

## **CHAPTER I**

### **INTRODUCTION**

This sub serves the study introduction: it contains 7 parts, that are study background, study setting, the research limitation, the research formulation, the study purpose, the significance of the research, as well as the definition of the key term of the study. This part provides the common reason of conduction the study.

#### **A. Background of the Research**

In the recent digital era, YouTube has become one of the most used media by students in search of entertainment and learning resources. Various English content, such as vlogs, tutorials, short films, and interactive discussions, provide natural exposure to English in a real context. This allows students to hear authentic pronunciation, increase vocabulary, and understand the English use in daily communication.

In studying English, the capability in speaking is one of the skills which often becomes a challenge for students. Difficulty in speaking English is usually because of the lack of vocabulary, self-confidence, as well as lack of exposure to English in their environment as well. Therefore, exposure to English content on YouTube has the potential to be one of the factors which can assist establish speaking skills of the students.

Speaking skills is one of the most essential interaction competences globally. Students' use speaking skills to convey important information. The more

vocabulary mastery, the easier for someone to deliver broader news. Strategies for mastery vocabulary development can be done through repeatedly reading, listening, saying and writing. Mastering vocabulary is not easy. It needs to be said over and over again and practiced composing it.

Apart from acquiring many new vocabularies, students' study how to mention it properly and consolidate the vocabulary they have acquired. Not being able to remember vocabulary and being unable to organize vocabulary into sentences is due to not being trained to speak at length in the form of elaborating, explaining ideas, and conveying information. If our vocabulary is limited, we are not able show or express ideas to respond or answer statements as well as questions from the person we are talking to. According to Keraf (2007: 21) cited in (Kuncoro, 2017), vocabulary is a tool for conveying ideas, which means that the more vocabulary mastery, the more and more smoothly the ideas will be conveyed the more qualified and richer the vocabulary, the greater the opportunity to become skilled in speaking. From previous research, (Agistiawati, n.d.) concluded that vocabulary mastery contributed 18.90% to improving English speaking skills.

The fact in the field displays that the capability in speaking English among university students is generally still slight because students' learning is still bored, particularly the skill in mastering vocabulary which has a strenuous problem, that is the communication habit in English has not been created. Students generally use their mother tongue more; the mother tongue can be defined as the first language that humans have mastered since birth through interaction with fellow

members of their community, such as family and the local society. The lack of vocabulary mastery of the students is affected by the monotonous studying, which can be noticed when describing something by using English which is not fluent. It is not enough to establish skills, one of which is communicating by using English well as well as properly.

Meanwhile, in previous research (Astuti & Pusparini, 2019), learners majoring in English at IKIP Budi Utomo Malang still had difficulty conveying ideas or thoughts, questions, and so on using English correctly and accurately. According to (Astuti & Pusparini, 2019) speaking ability is still below average. Most still tend to use Indonesian to express their ideas or opinions. Some students still choose to remain silent when asked to convey their ideas in English.

According to Sayuri (2016), students face several challenges in developing their English speaking skills, including difficulties with pronunciation, fluency, grammar, and vocabulary. Additionally, students often struggle with anxiety, lack of self-confidence, lack of practice, and having nothing to say during speaking activities. These issues can significantly hinder their skill to communicate effectively in using English.

In addressing these problems, using technology as a learning tool can be highly effective. Technology offers various tools and platforms that can help learners sharpen their speaking abilities in a more engaging as well as less intimidating way.

YouTube can be a learning medium that can influence a person's listening ability, especially YouTube in English. Currently, YouTube is very familiar to sundry levels of community, particularly students. The *Youtube* watching habit provides an opportunity to learn to speak English. So they can gain new understanding and find a lot of information about grammar to help their speaking skills. Indirectly, students will learn to speak English by watching YouTube.

By watching English Youtube and making a habit can lead learners to study to speak more frequently. (Saud Albahlal, 2019) In his study, he discovered that English educators had a positive thought in utilizing Youtube to increase speaking abilities. (Lestari, 2019) showed, she utilized video blogs on Youtube as a studying mean to sharpen speaking abilities of the learners. The outcomes show that learners' perspectives in using video blogs via Youtube in upgrading speaking abilities are effective. It is same with the study carried out by (Almurashi, 2016) ,where this study was conducted through survey by online of the learners.

The study outcomes show that > 85% of companions agreed that YouTube could sharpen their competency as well as comprehension of English. Meanwhile, Muna (2011) cited in (Sari & Margana, 2023) has conducted research using YouTube as a studying tool in the classroom. This study was carried out to determine the using YouTube effectiveness in sharpening learners' speaking abilities in high school. Using YouTube is good due to learners can improve their speaking skills. On the other hand, using YouTube as a learning medium also makes the class more conducive, as well as the learners become more concentrate.

Relevant study was also carried out by Ariyanto (2015) (Sari & Margana, 2023), and this carried out in junior high schools with the outcomes that YouTube utilization as a studying instrument was effective.

Students must learn speaking skills. Getting into the watching English learning videos on YouTube Habit is one of tactic that can be implemented because it is considered a potential solution for improving speaking skills. A habit is a thing which is done continuously, frequently, as well continuously, not something that is done suddenly.

According to the explanation above, the researcher discovered a problem, namely the student vocabulary lack in English. Then the researchers looked at some of the students' interests in their daily lives by watching YouTube, scrolling TikTok and so on. So, researchers were encouraged to conduct research entitled *“The Correlation between Students’ Habit in Watching English YouTube and Their Speaking Skill in the 4th Semester English Study Program at University of Pasir Pengaraian.”*

## **B. Setting of the Research**

According to background above, researchist identified the problems in speaking as a lack of student vocabulary in English. Students' daily habits of watching YouTube. Then researcher's interested to conducts research concerning the relationship among habit of students in watching English YouTube as well as their speaking competence in the 4th semester English study program at the Pasir Pengaraian University.

### **C. Limitation of the Research**

This analysis focuses on the Correlation between learners' Habit in watching English YouTube as well as their speaking ability in 4th semester English study program at Pasir Pengaraian university.

### **D. Formulation of the Research**

According to the problems above, it is crucial to form the question of the research: "Is there any significant correlation between students' Habit in watching English YouTube and their speaking skill in the 4th semester English study program at University of Pasir Pengaraian?"

### **E. Purpose of the Research**

According to problems formulated above, this study purposes to obtain whether there is a significant relation among the students' habit in watching English YouTube as well as students' speaking skills or not.

### **F. Significance of the Research**

By conducting the analysis regarding the correlation among the habit of the students in watching English YouTube as well as learners speaking skills on the 4<sup>th</sup> semester English study program at the Pasir Pengaraian University, researcher expected that the results would be helpful and give some contributions to English teaching as well as studying process as follows:

1. For the Lecturer

This study can give an additional contribution to English lecturers to utilize English YouTube to be more common with speaking English.

2. For the researcher

Hopefully, outcome of this study would be beneficial for researchist to have knowledge carrying out this study.

3. For the students

This will give students motivation and help them find the greatest best way to address their issues in speaking and improve their speaking skills.

## **G. Definition of the Key Terms**

To know about this study, the analysis uses about some terms, it was important to define them, as follows:

### **1. Correlation**

Based on the opinion of Cresswell (2012), a correlation is a statistical assessment to identify a trend or tendency for consistent variation. Correlation is a method utilized to decide the closeness of the relationship among two or more different variables which is describe by the size of the correlation coefficient.

In this study, Correlation is interpreted as the result that relates among the habit of the students in watching English YouTube as well as their speaking ability at second year students in English study program.

## **2. YouTube Video**

YouTube video is a video sharing where communities can upload, share, as well as view videos. YouTube is a part of the advancement of information technology (IT) in this globalization era. According to Tarunpatel (2009) mentioned that YouTube nowadays contains a lot of video content. He also states specific major advantages of using YouTube in teaching, namely teachers are able reproduce authentic language in class as well as the understandable though is proposed by video as well, then the last, more intelligence are the more periods and means we are delivered with information, the more likely we study it.

## **3. Speaking Skill**

Speaking is the spoken means by which people convey their thoughts to other people. The opinion of Gert and Hans (2012)cited in (Zuhriyah, 2017), speaking is utterances made with the intention of the speaker to be known, followed by processing by listener to determine the speaker's intention.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This sub explains the related literature review of this analysis. It contains of relevant theories, a review of relevant outcomes, a conceptual framework, as well as a hypothesis. In the relevant theories review, it discusses regarding watching English YouTube habit, the nature of speaking as well as the correlation between watching English YouTube as well as speaking ability.

#### **A. Review of Related Theories**

##### **1. The Nature of Speaking Skill**

###### **a. Definition of Speaking Skill**

Speaking is one of the useful abilities which comes with learning a foreign language. The future will hold highly qualified individuals if non-native English speakers can master the language. Speaking more fluently as a result of learning is one of the goals of English language instruction.

Learners in Indonesia encounter specific challenges when attempting to acquire English. Speaking is one of the most defying things learners should understand and find equally tricky when learning the language.

Speaking is a means of interpersonal communication through which we can exchange ideas and obtain information. Speaking is crucial for developing our ability to comprehend concepts, spell words correctly, and exercise our skills to

speak. Speaking also, therefore, an oral language which communities use in sharing experiences, express ideas, and interact with one another. Because of this, everyone needs to speak clearly and accurately, as this can facilitate communication with individuals around the world. As is well known, many international visitors to Indonesia can facilitate communication with them if we speak the language effectively.

Talking or speaking is a two-way process. In the speaking process, students not only think about the information content that they convey, but they try to express their opinions well and effectively and present themselves to listeners in a way that attracts attention as well (Fakhruddin, 2020).

According to Hymes cited in (Setyawati, 2022), speaking is not only concerned with grammatical rules but also involves cultural comprehension as well as social context where the language is used. He identified four main elements of language skill: grammatical, sociolinguistic, discourse, as well as strategic skill. Hymes emphasized that someone proficient in speaking must have a deep understanding of how to use language in the context of everyday life.

According to some theories above, it can be mentioned that speaking is very important in our lives because speaking is a crucial part of foreign language learning. Students can use it in speaking foreign languages. Without the competence to communicate, we will simply remain silent, especially when we encounter foreigners. Therefore, we must to work on our speaking skill.

## **b. Aspect of Speaking Skills**

Speaking establishes to obtain speaking ability, learners must have many speaking aspects, namely pronunciation, grammar, vocabulary, content, as well as fluency. Furthermore Rahman & Deviyanti (2012: p.3) cited in (Bohari, 2019) speaking has to have these following aspects, namely fluency, grammar as well as pronunciation, and comprehension meanwhile (Brown Douglas, 2004, p.172-173) says that speaking competence has to have 5 elements, those are vocabulary, grammar, comprehension, pronunciation, as well as fluency.

In this study, the researchist uses 5 (five) elements of speaking skills according to (Brown Douglas, 2004, p.172-173)

Vocabulary is one of the linguistic elements which contains of some words that function to combine them so that they form a language in speech. Although vocabulary is very important, it is not the first thing to pay attention to when speaking, since it is a very early step. Vocabulary refers to the whole of the words that create languages.

Grammar is the arrangement in spoken language as well as written language. The students must follow the grammar rules to find a good english, the students can also find the grammar rule in pronunciation, morphology, and syntax. In terms of speaking skill, sometimes the speaker as well as listener do not pay attention to the grammar itself.

Fluency refers to the ability of individuals to communicate effectively, characterized by the ease and speed of their speech. A person can be considered

fluent not only if they can speak quickly but also if they can use the language smoothly. Fluency can be attributed to someone who meets certain criteria, such as being able to pronounce words correctly and smoothly. Additionally, fluent speakers typically have a broad vocabulary, enabling them to express themselves easily, and they can manage their minds in advance. They also understand the language rule, including grammar, and are able to spell words properly in various contexts. This makes communication easier and more understandable, even if it does not follow perfect grammar.

Understanding in speaking, both the speaker as well as listener must have a mutual comprehension to ensure effective communication. This process requires both parties to respond to and initiate conversation. However, in this research, the researcher will refer to this mutual understanding as comprehensibility.

Pronunciation is the activity in making the language sound, in which we put the pressure, as well as how we employ intonation to convey our feelings and meaning ( Harmer, 2017: p.281). As a result, it is also crucial that learners get better at pronouncing words correctly in order to speak clearly or speaking that will make others can be convenient to be comprehended.

### **c. Types of Speaking**

Brown (2004: 141-142) states, five main categories of speaking which can assist learners to sharpen speaking competence.

### 1) Imitative

The competence to simply parrot back (imitate) a word, phrase, or even a sentence is at one extreme of the spectrum of speaking performance kinds. Some language prosodic, lexical, and grammatical aspects may be incorporated in the criterion performance, even though this is a purely oral production phonetic level.

### 2) Intensive

Any speaking is shaped to perform some phonological or grammatical languages features which can be self-initiated.

### 3) Responsive

Responsive is speaking activity at the somewhat limited grade of a very short talk, standard greeting, as well as convenient comments, and the like.

### 4) Interactive

Complex interaction, which sometimes involves multiple exchanges and/or multiple companions.

### 5) Extensive

Is an oral creation, including speech, oral presentation, as well as story telling.

## **2. YouTube**

### **a. Definition of YouTube**

YouTube, is a video sharing site which give the space to communities worldwide to watch and upload videos shared by other users. It provides various educational, entertainment, political, historical, medical, and personal videos (Alqahtani, 2014).

YouTube is one of the online instrument which can be utilized as an instrument for studying speaking competences. Based on Maskar & Dewi (2020) and E. Putri & Sari (2020) cited in (Wahyuni & Utami, n.d.), YouTube channel is a video to share website on which communities can post, share, as well as see videos. Moreover, to watch as well as to download videos, learners can also practice what they study as well as upload them to their YouTube Channel(M Yuseano Kardiansyah, 2021; Muhammad Yuseano Kardiansyah & Qodriani, 2018; Tiono & Sylvia, 2004) cited in (Wahyuni & Utami, n.d.). Without a doubt, the most widely utilized website for uploading videos that can be used to learn a language is YouTube.

YouTube is a streaming video website that makes learning English easier than before. People are accustomed to using YouTube as a multimedia platform, and kids can efficiently study speaking using it. Learners are able to watch videos on YouTube as well as study from the native speaker's speech ways. Moreover, learners may precisely train vocabulary, intonation, expression, as well as mimicry while having fun and feeling confident with their perform.

In conclusion, YouTube is an app that allows users to comment on, like, and subscribe to videos containing news, information, music, and instructional content. Utilizing YouTube as a teaching medium can assist create a productive learning environment in the classroom. It is thought that the creating YouTube as a teaching medium will help students with information gathering, product creation, and speaking skills improvement.

#### **b . Advantages of YouTube**

YouTube offers several benefits for helping learners looking to increase their English-speaking competences:

- 1) Access to Native Speaker Content: YouTube provides access to a vast amount of content created by native English speakers, including interviews, vlogs, tutorials, and more. Exposure to authentic English spoken by native speakers helps learners become accustomed to different accents, intonations, and speech patterns.
- 2) Practice Pronunciation: Watching videos on YouTube allows learners to observe and imitate native speakers' pronunciation, helping them improve their pronunciation and intonation in English.
- 3) Interactive Learning: Many YouTube channels offer interactive features such as live streams, Q&A sessions, and language challenges, providing learners with opportunities to practice speaking English in real time and receive feedback from instructors or other learners.

4) Supplementary Learning Tool: YouTube can complement traditional English language learning methods by providing additional practice opportunities, reinforcing language concepts, and exposure to authentic language use outside the classroom.

Overall, YouTube serves as a valuable resource for English learners, offering diverse content, interactive learning opportunities, and access to authentic English spoken by native speakers.

### **c. Disadvantages of Using YouTube**

Furthermore, YouTube offers numerous benefits for improving English speaking skills, but there are also some disadvantages to consider:

1) Quality Control: Not all content on YouTube is of high quality or accuracy. Learners may encounter videos with incorrect grammar, unclear pronunciation, or misleading information, hindering their language learning progress.

2) Time Management: Browsing through YouTube can be time-consuming, and learners may find themselves spending more time watching videos than actively practicing speaking English. Without proper time management, learners may not effectively achieve their language learning goals.

3) Potential for Misinformation: Since YouTube is an open platform where anyone can upload content, there is a risk of confronting misinformation perspectives. Learners should critically identify the sources credibility as well as verify information which comes from multiple reliable sources.

By being aware of these disadvantages, learners can take proactive steps to mitigate potential challenges and maximize the advantages of utilizing YouTube to upgrade their English speaking competences.

### **3. Habit**

Habit is a behavior routine repeated regularly as well as tends to happen subconsciously. Based on the opinion of Andrews cited in (Abdullah & Rahman, n.d), though in the American Journal of Psychology (1903: 53) it is stated in this way: "A habit, from the psychology perspective, is the way to think, desire, or feeling obtained from the past mental experience repetition." Sometimes habits are required. Habit development is the process by which new habits become second nature.

Habits are behaviors that are repeated regularly. According to Charles Dugige (author of the book *The Power of Habit*), Habit means a habit that automatically directs you to various positive behaviors that positively affect your life. Therefore, create good habits in your life.

According to Andrew Darnton (2011) in a book *Habits, Routine and Sustainable Lifestyles*, Habit is particularly essential in the advancing sustainability context, as many behaviors with the hugest environmental effects.

Habit as a Factor in Behaviour Triandis' Theory of Interpersonal Behaviour shows habit become one of element among various which ineract to identify behavioral results. Nevertheless, Triandis' defines Habit simply the frequency of

prior behavior for deeper work to design habits. More current study in psychology allows us to lodge a two-part interpretation:

Habit needs **frequency as well as automaticity**. Practice theory (an emerging branch of sociology) states that practices are consisted of 3 elements, those are:

**Material** (*objects, hard infrastructure*)

**Competences** (*skills and know-how*)

**Images** (*meanings, ideas, and interpretations*)

Practice theory is very useful for comprehending routine behaviors, which frequently require a lot of resources. Consider the daily showering routine as an example.

## **5. The Relationship between Habit Watching YouTube and Speaking Skills**

Watching YouTube can have a positive impact on a student's speaking skills, especially in the context of language learning. Some possible relationships between the Habit of watching YouTube and speaking skills involve:

Language Models: Watching videos with native speakers or those with advanced language skills can provide good language models. It helps in the development of intonation, pronunciation, and fluency.

Vocabulary: Watching different types of content introduces viewers to a wide vocabulary. Witnessing the use of words in real context can enrich your vocabulary and help you construct sentences better.

Social and Cultural Context: Videos on YouTube cover a variety of social and cultural contexts. Watching social interactions on video can improve understanding of relevant language and cultural norms.

Listening Skills: Good listening skills are an important basis for speaking skills. Watching videos helps improve listening skills, which can support speaking development.

However, it is important to remember that while watching YouTube can be beneficial, direct Practice speaking and interacting verbally is also necessary to hone active speaking skills. A combination of watching and practicing speaking directly can help strengthen a student's speaking skills.

## **B. Review of Related Finding**

There are several analysis which have been carried out, and they are related to this study, namely:

Firstly, Rien (2022) entitled "the correlation between students in watching English YouTube videos and their listening skill". She found no significant relationship among the habit of the students in watching English YouTube videos as well as their listening ability.

Secondly, Kamilia (2023) entitled "the correlation between students' habit in watching English YouTube videos and their speaking skill at the eleventh grade of SMK negeri 1 Banyuwangi" She obtained that there is huge Relationship among students' Habit in watching English YouTube videos as well as their speaking competence. The positive correlation indicates a low level of correlation.

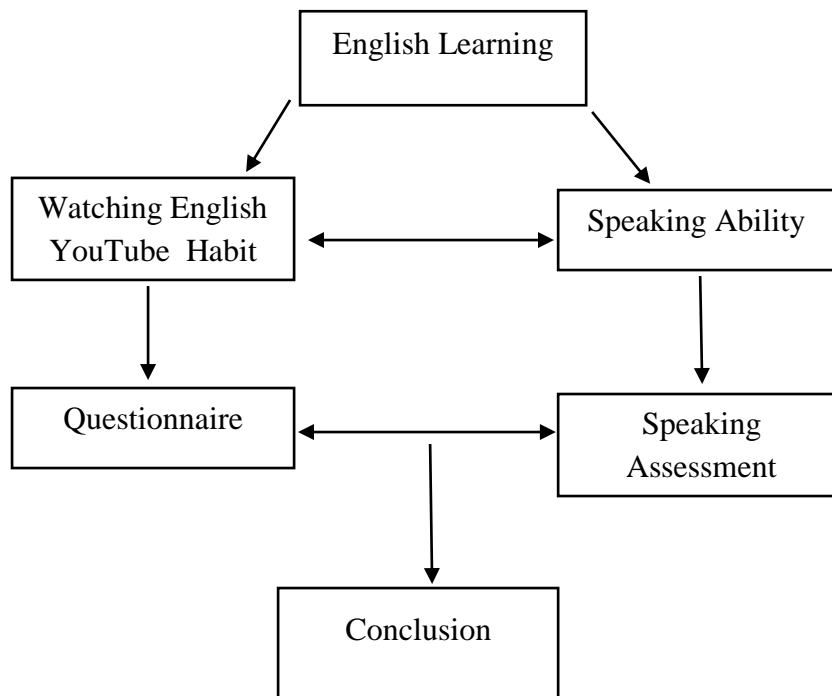
Thirdly, Taslim (2019) entitled "Correlation Between Students Vocabulary Mastery and Speaking Skill". He found that there is significant relationship among vocabulary mastery as well as speaking competence. There is a positive relationship among the vocabulary of the students as well as their speaking competences in the eleventh grade at SMAN 6 Sidrap.

Meanwhile, in this study, entitles: "The Correlation between students' Habit in watching English YouTube and their speaking ability at second year students in English study program at pasir pengaraian university.

According to prior outcomes in the study outcome above, it can be mentioned that this study has similarities as well as distinctions. However, there are variations in the theory and setting, tools and usage of higher and lower levels due to the researcher used a questionnaire as well as speaking assesment that has been created by the study itself.

### C. Conceptual Framework

A conceptual framework diagram of this research outline; researchist explains the research procedure using the diagram below:



The researchist try to analyze the habit of students of watching YouTube as well as the correlation between their speaking skills. In order that determining the relations among the habit of the students of watching English YouTube as well as their speaking skills, the researchist created a questionnaire and had the students practice speaking in front of the class, after that result of both tests were analyzed to identify whether there is or no significant relationship among student's Habit watching English YouTube and their speaking skill.

#### **D. Hypothesis**

Statistically, the hypotheses are:

Ha: a significant relationship among the habit of the student in watching English YouTube as well as their speaking competence in the 4th semester English Study Program at Pasir Pengaraian University.

Ho: no significant relationship among the habit of students in watching English YouTube as well as their speaking competence in the 4th semester English Study Program at Pasir Pengaraian University.

## CHAPTER III

### RESEARCH METHODOLOGY

This sub delivered concerning the methodology research of this study. Which contains of research design, research setting, population as well as sample, instrumentation, research procedure, data collection technique, and analyzing data method.

#### **A. Research Design**

Research design used a quantitative approach using correlation analysis. This approach is a method of investigating phenomena that involve the collection as well as numerical data analysis. According to Cresswell (2014) quantitative research an inquiry into a social or human case, according to the assessment a theory composed of variables, measured with numbers, as well as identified with statistical procedures, to determine whether the theory predictive generalization hold true.

Contain 2 variable utilized, those are variable X (as the independent variable) as well as variable Y (as dependent variable). Variable X referred to the students' habit in watching YouTube, then the variable Y referred to students' speaking competence.

## **B. Setting of the Research**

This study was carried out at 4<sup>th</sup> semester in English Study Program at Pasir Pengaraian University while the object of this analysis is student's Habit in watching English YouTube.

## **C. Population and Sample**

### **1. Population**

Based on Arikunto in Ridwan (2012) Population is roundly subject in the the study. In this research, student in the 4<sup>th</sup> semester English study program at Pasir Pengaraian University taken as the population. Total of population were 25 students.

### **2. Sample**

Based on Hanlon & Larget (2011) A sample is a subset of a population's individuals: Usually, samples have data available for personal use. Sample is the part of population that will be identified. The 4<sup>th</sup> semester students in English program were 25 students. Because the number of populations is very limited, in this analysis, the researchist utilized a total sampling method to choose a sample.

## **D. Instrumentation**

According to Arikunto (2010), the instrument is said to be valid when it can reveal data from a variable precisely without deviating from the real situation. The instrument is stated to be reliable when it is able utter reliable data. An

instrument is a mean utilized to collect data or measure research variable. In other words instrument is a mean that is utilized by the researchist to collect data from respondent. There are 2 instrument in this study, namely questionnaire as well as the students' speaking tests results.

### 1. Questionnaire

Based on the opinion of Sugiyono (2019:199) questionnaire is a data collection method that is conducted by preparing respondents a question set to answer. The data obtained through the use of questionnaires is classified as factual data. The students' habit of watching English YouTube variable (X) has six indicators: frequency, attitude, automatically, competence, materials, and images.

In this study, researchist utilized the Likert Scale to find valid and invalid indicators. This scale is a scale utilized to measure the attitude of person, opinion, as well as perception of a certain object or phenomenon. The Likert scale has 2 statement forms, namely, positive as well as negative.

**Table 3.1 The Score of the Questionnaire**

Positive statement	Score	Negative statement	Score
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Neutral	3	Neutral	3
Disagree	2	Disagree	4
Strongly disagree	1	Strongly disagree	5

Positive statements are provided a score of 5, 4, 3, 2, and 1. At same time, the negative statements form is provided a score of 1, 2, 3, 4, and 5. The Likert Scale answer classified into categories of strongly agree, agree, neutral, disagree, as well as strongly disagree.

## 2. Speaking Test

For the speaking assessment, the researchist questioned the 4<sup>th</sup> semester students to speak in front of their classmates, and the researchist provided some topics namely favorite idols, friends, historical buildings, etc.

**Table 3.2 The scoring rubric for speaking**

Aspect	Score	Description
Pronunciation	5	- Equivalent to and completely accepted by native speakers with education.
	4	- There are very few pronunciation errors.
	3	-Students have the problems in pronunciation require concentrated listening as well as sometime make misunderstanding.
	2	-The accent is understandable even often quite faulty.
	1	- Students struggle with pronunciation to the point where their speech is nearly incomprehensible.
Grammar	5	-Equivalent to that of an educated native speaker.
	4	-Control grammar is great.
	3	-Students sometimes make grammatical errors which or not, nevertheless meaning is obscure.
	2	-Students make thih errors in grammar as well as words.
	1	-Grammar errors are thih, yet the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Vocabulary	5  4  3  2  1	<p>-The using of the vocabulary by students as well as idioms is virtually that of a native speaker.</p> <p>-Able to comprehend as well as participate in some conversation within the scope of his knowledge of vocabulary.</p> <p>-Can to speak the language with adequate vocabulary</p> <p>-Has speaking vocabulary adequate with some circumlocutions.</p> <p>-Students have limited words</p>
Fluency	5  4  3  2  1	<p>-Students have fluent speech as that of a native speaker.</p> <p>-Student cause the language fluently.</p> <p>-Students have rapid and are fluent rather strongly.</p> <p>-Students are doubt and frequently compelled to remain silent due to language barriers.</p> <p>-No specific fluency description.</p>
Comprehension	5  4	<p>-Students seem to comprehend everything sans difficulty.</p> <p>-Can comprehend any conversation within his experience rate.</p> <p>-Students comprehend most of what is</p>

	3	mentioned at slower than normal rapidity.
	2	-Can get the gist of most conversations.
	1	- Students are not able mention or comprehend even easy conversational English.

### **E. Procedure of the Research**

The study procedure is conducted in multiple steps. First step is planning and preparing the researcher would need. In addition, to plan the steps the researcher would take, including what, where, when, as well as how the study would be carried out.

The second step is to observe issues within the population group. Third is to collect and to analyze the data. To continuously collect reliable data from research participants or respondents and analyze that data was done with the respondent The final step involved drawing conclusions from the data which had been collected.

### **F. Technique of Collecting the Data**

The researchist took a few steps to gather the data. Firstly, researcher created a questionnaire to obtain information about students' habits in watching English videos on YouTube. The researchist also instructs the students on how to complete the questionnaire. For the speaking test, the third. The learners were asked to speak in front of the class by the researchist, who provided them a choice

of several topics to speak about. When they finally spoke, the class researcher recorded them.

### **G. Technique of Analyzing the Data**

In finding out whether there is a significant relation among the habit of the student in watching English YouTube as well as their speaking ability, the data were identified by utilizing statistical formula. The researchist used variable X and Y score.

Meanwhile, the researchist utilized statistics program SPSS to make data analysis easier. The reason for this was that the researcher believed using the SPSS chart would be effective, helpful, and efficient.