

**TEACHING SPEAKING USING YOUTUBE TO ELEVENTH
GRADE STUDENTS IN SMK PGRI 4 KEDIRI**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Education
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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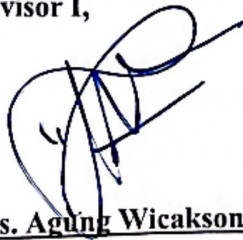
**TEACHING SPEAKING USING YOUTUBE TO ELEVENTH GRADE
STUDENTS IN SMK PGRI 4 KEDIRI**

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Kediri, 25th July 2023

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Kediri, July 6th, 2023

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MOTTO AND DEDICATION

MOTTO:

Make your failure becoming a weapon to against your future struggle

DEDICATION:

1. Allah SWT, who always gives me all I need
2. My beloved mom and dad, who always support me to finished this skripsi
3. My advisors, Mr. Agung Wicaksono and Mrs. Sulistyani who always give me support, guidance, and knowledge in doing this skripsi.
4. For all people who cannot be mentioned one by one who help and support me

ABSTRACT

Roni Nurfaid : Teaching Speaking Using YouTube Eleventh Grade Students in SMK PGRI 4 Kediri. Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2023.

Key words: YouTube, Speaking skill, Teaching speaking

The ability of English speaking skills at SMK PGRI 4 Kediri can still be said to be low, they need to learn a lot more about speaking, the researcher wants to apply the learning media, namely YouTube to students' speaking skills, whether there will be changes in their skills later. Therefore, researchers wanted to do this research aims to know there are any significant differences or not after give the learning media, namely YouTube in students' speaking skills in Eleventh Grade SMK PGRI 4 Kediri. This research questions are: 1) How are students' speaking skills before being given YouTube videos?, 2) How are students' speaking skills before being given YouTube videos?, and 3) How significance is the difference before and after being taught using YouTube?

Speaking is the act or an instance of uttering words. Then the definition of YouTube is a web sharing videos that people can share video to other people around the world (Prakoso, 2009). Pardosi (2009: 3) adds people can search and watch the video directly without registering. Meanwhile teaching using YouTube video is a sequence of activities where the teacher give the lesson with YouTube as media that helps improving students' speaking skill.

The subject of this research is eleventh grade TKRO 2 in SMK PGRI 4 Kediri which consist 25 students. This research used a quantitative method and used a pretest and posttest data collection. Then, the researcher analyzed the data by paired t-test in SPSS.

The result of research showed significant increasing in the effect of YouTube. The T-Test had been found $25.067 > -1.350$, so $t_{count} > t_{table}$, then the score of pretest and posttest any significant increase, namely from 41,60 to 65,60. So the researcher concluded if YouTube is worth it to apply in students learning in speaking.

PREFACE

Praise be to God for His blessings and His approval can the task of completing this skripsi be completed.

This skripsi is a final project that used as one of the requirements for obtaining a Bachelor of Education degree in the English Language Education Department.

On this occasion expressed sincere gratitude and appreciation to:

1. The rector of University of Nusantara PGRI Kediri who always gives the support and motivation to me.
2. Dr. Mumun Nurmilawati M.Pd. as Dean of Faculty of Teacher Training and Education
3. Khoiriyah, M.Pd.as Head of English Language Education Department
4. Agung Wicaksono, M.Pd as first advisor of my skripsi
5. Dr. Sulistyani, M. Pd. as second advisor of my skripsi
6. And to all parties who cannot be named one by one who have contributed to expediting the completion of this skripsi.

It is realized that this skripsi still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Kediri, July 6th 2023

Roni Nurfaid

NPM. 19.1.01.08.0006

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CHAPTER I

INTRODUCTION

In this part will present about the background of research, identification of problems, limitation of the research, research questions, significance of research, and definition of key terms.

A. Background of the Research

Students of vocational high school especially in SMK PGRI 4 Kediri have low skill in English especially in speaking. It can be shown from their speaking when the teacher asks them to make dialogue or to present something. The indicators are: 1) The students were not fluent in their speaking, 2) The vocabulary of the students was very limited that can influence their skill in speaking, 3) Students also made many mistakes in the English structure when they present or speak with their friends, 4) Students also made many mistakes in their pronunciations, 5) Students also could not express the content of the material. It can be shown that they could not make the complete content of the topic.

The class situation also has some problems such as: 1) the students were grumble when they were asked to present in front of the class. They asked their other friends to change them that make the class very noisy. 2) The students also were not active and creative during the teaching learning process. 3) The students were not pay attention to the teacher explanation during the teaching learning process. 4) When the researcher gives them opportunity to

express freely, they did not have courage to do it. 5) The teaching learning process was boring because the teacher just asked the students to practice based on the book.

There are some causes happened that make the problems in teaching speaking. Speaking covers many aspect or components in English such as grammar, vocabulary, cohesiveness, and coherence. The speaking class should more than one meeting to teach every components of speaking. However, the speaking class just one meeting. The teacher focused on the language function and ignored the other components such as grammar. Students also lacked confidence when they asked to present in front of the class. They felt afraid to make mistakes in their speech. The teaching learning process also was monotonous and uninteresting. Therefore, some of the students did not listen to the teacher explanation. Another problem was the teacher was focusing to get students' maximum score than improve skill.

To overcome the condition, the teaching learning process can use YouTube video. Wenner (2009: 1) states that YouTube is an online video sharing in the internet. YouTube is a website that the user of internet can upload and share about their video.

According to Kindarto (2008: 1), YouTube is a portal website that servicing of video sharing by using YouTube, the students as the users can look the video. The researcher chooses YouTube videos because videos can be used a media for teaching speaking. YouTube videos contain many interesting video. The video also contain of way of the learning speaking that

will increase the students' speaking skill and class condition. The students, as teenagers, like watching film and browsing internet. By using YouTube as a media the students can learn speaking that will help them to improve their speaking skill.

From the explanation above, the researcher strongly believe that YouTube can improve students' speaking skill at the XI grade students of SMK PGRI 4 academic year 2022/2023.

B. Identification of the Problem

In relation to background of the problem above, the following problems can be identified:

1. Students feel difficult to talk with English language because they are not used to speak English in daily.
2. Students are lack in pronunciation and some vocabularies of self-introduction
3. Using YouTube because of it's a most platform that used by students of Eleventh grade in SMK PGRI 4 Kediri.

C. Limitation of the Research

The scope of this research is focused on teaching methods to improve the students speaking ability by using YouTube English with Lucy channel with the Self Introduction Material video at Eleventh grade of SMK PGRI 4 Kediri. The study will use Pre-test & post-test as the instrument of the research. The researcher focuses to research on how work is YouTube as media learning to student in the classroom and also the advantages for

improving their speaking English ability.

D. Research Question

Based on the explanation of background of the study and fact in eleventh grade students of SMK PGRI 4 Kediri academic year 2022/2023, the problems can be formulated as follows:

1. How are students' speaking skills before being given YouTube videos?
2. How are students' speaking skills after being given YouTube videos?
3. Is there any significant effect of YouTube on students' speaking skill?

E. Objectives of the Research

This research has three objectives which are able to:

1. To identify how are students' speaking skills before being given YouTube videos.
2. To know how are students' speaking skills after being given YouTube videos.
3. To find out the whether there is significant effect of YouTube on students' speaking skill in before and after being taught using YouTube.

F. Significance of the Research

The research result is expected to be able to give contributions for the

students, the teacher, and for the school. The following are the significance contributions of the study:

1. Students

This research can be used by students as a reference in finding methods or media to improve speaking skills, so that the media used by students in learning speaking is more varied.

2. Teachers

This research can be used by teachers to implement the YouTube in student learning in improving speaking skills. Teachers can applied YouTube as a variant media in students' learning.

3. School

The school could make and facilitating any facilities to make the students improve their speaking skill.

G. Definition of Key Terms

To understand this study, the definitions of the key terms are below:

1. YouTube

YouTube is an American online video sharing and social media platform headquartered in San Bruno, California. It was launched on February 14, 2005, by Steve Chen, Chad Hurley, and Jawed Karim. It is owned by Google, and is the second most visited website, after Google Search. YouTube has more than 2.5 billion monthly users who collectively watch more than one billion hours of videos each day. As of May 2019, videos were being uploaded at a rate of more than 500 hours of content per

minute.

2. Speaking Skill

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

3. Speaking

Speaking is a model socio-linguistic study (represented as a mnemonic) developed by Dell Hymes. Hymes developed this model as part of a new methodology referred to as the ethnography of speaking. This model is a tool to assist the identification and labeling of components of interactional linguistics that was driven by his view that, in order to speak a language correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used. In essence, the learning the components of the Speaking model is essential for linguistic competence.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses speaking, YouTube videos, teaching speaking using YouTube videos and rationale of the research.

A. Speaking

1. Definition of Speaking

According to Hornby (1995: 1140), speaking is to talk or say something about something. He also says speaking can be defined as to know and be able to use a language and to make speech to an audience. In Webster's Third New International Dictionary (1981: 2185), speaking is the act or an instance of uttering words.

Speaking definition by Byrne (1997: 8) is stated as oral communication in a two way process between the speaker and listener (or listeners). It involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

Thomas (1987: 12) also states that communication implies more than one person. There must be someone to transmit a message, and someone to receive it. Communication is undertaken for a purpose. There is always a reason for transmitting a message to someone else (1987:14). Harmer (1991:53) states that speaking can be used for command in a great range in every possibility. That means that speaking can be used for make communication in time and places between people. The definitions above

mean that speaking is a process of making communication from one person to another. It can be done between two people or more. Speaking is stated by O'Malley (1990: 66 – 67) as an example of a complex cognitive skill that can be differentiated into various hierarchal sub skills, some of which might require controlled processing while others could be processed automatically. In other words, it involves many skills in human's brain and it is consisting and automatic process, Anderson in O'Malley (1990: 38) identifies three stages of language production. The first is construction, in which the speaker selects communication goals and identifies appropriate meanings. Second is transformation, in which language rule are applied to transform intended meanings into the form of the message. Third is execution, in which the message is expressed in its audible or observable form. It means that speaking is skill that the person need some processing that can be controlled or automatically produce by someone.

Meanwhile, Jordan (1997: 193) says that speaking as for academic purposes is an overall term used to describe spoken language in various academic settings. In addition, it suggests that the language used is normally formal or neutral, and obeys the conventions associated with the genre or activity. Typically of situations or activities are: asking questions in lectures, participation in seminars/discussions, making oral presentation: answering ensuing questions/points, verbalising data and giving oral instructions. That means speaking is a technique to express every activities by people orally.

By gate states that speaking is a skill which deserves attention every bit

as much as literary skills both first and second languages (1987: vii). Meanwhile Harmer (1991: 16) says that speaking involve language production and are often referred to as productive skill. In other word, speaking is an important skill that has to learn by the learners when they learn about language because speaking is a productive skill.

Therefore, it can be concluded that speaking is productive skill that someone as speaker and another as listener or listeners in making communication between them transmitted a message. Speaking for the students also has some elements that are fluency, vocabulary, grammar, pronunciation, and content. The elements will make them transmitted the message.

2. Language Features of Speaking

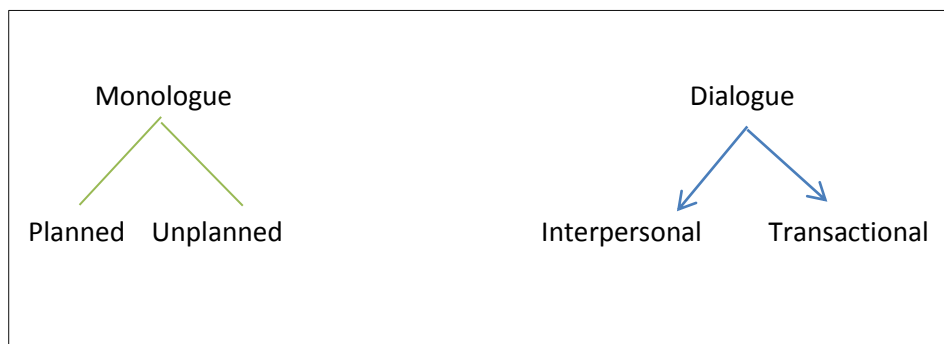
According to Harmer (2001: 269), they are some language features of speaking such as connected speeches, expressive devices, lexis and grammar, negotiation language. In connected speech, sounds are modified (assimilation), omitted (elision), added, and weakened. Therefore, the speaker of English need to be able to not only to produce the individual phonemes of English but also to use fluent connected speeches. Expressive devices need to the people to be able to change the pitch and stress of particular parts of utterances vary volume and speed, and show by other physical and nonverbal. The use of these devices contributes to the ability to convey the meaning. It also involves the expression of emotion and intensity. Lexis and grammar means that speech is marked by the use of a number of common lexical phrases. Especially in the performance of certain language functions. Effective speaking benefit from negotiator language

we use to seek clarification and to show the structure we are saying.

3. Speaking Types

According to Nunan in Brown (2000: 251) there are two types of speaking: as monologue and dialogue. It can be shown in Table 1.1

Table 2.1 Speaking Types



Nunan in Brown (2000: 251) defines monologue happens when one speaker uses spoken language for any length of time, as in speeches, lectures, reading, news broadcast, etc. The hearer must process long stretches of speech without interruption. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologue exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance and other hesitations can either help or hinder comprehension.

Meanwhile, dialogue involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose to convey proportional or factual information (transactional). Participants may have a good deal of shared knowledge. Therefore, the familiarity will produce conversations with more assumptions,

implications, and other meanings hidden the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When the references are not explicit, it can be easily misunderstanding between the speakers.

4. Speaking Function

Brown and Yule in Richard (2008: 21-27) say that there are some functions of speaking. The functions are to talk as interaction, talk as transaction, and talk as performance.

First, talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of talk as interaction can be summarized as having a primarily social function, reflects role relationships, reflects speaker's identity, may be formal or casual, uses conversational conventions, reflects degrees of politeness, employs many generic words, using conversational register, and jointly constructed.

Next, talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact

socially with each other.

The last, talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions. These activities include ranking, values clarification, brainstorming, and simulations.

These mean that speaking is a process from our mind to produce language until meaningful and can be used to make interaction or communicating with other people. After that, the participant will give information and we can use the process of the information.

5. Teaching Speaking

One problem in teaching language is to make the students are able to use language (By gate, 1987:3), The use of language usually can be proven by look at the student speaking skill. By looking the students speaking skill, the teacher will be able to know how far the students use the language.

However, teaching speaking is not easy. Some of students usually fear to speak especially in formal speaking such as speech Wallace, Stariha, and Walberg in teaching speaking, listening and writing (1998:.12) say that people as learners fear the challenges of speech by themselves. To face the problem like that Harmer (1991: 131-132) gives some solutions such as: (a) Use pair work or group work; (b) Allow them to speak in a controlled way at first; (c) Use 'acting out' and reading aloud; (d) Use role-play; (e) Use the media such as tape

recorder. The teacher can be teaching speaking the students by using some medias.

One of the Medias is using audio visual. Lynch and Anderson (1992: 18) say: Visual aids can provide useful support to spoken presentation: in particular they are an effective means of showing relationship, presenting statistical data or summarizing information. It means that the use of visual aids such as picture or even though video can make the students to speak and also improve their speaking skill. Not only the students can speak, but the students also can make relation with someone else using visual aids or they can present what their watch from the video.

B. YouTube Videos

1. YouTube Video

One of the internet services that contain of information around the world is using video. One of the websites that contain of video is YouTube. Pardosi says that YouTube is a website that has free videos. By using YouTube, the people can search and watch the video using computer (2009: 1). Meanwhile, Prakoso (2009) states that YouTube is a web sharing videos that people can share video to other people around the world.

According to Leona (2010: 4) YouTube.com is one of the many Web 2.0 sites popping up on the web. It is a video sharing website. By some definition above, it can be concluded that YouTube is web that contain some videos that the people can share the video with other people.

Pardosi (2009: 3) adds that using YouTube can be done by the people

without registering. That means that using YouTube is very easy. People can search and watch the video directly without registering.

Prakoso (2009) says that YouTube is available for everyone in community. He (2009: 12-13) also says YouTube has some profession account. The profession accounts that available in YouTube are:

- a. Comedians: for comedians around the world,
- b. Directors: for videographer, actor, director, or people who want to be a director,
- c. Teacher: for teacher or people who want to share their knowledge,
- d. Musicians: for musician, singer, the owner of recording company, or people who has job in music world,
- e. Non-profit: for organization and non-profit activities,
- f. Politicians: for politician campaigning,
- g. Reporters: for reporter and journalist.

2. Video

According to Hornby (1995: 1327), Video is a device which, when linked to a television, can record and show programmes, etc on videotape or videodisc. Meanwhile Arnes (1988: 1) says that video is at one level merely neutral recording device, with little more evident scope for creativity than a xerox machine. It can record and reproduce perfectly the systems developed within the film industry and broadcasting institutions to depict reality and to create meaningful combinations of sounds and images.

Harmer (2001: 282) says that there are some functions of using video

such as seeing language in use, cross-cultural awareness, the power of creation, and motivation. For the students, video can be seeing language in use. The students do not only be able to hear the language but also the can see it too. This can be used for the lesson aids and make the students to know the general meaning conveyed through expression, gesture, and other visual clues. As cross-cultural awareness, video allows students a look at situations far beyond their classroom. This means that video give the students some information about another cultural in different country. Video makes the students creative to create something memorable and enjoyable. This means that video when the students are created by themselves make them to creative to make something.

Most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interest task.

3. Video Problems

Acorrding to Harmer (2001: 283), there are six problems that can happen in teaching learning process using video. First, the 'nothing new' syndrome. The video is just switching on the monitor in classroom is not especially exciting for a television. Therefore, the teacher has to provide video activities that are unique learning experiences and do not replicate home television viewing.

Second, poor quality tapes and disk. Poorly filmed and woodenly acted material will not engage students who are used to something better. Teacher has to use videotape or disk with the quality sufficiently good to attract students'

interest.

Third, poor viewing condition. Teacher has to know that the students can see and hear the video. The monitor must be big enough for the people at the back of the class to see the screen clearly. Teacher also has to know the light sufficiently for the picture to be clear.

Fourth, stop and start. Some students become frustrated when teacher constantly stop and start the video, only showing little bit at a time. Therefore, teacher should stop and start the video when necessary and the students should know the video's content.

Fifth, the length of extract. Some students like to watch the whole of the video. Meanwhile, some students will feel bored when the video is too long for the time. To solve the problem, the teacher has to design the activities to keep the students involved.

The last, fingers and thumbs. Students can be irritated by teacher who cannot find what they want or get back to where they have just been on the tape or disk. Teacher also can be frustrated when the machine does not work the way that they want it to. Therefore, teacher has to familiarize with the systems that are used.

4. Video types

According to Harmer (2001: 284), there are three basic types of video which can be used in class:

- a. Off-air programmes: programmes recorded from a television channel should be engaging for the students, and of sensible length. The teacher can use it to

show some activities such as prediction, cross-cultural awareness, teaching language, and students' own creativity.

- b. Real-world video: the use of video shows the students of the real life in the outside of the class such as feature film, exercise 'manual', and wildlife documentaries. Therefore, video make the students understand the lifestyle in the real life. Teacher has to choose the video related the material that the students learnt.
- c. Language learning videos: many publishers now produce free language learning videos to accompany course book. The main advantage is that they have been designed with students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal to students' topic interest, and multi-use that they not only use for language study but also for other activities.

C. Teaching Speaking Using YouTube Videos

Internet can be used in teaching learning process as a media. It can be like that because internet is easily to be used. Nowadays, the students not only use internet in internet shop but also from their school directly or even in their home. Sanaky states that the use of internet can do in teaching learning process in school because learner can find internet shop or in their home easily (2009: 102). Dodeney also says that internet make the students access to the world knowledge (2000: 30).

For the teacher, Dodeney states that internet can make the teacher easier in teaching learning process (2000: 29). According to Sanaky the use internet can do

in teaching learning process more effective (2000: 186). The teacher not only uses the book as the material but also he or she can improve or make the material from internet. The use of internet will make different with the teaching learning process as usual. Therefore the students will not feel bored with teaching learning process.

Internet has characteristics for teaching learning process that are:

1. as media interpersonal and mass that can make communication one- to-one or one-to-many,
2. having interactive character,
3. able to make a communication (Sanaky, 2000: 187).

For ELT (English Language Teaching), internet can use for everything such as updating language skills, finding materials teaching, working on class project, and activities (Teeler and Gray, 2000: 5). In other word, internet is very useful in teaching learning process especially in teaching or learning foreign language. The teacher and the learner can know about how to use the language in daily life. The teacher also can find the material from the internet easily. For the students, internet is useful in their school project. As the teaching learning process, teacher will be able to find many activities in the class.

In teaching speaking, internet can use for the topic that will discuss in the class. Teeler and gray state that web (internet) can provide a real impact for discussing topic (2000: 74). The material that they search in the internet can make them discuss or present with the friends.

One of the webs that can be used for the material in teaching learning

process especially in teaching speaking is YouTube. Juju says that YouTube is a popular site that the user can find video about trailer film, accident, music concert, tutorial, etc. (2009: 1). YouTube not only use the user of internet to share their video but also the user can find the video that they want. In learning language, it serves many films about how to learn foreign language especially learning English language.

According to Prakoso, YouTube serves the user to find the type of video that their search (2009). He also says that the people can find an animation or film in YouTube (2009: 46). Kindarto also states that the user of internet can find video from anywhere with different categories by using YouTube (2008). It means that the user of internet can find the every video that they search. The user even can find an animation or film from YouTube site. The use of videos has some aims as mentioned by Stempleski and Tomalin (1990:3-4) that videos can be used to improve:

1. Motivation. The students feel interest quicken when language shown in a lively way through video. The use video in class gives the students experiencing in the real life.
2. Communication. The use videos make the students more ready to communicate in the target language.
3. Non-verbal aspects of communication. Video allows to see this in action and to freeze any moment to study the non-verbal communication in detail.

D. Rationale

Speaking is a process of speaker communicates of the ideas to the listeners.

It is a complex skill which requires a creative process of the speaker in formulating what he/she is saying that requires intelligibility, accuracy, appropriateness, and fluency in its process. However, the result of teaching learning speaking is not satisfactory yet. The students were not fluent, limited vocabulary, ungrammatical sentences, mispronunciation, and could not express the content. The students also were grumble, did not active and creative, did not have courage to express their idea, fell bored in teaching learning process, and they did their own activity inside the class during teaching learning process. As the result, the researcher proposes YouTube video as a media in classroom action research that is used to improve the students' speaking skill and make the class situation better.

YouTube is believed as an effective media that can improve students' speaking skill. There are several reason that YouTube can improve students' speaking ability. Firstly, YouTube is a media that contains many videos in it. Many videos of YouTube are interesting. YouTube also has many educating videos. The videos usually are easier understood the people watching it. Students, as teenagers, usually like watching movie or video. By using a video, they can think of what they watch. They also could watch some educating videos. By watching it, they will understand the material because the videos explain the materials.

Second, as teenagers the students always tell what they feel or watch to their friends. YouTube will be a media that is used of the students to tell to their friends based on the video. YouTube not only has many education videos but also

has many interesting videos. Students can watch the interesting videos and retell the videos to their friends what they watch. Speaking has some elements such as fluency, vocabulary, grammar, pronunciation, and content. The students had difficulties to understand the elements. The students are not fluent, limited vocabulary, making sentences ungrammatically, bad pronunciation, and do not know the content that they talk about. By using YouTube videos, the students will learn about the real life that is different with the book that they read. Therefore, they could practice more fluently, with many vocabulary, grammatically, pronunciation well and understandable their content.

The class situation also has some problems such as the students grumble when they are asked to practice, not active and creative, do not pay attention, do not courage, and teaching learning process feel boring. The use of YouTube videos will solve the problems because they have some interesting videos. By watching interesting videos, the students will understand the material. Therefore, the students will active and creative, pay attention, courage to practice, teaching learning process enjoyable, and not grumble.

From the elaboration of the arguments from the researcher above, the researcher can make a rationale from this research that this research is worth doing or researching because YouTube itself can improve and give effect to students' speaking skills. This improvement can be in the form of students' accuracy in speaking, students' fluency in speaking practice, especially in terms of self-introduction. YouTube also improves students' performance in speaking, students are more confident in speaking because they think there are standards or

references that can be used for good and correct self-introduction. YouTube itself also increases communication interaction with other people because students will involve other people in the process of practicing their self-introduction.

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