students to use Youtube as a medium for learning English.

5.4 Suggestion

The researcher would like to give some suggestion for future action on the basis of finding this research and to use this method more effectively in teaching learning.

5.4.1 For the teacher

As an educator, using social media "Youtube" as a learning medium is very interesting and not boring. Because students can learn material with videos and hear directly the pronunciation in English which is useful for improving students' English skills. Educators will also find it easier to visualize the essence of teaching through audio-visuals according to context.

5.4.2 For the student

Researchers are interested in using the social media "Youtube" because through this media, students can see directly the visualization of material application in pictures or videos. It also makes it easier for students to listen to the pronunciation of English vocabulary correctly. And this learning media can be used at any time and can be repeated to be studied again.
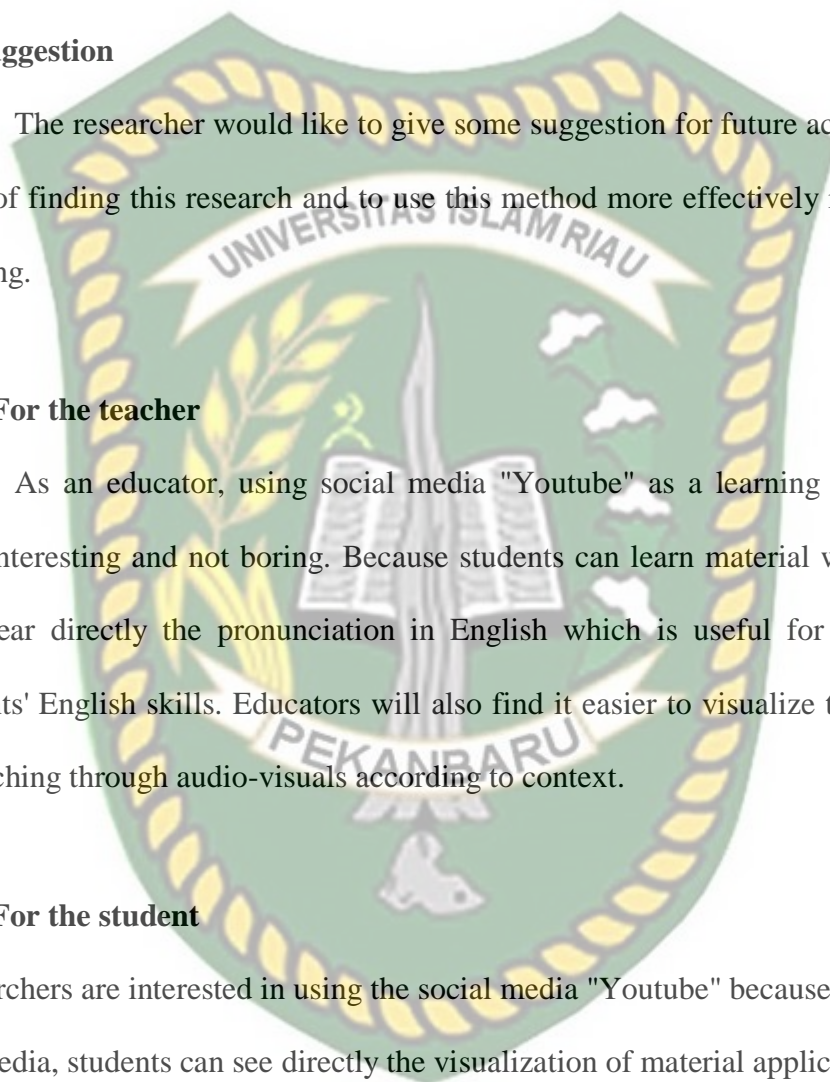
5.4.3 For the next researcher

This thesis hopefully providing meaningful reference for those who are interested in concluding research. This thesis can be used in carrying out the next researcher as reference in their writing, to add some theory and learn about how to implement Social Media "Youtube" in learning English. The researcher hopes that the next researcher should be creative and innovative to apply this. It will good for the future researcher to conduct a thesis which discuss the similar study with this research.
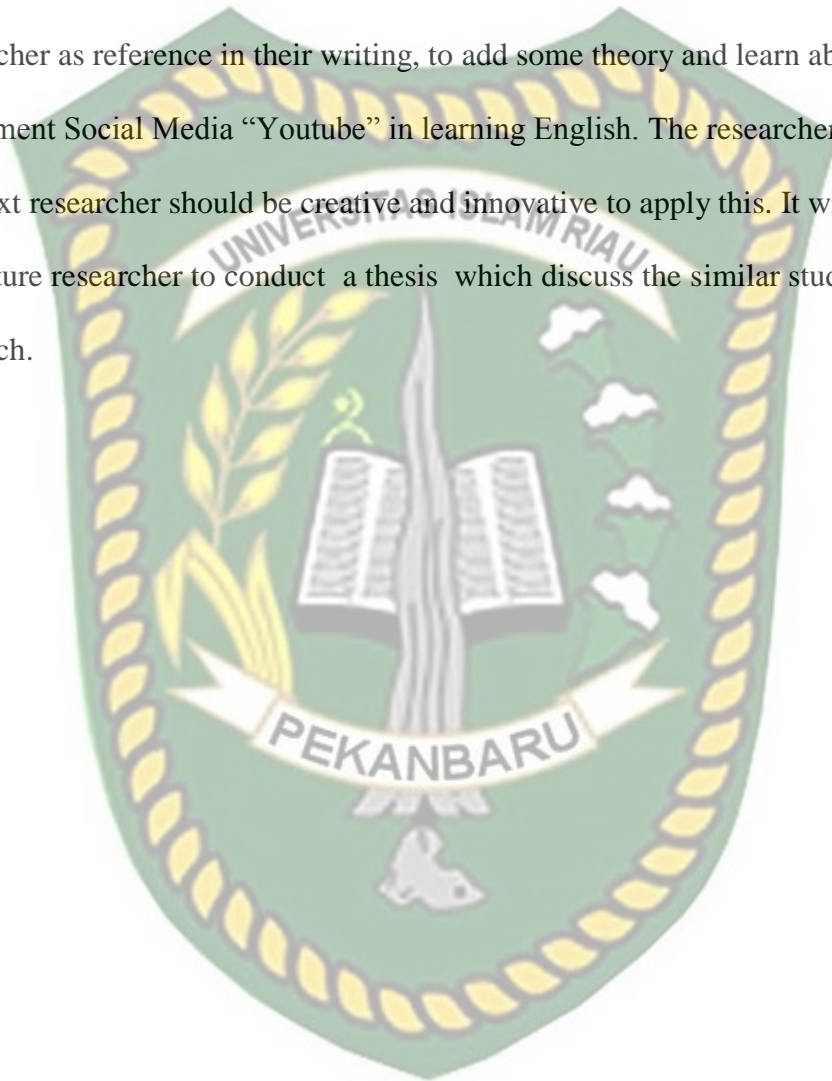
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