

**THE CORRELATION BETWEEN STUDENTS' HABIT IN
WATCHING ENGLISH YOUTUBE VIDEOS AND THEIR SPEAKING
SKILL AT THE ELEVENTH GRADE OF
SMK NEGERI 1 BANYUANYAR**

THESIS

Submitted to the State Islamic University of Kiai Haji Achmad Shiddiq Jember
to fulfill on of the requirements for degree of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and English Education Department
English Education Study Program



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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2023**

ADVISOR APPROVAL SHEET

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By:

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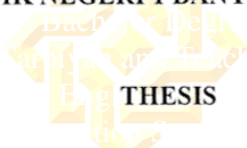


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THE CORRELATION BETWEEN STUDENTS' HABIT IN
WATCHING ENGLISH YOUTUBE VIDEOS AND THEIR SPEAKING
SKILL AT THE ELEVENTH GRADE OF
SMK NEGERI 1 BANYUANYAR



THESIS

Has been examined and approved as the requirement to obtain a teachers' degree of Bachelor Degree (S.Pd) Faculty of Tarbiyah and Teacher Training Islamic Studies and English Education Department English Education Study Program

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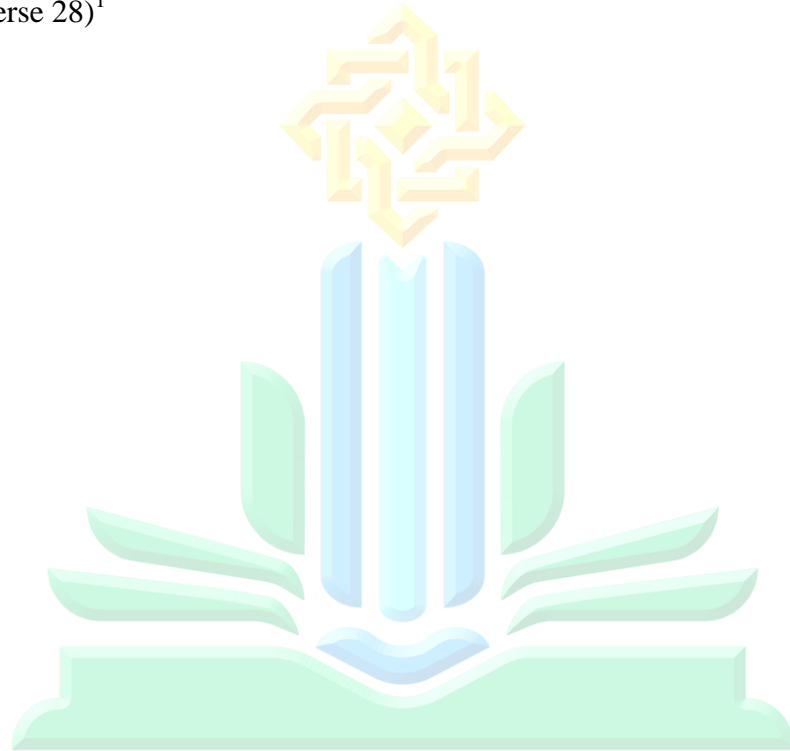
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MOTTO

وَأِمَّا تُعْرِضَنَّ عَنْهُمْ أَبْتِغَاءَ رَحْمَةٍ مِّن رَّبِّكَ تَرْجُوهَا فَقُل لَّهُمْ قَوْلًا مَّيْسُورًا

Meaning: “And if you turn away from them to obtain the mercy from your Lord that you hope for, then speak to them a gentle word” (Q.S Al-Isra’ Verse 28)¹



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¹ Saheeh International, *The Qur'an English Meaning*, (Jedda, Al-Muntada, Al-Islami, 2004), p. 266.

DEDICATION

I proudly decided this undergraduate thesis to several people who were very helpful in preparing this thesis.

1. I am very grateful to myself who has tried the best version to complete this thesis. Never stop struggling and thanks for holding on so far. I am proud of myself.
2. My beloved daddy Nurul Ulum, S. Ag and mommy Nur Fadilah, S. Ag, who always accompany me during the process of this thesis. Thank you for educating me, being a figure of encouragement for my education, prayers, support, joy, presence, and everything because without you I would be nothing.
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In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to all of them. Likewise, the writer says deeply grateful to the advisor Moh. Rofid Fikroni, M. Pd, who has already guided very patiently to give valuable consultation, feedback, suggestion, motivation, and reinforcement to do this thesis from the beginning of the research which has many revisions till this thesis finished. May Allah bless him and his family with endless happiness, health, and wealth, and grant all of your wishes.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, the writer would like to express her emphatic thanks and appreciation to:

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2. Prof. Dr. Hj. Mukni'ah, M, Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training.
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The writer fully realizes that this thesis is still far from perfect. Hence, the writer really welcomes to get any critics, opinions, and suggestions to make this paper quietly much better then. Hopefully, this research would give a positive contribution and will be beneficial not only for the writer but also for the readers and the next researchers who need this as a reference.

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Jember, 29th of April 2023
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Ulfah Diana Rizka Kamilia

ABSTRACT

Ulfah Diana Rizka Kamilia, 2023: *The Correlation Between Students' Habit in Watching English YouTube Videos and Their Speaking Skill at The Eleventh Grade of SMK Negeri 1 Banyuanyar.*

Keywords: students' habit, English YouTube videos, speaking skill.

Speaking is the ability to express ideas, opinions, and thoughts as a mean of communication. It is a productive skill where the students need to produce the language. For students to be able to speak fluently, they need to be familiar with English. One of the methods that can be used to make the students be familiar with English is by watching English YouTube videos. In watching English YouTube videos, the students do not only watch the videos, but they also need to understand the topic of the video.

This research aims to find out the whether there is significant correlation or not between students' habit in watching English YouTube videos and students' speaking skill at the eleventh grade of SMK Negeri 1 Banyuanyar. This research question is "Is there any significant correlation between students' habit in watching English YouTube videos and their speaking skill?".

This research used quantitative method by applying correlation research design. They were 240 students taken as the research population. They were the eleventh grade students SMK Negeri 1 Banyuanyar. This research used Slovin formula to determine the sample which consist of 70 students. In collecting the data, the researcher provided a questionnaire to the respondents to decide the students' habit in watching English YouTube videos which consist of 20 items, and a speaking test to measure students' speaking skill. This research used *Pearson Product Moment* formula to find out the correlation between students' habit in watching English YouTube videos and students' speaking skill.

The finding represented that there is a positive correlation between students' habit in watching English YouTube videos and their speaking skill in which the value of $r = 0.186$. In this case, it means that there is a low correlation between students' habit in watching English YouTube videos and their speaking skill in eleventh grade students of SMK Negeri 1 Banyuanyar. In other words, the students' speaking score does not really reflect their habit in watching English YouTube videos. Therefore, when the students frequently watch English YouTube videos is not necessary mean that will have a good in speaking.

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CHAPTER 1

INTRODUCTION

This chapter presents the introduction of this research. This research consists of eight points those are: research background, research question, research objective, research significance, research scope, operational definition, and research hypothesis.

A. Research Background

In essence, humans have utilized the ability to express every thought, idea, and feeling through various ways, one of that is speaking. As a part of communication activity, speaking is a process for producing an expression to communicate orally by integrating psychological, biological, and social aspects. Likewise, speaking is an instinctive nature that is carried out by humans in daily activity. There are two ways for communicating namely communicating orally and writing. In the context of speaking, people should speak properly and correctly.

As stated in Holy Qur'an, 53rd verse of Surah Al-Isra, Allah mention about speaking:

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ
كَانَ لِلْإِنْسَانِ عَدُوًّا مُّبِينًا ﴿٥٣﴾

Meaning: And say to My servants that they should speak that which is best. Surely, Satan stirs up discord among them. Surely, Satan is an open enemy to man.²

² Saheeh International, *The Qur'an English Meaning*, (Jedda, Al-Muntada, Al-Islami, 2004), p. 268.

According to the verse above, God said to the human being that they should speak in the right way and people should speak good things. Therefore, to communicate with other people, one should use appropriate expression to achieve the communicative goal.

As one of the language skill in English, speaking refers to the ability to deliver words in English language practice. It is one of the ways for communicating with other people. Speaking is an activity that is conducted by people to interact with others to share opinions, express ideas, feelings, etc. It is used to get and share information among people, to make agreements, to solve problems, and to keep social relationships and friendships. Speaking is used by people to communicate with others almost every time and everywhere. Therefore, it is an important skill that should be learned by students in learning English.

According to Kasihani said that English is the first foreign language that is considered to be important with the aim of accessing information, absorbing and developing science, technology, arts, and culture, and fostering relations with other nations.³ Then, Wells said from the Ministry of National Education in Kepmendiknas No. 22 of 2006: Learning English is a tool for communicating orally and writing. Communicating is understanding and expressing information, thoughts, and feelings, and developing science, technology, and culture using that language. The ability to communicate in a complete sense is an ability to use discourse, to understand, and to produce

³ Kasihani Kasbolah. *Keterampilan Belajar*. Jakarta : Gramedia, 2001, p. 43.

spoken and written texts realized in the four language skills, such as: listening, speaking, reading, and writing. Out of these four skills, speaking is the most important skill in creating discourse in social life.⁴

Speaking becomes one of the important parts of learning English. According to Hornby, speaking is to talk or say something about something, to mention something, to have a conversation with somebody, to address somebody in words, and express oneself in a particular language.⁵ According to Burns and Joyce state that speaking is an interactive process of making meaning that includes producing, receiving, and processing information.⁶ In line with this statement, Martin Bygate defined speaking as the activity of creating ways to inform that allow listeners to respond orally in a variety of ways.⁷ Hence, the research defines speaking as an activity to communicate with others which obtained some information and allow the listener to respond orally. By conducting a conversation with others, speaking can create a good social relationship between the speaker and the listener.

Speaking is a complex skill among the other three skills in English. There is no doubt that many students have difficulties in learning to speak, especially practicing it in daily life. In this case, learning speaking skill is not only learning about the language itself but also learning how to speak in a

⁴ Departemen Pendidikan Nasional. "Permendiknas No. 22 Tahun 2006 tentang standar isi." Jakarta: Depdiknas (2006).

⁵ Albert Sydney Hornby. *Oxford Advanced Learner Dictionary*. New York: Oxford University Press, 1995

⁶ Anne Burns, Joyce Helen. *Focus on Speaking*. Sydney: National Center for English Language Teaching and Research, 1997

⁷ Martin Bygate. *Speaking*. Oxford: Oxford University Press, 1987

real-life context.⁸ However, the students can not speak English in the classroom because of the lack of vocabulary. Moreover, the problems show that they are afraid of making mistakes, and the students are not sure what they are talking about. Furthermore, the students are not interested in speaking English as it is difficult to be practiced. According to Sayuri explains that students' problems in learning English are pronunciation, fluency, grammar, and vocabulary. In addition, students show other difficulties, such as: a lack of confidence, nervousness, never practice to talk English, and having nothing to say.⁹ These problems can be overcome by implementing technology as the learning media.

Nowadays, the development of Information and Communication Technology (ICT) has been spread out in all aspects of life. People use ICT in all fields of life that is including education. In education, technology becomes an important tool as the government has made ICT to be one of the curriculum in Indonesia's National education. The implementation of ICT has already started to make significant progress in language learning. ICT has been used from primary school to university that help students and teachers in the teaching and learning process. ICT has received a lot of attention as one of the most important enablers of educational transformation and improvement.

YouTube application plays an important role in the learning process, especially in learning speaking. According to Sari and Margana explain the

⁸ Yuli Sari, Nurmala., Margana, YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century. *Journal of English Language Teaching and Linguistics*, 4(2), 2019, p. 263.

⁹ Sayuri. Problems in Speaking Faced By EFL Students of Mulawarnan University. *Indonesia Journal of EFL and Linguistics*, 1(1), 2016, p. 47-61.

use of YouTube as a learning media has existed in the 21st century by the purpose is improving students' English communication.¹⁰ The technology has been developed in both terms of quality and efficiency. They are moving quickly without any limitations in every service. The need for technological innovation has sped up the communication revolution and the development of technological applications in teaching and learning. This technology contributed to improve English communication in Indonesia. At the present, every school has used ICT to facilitate the teacher in giving the material to the students. Many kinds of applications can be used in the classroom to enhance the better lesson.

Learning by using YouTube videos can influence students' speaking skill is not something new, some previous research had already conducted the research using YouTube video. The first researcher were Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, and Nurmala Dewi with the title is Increasing English Speaking Skills Through YouTube. The researchers found that by using YouTube videos as the media in teaching learning speaking, the students will enjoy in learning English. Also, YouTube video is audio-visual media that given a positive impact to increase students' English speaking skill.

The second researcher were Ahmad Nur Syafiq, Amalia Rahmawati, Anwari, and Tyas Oktaviana with the title Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in

¹⁰ Ni Luh Putri Jayanti. *The Contribution of Learning Motivation and Language Learning Strategies to English Proficiency of the Second Grade Student of SMP Dwijendra Denpasar*, 2012, p. 3.

Pandemic Covid-19. The researchers found that by applying YouTube videos in the classroom can influence students' speaking skill, help the students to find new vocabulary, and help them to get ideas to make English sentences. YouTube video can be one of the media used by the teacher in the teaching-learning process, especially in teaching speaking.

Based on the researcher's observation at the eleventh grade of SMK Negeri 1 Banyuanyar, most of the students like watching English YouTube videos in their spare time. Usually, the students are not having difficulty expressing their idea in English as they are a costume in watching English communication. In addition, there are two assumptions made by the students when watching English YouTube videos, namely the students who like watching English YouTube videos and the students who do not like watching English YouTube videos. Where, the students who like watching English videos will be more active in speaking English. Unfortunately, the students who do not like watching English videos will be more passive in speaking English.

From the background above, this research aims to describe whether there is any significant correlation between students' habit in watching English YouTube video and their speaking skill. Thus, the researcher conducted this research under the title "The Correlation Between Students' Habit in Watching English YouTube Videos and Their Speaking Skill at The Eleventh Grade of SMK Negeri 1 Banyuanyar".

B. Research Question

Based on the research background above, it is necessary to formulate the research question, as following: “Is there any significant correlation between students’ habit in watching English YouTube videos and their speaking skill?”.

C. Research Objective

This research is conducted to find out whether or not there is significant correlation between students’ habit in watching English YouTube videos and students’ speaking skill.

D. Research Significance

After finishing this research, the researcher hopes that the finding of this research may be beneficial and give contribute to the English teaching and learning process, especially in students’ habit in watching English YouTube videos and their speaking skill. There are two kinds of significance in this research, as follows:

1. Theoretical Significance

This research can give an additional insight about students’ habit in watching English YouTube videos can be familiar with speaking English.

2. Practical Significance

a. For Teacher

The result of this research is expected to be useful for the teacher to use English YouTube video can be familiar with speaking English.

b. For Researcher

The result of this research can be useful for the researcher to have an experience in conducting this research.

c. For Other Researcher

To give additional information for other researcher who wants to conduct further research on the related field.

E. Research Scope

In this research, there are two variables, namely: variable (x), and variable (y). The variable (x) is the students' habit in watching English YouTube videos, and the variable (y) is the students' speaking skill.

F. Operational Definition

The title of this research is "The Correlation Between Students' Habit in Watching English YouTube Videos and Their Speaking Skill at The Eleventh Grade of SMK Negeri 1 Banyuanyar". Before the researcher discussing deeply about this topic, the researcher wants to explain about the operational definitions on the title. In order the reader will not misunderstand about this research, as follows:

1. Students' Habit

Habit is a usual way of behaving which is done by people. Something that people do often without knowing what they are doing. Students' habit refers to the activity that students do in their daily activity. In this study, students' habit will be measured by using a questionnaire

which consists of five components of 20 questions items adopted from the aspect by Darnton.

2. English YouTube Video

English YouTube video is a video-sharing service that allows us to watch, like, comment, and subscribe. Also, it functions in all aspects, especially in the education side. In this research, an English YouTube video is a video in which the basic language is English that can be used as media in learning English, especially speaking. Besides, watching English YouTube videos can be familiar to the students' speaking skill.

3. Speaking Skill

Speaking skill is a skill that allows us to communicate effectively and share an opinion and feelings. In this research, the speaking score will be obtained by students through the speaking test. The students will deliver a short story according to their own story in 3 minutes related to the theme that the researcher gives. The researcher gives 10 minutes to find out the students' skill based on five components of speaking assessment. The theme that will be given by the researcher is "Fable Story". In addition, the researcher will assess the students' speaking test by using a research score table which consists of five components in speaking, namely: pronunciation, grammar, vocabulary, fluency, and comprehension.

G. Research Hypothesis

A hypothesis is a formula statement which gives the explanation about the correlation between two or more variables. Here are the formulation of hypothesis as follows:

1. Null Hypothesis (Ho)

There is no significant correlation between students' habit in watching YouTube videos and their speaking skill at the eleventh grade of SMK Negeri 1 Banyuanyar?

2. Alternative Hypothesis (Ha)

There is a significant correlation between students' habit in watching YouTube videos and their speaking skill at the eleventh grade of SMK Negeri 1 Banyuanyar?

CHAPTER II

LITERATURE REVIEW

This second chapter presents the literature review which consists of the previous study, theoretical framework, conceptual framework. The theoretical framework is based on three parts that are speaking skill, habit, and YouTube videos.

A. Previous Study

In this chapter, the researcher will explain about the same topic which has been done by several researchers. Also, the researcher will describe each previous study simply and it will be continued with the similarities and differences between this study.

The journal written by Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, and Nurmala Dewi entitled “*Increasing English Speaking Skills Through YouTube*”.¹¹ his previous study conducted in SMA TI Rahmadiyah, the researcher found students’ difficulty in speaking such as: 1) Some students are afraid in making mistake, 2) Some students keep asking the friends about English vocabulary to make a sentence, and 3) The students have difficulty in pronouncing the words. In trying to solve those students’ difficulties, the teacher should pay attention to the content of what they teach instead of how they teach the material. It needs media to support its technologies such as YouTube. YouTube is a fun way to teach English speaking skill. In this study, the researcher conducts pre-test and post-test as

¹¹ Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, and Nurmala Dewi. “Increasing English Speaking Skills Through YouTube”. *Journal Polygot: Jurnal Imliah, Jurnal Imiah*, 2020, p. 16.1: 1-13

measurements. The teacher uses YouTube videos as the media to display the material. The students look very fun in the classroom during the learning process. After doing that, the teacher gives several assignments to be done by students to know their scores. Lastly, the researcher concludes that almost students are comfortable and fun in learning English by YouTube videos. It is shown that YouTube video is audiovisual media that given a positive impact to increase students' English speaking skill.

Another study by Rahma Aulia Putri with the title "*The Correlation Between the Second Year Students' Habit to Watch English YouTube Channel and Their Speaking Skill at the English Department of Bung Hatta University*".¹² The researcher discover that most of the students are difficult to catch the speaker talking because it is too fast and not clear to be heard by the students. Having a habit in watching English YouTube videos can be fan way to develop students' speaking skill. The researcher used correlation design as the method of this research. There are 30 students as the sample by using random sampling technique. Also, the researcher used a questionnaire of students' habit in watching English YouTube videos and a speaking test of students' speaking skill. Last, it can be concluded that the students' habit of watching English YouTube channels can increase their speaking skill.

¹² Rahma Aulia Putri ."*The Correlation Between the Second Year Students' Habit to Watch English YouTube Channel and Their Speaking Skill at the English Department of Bung Hatta University*". (Thesis Doctoral Dissestation, Universitas Bung Hatta), 2021.

Then by Dewi Qomariah, and M Zaim, entitled “*The Use of YouTube Video to Enhance Students’ Speaking Skill in Senior High School*”.¹³ This study was conducted in Senior High School which is located in West Sumatra. The researcher used a library research as the method to find out the use of YouTube video in enhancing students’ speaking skill in Senior High School. The researcher discover that most of students are lack of the vocabulary, grammar problem, fear of the negative response from others, low self-esteem to speak in English and feeling anxious to speak in English. By the implementation of YouTube video, it is imperative for the teacher in the classroom to use YouTube media as a teaching tool to enhance students’ speaking skill. The researcher analyzed the data by using some related articles to find out the use of YouTube video for students’ speaking skill in senior high school.

The fourth research is taken from journal by Sri Yulianti, Maemuna Muhayyang, and Munir entitled “*The Correlation Between The Habit of Watching English YouTube Video and Students’ Vocabulary Mastery in EFL Class*”.¹⁴ This study was conducted in SMA Negeri 3 Takalar, the researcher found that English learners can not understand the written text and they can not communicate with other people during their daily activity. Where, learning vocabulary is important for students to be able in expressing their speaking

¹³ Dewi Qomariah, Muhammad Zaim, “The Use of YouTube Video to Enhance Students’ Speaking Skill in Senior High School”. *Eighth International Conference on English Language and Teaching (ICOELT-8 2020)*. Atlantis Press, 2021

¹⁴ Sari Yulianti, Maemuna Muhayyang, & Munir. “The Correlation Between The Habit of Watching English YouTube Video and Students’ Vocabulary Mastery in EFL Class”. *Journal of Technology in Language Pedagogy*, 2022

skill. Also, English teacher has an important role to support and help their students practice English in the class. During the learning process, students should be motivated by the use of appropriate media. One of the provider media is watching English YouTube videos. For the sampling, the participant of this study are students in XI MIPA 1 of SMA Negeri 3 Takalar. The researcher used correlation design by using a questionnaire and vocabulary test to measure that by watching YouTube videos the students can learn more about the vocabulary and they will be able in practicing their speaking in daily life. The sample which is taken by the researcher is 36 students. The finding of this study shown from the students' responses about students' habit in watching YouTube videos is 47.2% with often category and vocabulary mastery test shown 66.7% with good scores.

The last research by Ahmad Nur Syafiq, Amalia Rahmawati, Anwari, and Tyas Oktaviana entitled *“Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19”*.¹⁵ This study was conducted in Muhammadiyah University which is located in Kudus in the academic year 2019/2020. The researcher uses classroom action research as the method to find the use of YouTube videos to improve speaking skill. There are 3 cycles applied by the researcher, such as: the first, the second, and the third cycle. Each cycle were 3 meetings and every cycle consist of four steps, those are: planning, implementing, evaluating, and reflecting. The population of the study was all non-English programs and the

¹⁵ Ahmad Nur Syafiq, Amalia Rahmawati, Anwari, Tyas Oktaviana. “Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19”. *Journal of English Language Studies*, 2021, 3.1, p. 50-55.

samples were 85 students in redundant class chosen using purposive sampling. Also, the researcher creates a post-test to know the students' score in speaking skill by implementing YouTube videos in the class. The last, the teaching-learning process was more enjoyable. In addition, the students' post-test score in cycle 1 is 75, cycle 2 is 82, and cycle 3 is 92. It can be shown that YouTube videos can improve students' speaking skill and YouTube can be one of the media used by the teacher in the teaching-learning process, especially in teaching speaking.

Table 2.1
The Similarities and Differences of Previous Study

No.	Research Title	Similarities	Differences
1.	Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, Nurmala Dewi in 2020 <i>"Increasing English Speaking Skills Through YouTube"</i> .	1. The previous research and this current research use the same variable those are speaking skill and YouTube video.	1. The previous research used descriptive qualitative method design, meanwhile this current research used correlation quantitative method design. 2. The previous research conducted in junior high school, meanwhile this current research conducted in vocational high school.
2.	Rahma Aulia Putri in 2021 <i>"The Correlation Between the Second Year Students' Habit to Watch English YouTube Channel and Their Speaking Skill at the English Department"</i>	1. The previous research and this current research use the same variable those are students' habit in watching English YouTube video and speaking skill. 2. The previous research and this current	1. The previous research participant from a higher level, which used 30 university students, meanwhile this current research using vocational high school as the subject.

No.	Research Title	Similarities	Differences
	<i>of Bung Hatta University</i> ".	research using the same aspect of speaking skill.	
3.	Dewi Qomaria, M Zaim in 2020 "The Use of YouTube Video to Enhance Students' Speaking Skill in Senior High School".	<ol style="list-style-type: none"> 1. The previous research and this current research use the same variable those are YouTube video and speaking skill. 2. The previous research and this current research using the same aspect of speaking skill. 	<ol style="list-style-type: none"> 1. The previous research conducted in senior high school, meanwhile this current research conducted in vocational high school. 2. The previous research used library research, meanwhile this current research use quantitative research.
4.	Sri Yulianti B, Maemuna Muhayyng, Munir in 2022 "The Correlation Between The Habit of Watching English YouTube Video and Students' Vocabulary Mastery in EFL Class".	<ol style="list-style-type: none"> 1. The previous research and this current research using habit in watching English YouTube video as the variable (x). 2. The previous research and this current research using the same method. 	<ol style="list-style-type: none"> 1. The previous research applied senior high school, meanwhile this current research using vocational high school as the subject. 2. The previous research described vocabulary mastery as the variable (y), meanwhile this current research describe about speaking skill as the variable (y).
5.	Ahmad Nur Syafiq, Amalia Rahmawati, Anwari, Tyas Oktaviana in 2021 "Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-	<ol style="list-style-type: none"> 1. The previous research and this current research using the same subject that is vocational high school. 2. The previous research and this current research using the same aspect of speaking skill. 	<ol style="list-style-type: none"> 1. The previous research used classroom action research, meanwhile this current research using quantitative research. 2. The previous research used pre-test and post-test used in collecting data, meanwhile this

No.	Research Title	Similarities	Differences
	19”.		current research using questionnaire and speaking test in collecting data. 3. The previous research used purposive sampling, meanwhile this current research used random sampling.

Based on the previous findings in the research above, it can be concluded that this research has similarities with the previous research. The similarities in the subject matter, that in the scope of students' habit in watching English YouTube videos and speaking skill as well as the indicators. While the differences are within the theory and context used such as the research location, instruments, and the use of higher and lower levels. The previous research used qualitative and classroom action research and this current research uses quantitative research. In this research, the researcher will conduct the research that has never been studied before because the researcher applied the questionnaire and speaking test which has been made by the research itself.

B. Theoretical Framework

This chapter explains the theories related to the study. It covers the definition of speaking, types of speaking, aspects of speaking, the definition of habit, characteristics of habit, the definition of YouTube video, advantages and disadvantages of using YouTube video.

1. Speaking Skill

a. Definition of Speaking Skill

Speaking is the most important in communication during people's daily activities. In the Oxford dictionary, speaking defines as saying something to convey information or to express feeling. Having good speaking is needed by all people because speaking is the key to communication. Speaking becomes one of the skills that should be mastered by students to share their opinion, explore their idea, and express their feeling.

There are many definitions of speaking, Davin Nunan said that speaking is the ability to carry out a conversation in language. It means that having a good conversation will happen if people have good language or good conversation.¹⁶ Therefore, people encourage to express their idea, opinion, and feeling through their language. According to Bahar, speaking as to say something from feeling and mind express through sound (pronunciation) vocabulary, phrases, and sentences (grammar) to convey the particular function of the language.¹⁷

In addition, Philips states that speaking is particularly useful when we want to get something and we need to give instructions or

¹⁶ David Nunan, *Language Teaching Methodology; A Textbook for Teachers*, (Edinburgh: Longman Pearson Education, 1998), p. 39.

¹⁷ A. Kaharuddin Bahar, *Interactional Speaking* (Yogyakarta: Trustmedia Publishing, 2014), p. 22.

orders.¹⁸ Besides, Cameron said that speaking is the active use of language to express meaning so that other people can make sense of them.¹⁹ Therefore, the label of productive use of language can be applied to speaking.

From the definition above, the researcher concluded that speaking is the ability to express people's opinions, feelings, and ideas through their language. Also, speaking becomes a particular aspect to communicate, to get something or orders from many people in whole life. During their time in school, students will learn how to communicate effectively. They allow us to communicate orally in a way that is understandable to the listener. In primary and senior school, students will learn both English and other language-speaking skill. The students must learn how to improve their English speaking skill by talking to their friends. As speaking is the primary method of communication in daily life, it becomes the most important part of language learning.

b. Type of Speaking Skill

According to Brown, there are five main categories of speaking skill that should be applied in the classroom,²⁰ such as:

¹⁸ Philips, *Bob Cock Gove, Webster Third New International Dictionary* (G and C. merriam company publisher, 1992), p. 15.

¹⁹ Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 40

²⁰ Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. San Fransisco State University. 2004.

1) Imitative

At imitative level, it will be focused on the particular elements. Also, it may already be obvious what the student is trying to do. At this level, students just try to repeat what was said to them in a way that is easy to be understood and by following the pronunciation that has been determined by the teacher.

2) Intensive

Intensive speaking involves the production of a limited amount of language in a high control context. An example is reading a passage or responding directly to a simple question. It is shown through the achievement of certain grammatical or lexical mastery. It depends on the teacher's expectations.

3) Responsive

Responsive simply means having a short conversation. At this level, dialogue includes simple questions with one or two follow-up questions and an interaction that is relatively confined to short conversations, such as usual small talk and greetings, basic comments and suggestions, and so on.

4) Interactive

The unique feature of intensive speaking is usually more interpersonal than transactional including multiple exchanges or multiple participants. By interpersonal it means to speak and maintain a relationship. For example, if responsive speaking

includes two speakers, while interactive speaking includes many people.

5) Extensive

Extensive communication is normal, it is a kind of monologue. The examples include oral production, speeches, storytelling, and oral presentation. Extensive speaking also has an interaction between the listener and speaker. It involves a lot of preparation and it is usually not improvised communication.

c. Aspect of Speaking Skill

According Haris states that there are five components of language that influence speaking skill,²¹ those are:

1) Pronunciation

Pronunciation is the way for students to deliver clear words that they speak. It is very important because it influences the meaning of the word. If the speaker is wrong in pronouncing the

word then the meaning will not be the same. A good way to practice your pronunciation is by following the native speaker.

Pronunciation includes many aspects, such as expression, rhythm, intonation, phrase, body language, and eyes contact.

2) Grammar

Grammar is a part element of speaking. The fewer mistakes you make, you will get the better speaking skill.

²¹ David Haris. *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company, 1974.

However, we do not have to worry about making mistakes. Because a good speaker does not have to use perfect grammar. It is a good idea to make sure you have mastered the main tenses. Also, grammar refers to the basic principles and structure of language, including clear and correct sentence construction and correct tenses.

3) Vocabulary

Certainly, being a good speaker means constantly evolving your vocabulary. The more interesting words you know, the stronger your speaking skills will be. The best way to develop your vocabulary is to read in English and write down every new word you come across in a vocabulary notebook. Besides, knowing a lot of vocabulary will be easier to express our ideas, feelings and thoughts both in oral, and written form.

4) Fluency

Fluency is about how comfortable and confident you are in speaking English. If you can speak for a long time, it can be called as strong indicator of fluency. It is also about showing a clear connection between each point you want to make. This ability ensures that the listener can understand what you are saying and does not become confused. Besides, fluency goal is to help students speak the fluency and easily.

5) Comprehension

Understanding the context of the conversation and being able to provide appropriate responses according to questions. Therefore, comprehension refers to the speakers' understanding of what they are saying to the listeners to avoid the information from being misunderstood. Besides, its purpose is to make the listeners easily pick up the information from the speaker.

2. Habit

a. Definition of Habit

Habit is very important because habits are created by each person in life. Habitual behavior usually goes unappreciated by people who practice it because it is necessary to conduct personality when performing daily things. Sometimes it is necessary to develop habit in daily life. According to Clear states that a habit is a behavior that has been repeated enough times to become automatic.²² Similarly,

Abdullah and Rahman define a habit is a behavior of action that is repeatedly practiced and often happens unconsciously.²³ It can be concluded that habit is an activity which is done drastically but it is conducted slowly.

²² James Clear. *Atomic Habits: Tiny Changes, Remarkable Results: An Easy & Proven Way To Build Good Habits & Break Bad Ones*. New York: Penguin Random House, 2018.

²³ Abdullah, Usman, & Indah Fadillah Rahman, The Correlation Between Students' Habit in Watching Movie and Listening Skill. *Eternal (English, Teaching, Learning, and Research Journal)*, 3(1), (2017), p. 97-106.

b. Characteristics of Habit

According to Sartika, there are four key characteristics of habit,²⁴ *first* is duration. It means that the reaction is going to apply at full power if the habit stimulus is not provided for a long enough time before being rapidly introduced, a concept called spontaneous recovery. *The second* is frequency. It means that the more often a stimulus is given, the faster the habit occurs. *The third* is intensity. It means that slower habituation is usually the result of very strong stimulation. *Fourth* is changing. It means that the original reaction will return if the stimulation's duration or intensity is changed.

3. YouTube Videos

a. Definition of YouTube Video

By the development of technology rapidly, many people utilize the existence of technology for their work from websites, applications, or media. A teacher uses the existence of website, application, or media to create amazing learning in the class. One of the websites that can be used in teaching material is YouTube. YouTube is one of the most popular applications that can be used by people to find videos they want, music concerts, or tutorials. YouTube was founded by Chad Harley, Steve Chen, and Jawed Karim on February 14, 2005.²⁵ It becomes the second most popular website that often to be visited after

²⁴ Sartika. *The Correlation Between Students' Watching English Movie Habit and Their Pronunciation at The First Grade of Madrasah Aliyah Hasanah Pekanbaru*". Published Thesis. Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau, 2021

²⁵ Norlidah Alias et al. A Content Analysis In the Studies Of YouTube In Selected Journal. *Procedia – Social and Behavioral Sciences*. 2013, p. 10-18.

Google Searching. Not only that, YouTube allows the user to share, upload video, and get some information even if one of the users use YouTube to earn money.

Here are definitions of YouTube by several experts. According to Rahayu & Putri said that YouTube is an internet channel in which people can openly find, watch, and upload any videos without any particular adjustment.²⁶ It supported by Putri state that a YouTube channel is a video-sharing website in which users can upload, share and view videos.²⁷ It means that YouTube application is used by the user to publish their creative video and the other user can watch it. Also, people can give comments, like, and subscribe to the owner of the YouTube channel.

The implementation of YouTube is not only for watching and sharing videos but also for education. It can be an effective learning to improve students' speaking skill. It is supported by Yusuf, YouTube can be a learning resource and learning media that can meet the needs of students and teachers, YouTube can increase interest and support student learning styles.²⁸

²⁶ Setya Putri Rahayu, Widyarini Susilo Putri. Uploading speaking assignments to YouTube channels as an effort in increasing student's pronunciation skills. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 3. 2019.

²⁷ Widiya Anugrah Putri. "An Analysis of the First Grade Students' Speaking Ability in Expressing Intention at SMAN 1 Bayang Pesisir Selatan". Unpublished Thesis. Padang: Bung Hatta University. 2019.

²⁸ Rohandi Yusuf. Teaching EFL Students Using Selected Media: Offline Video Taken From YouTube. *Utamax: Journal of Ultimate Research and Trends in Education*, 2(1), 2021, p. 29–33.

It can be concluded that YouTube is an application that content of news, information, music, and educational videos that can be given comments, like, and subscribed by the user. In the education side, the use of YouTube as a learning media to get an effective situation in the class. The development of YouTube as a learning tool is believed to serve not only as an information resource but also a resource for students to create an effective product while enhancing their communication skills.

b. Advantages of YouTube Video

YouTube gives many contribution in teaching learning process. Many videos exist by students to help them in the study. Here are some advantages of using YouTube:

1) YouTube Helps Students to Improve Their Speaking Skill

YouTube provides many benefits in the teaching and learning process. Many YouTube videos can support students' academic achievements. Learning English by using YouTube videos

is beneficial for students to improve their speaking skill, students can easily learn and understand how the word pronounce properly.

By watching YouTube videos, the students can practice their speaking and it adds new vocabulary for them.

2) YouTube Video Interested Students' Interest in Learning Process

Many problems are faced by the teacher when improving students' speaking skill, one of example is not all students are interested in learning English. Besides, teachers have found an

effective way to catch students' attention which is by using technology. Technology has an important position in teaching-learning, every student has a different way to understand the material from the teacher. By using YouTube, helps the teacher to create effective strategies and the students feel enjoyable in learning the material.

3) Students are Able Use YouTube Outside or Inside of Classroom

To improve the students speaking skill, apply YouTube videos not only in the classroom but also out of the classroom. Sometimes, studying in the classroom has limited time and the teacher runs out the time when giving the material. Many students are not confident to speak English in the classroom, it is caused by a lack of vocabulary and confidence and afraid of making mistakes. Also, several of the students are difficult to understand the teacher's explanation. By applying YouTube, students can learn everywhere and every time they want.

c. Disadvantages of Using YouTube Video

In addition of the advantages of using YouTube, there are some disadvantages of using YouTube, such as:

1) Some YouTube Videos Can Be Unsuitable for Students

YouTube has a big quantity of videos, not only for educational purposes but also for a variety of needs. The videos which are uploaded to YouTube are often unsuitable for students

because video creators are from a variety of ages, backgrounds, and cultures. It makes the students want to know about it and search for information about it.

2) It Can Easily Distract the Students and Get Them off the Topic

There are many interesting videos exist in YouTube such as: movies, music, cartoon, and many others. It can distract students easily when they get the learning process. At last, the students will not focus on the topic but they will spend their time to watch.

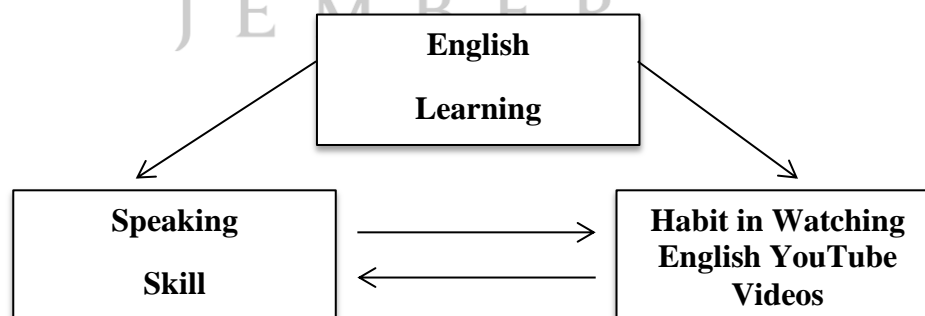
3) Parents and Teachers cannot Control the Students All the Time

Students can use YouTube every time and everywhere they want by using their mobile phones or laptop. It makes their parents and teachers can not control them all the time. Hence, the students need interaction and guidance by the parents and teacher to guide.

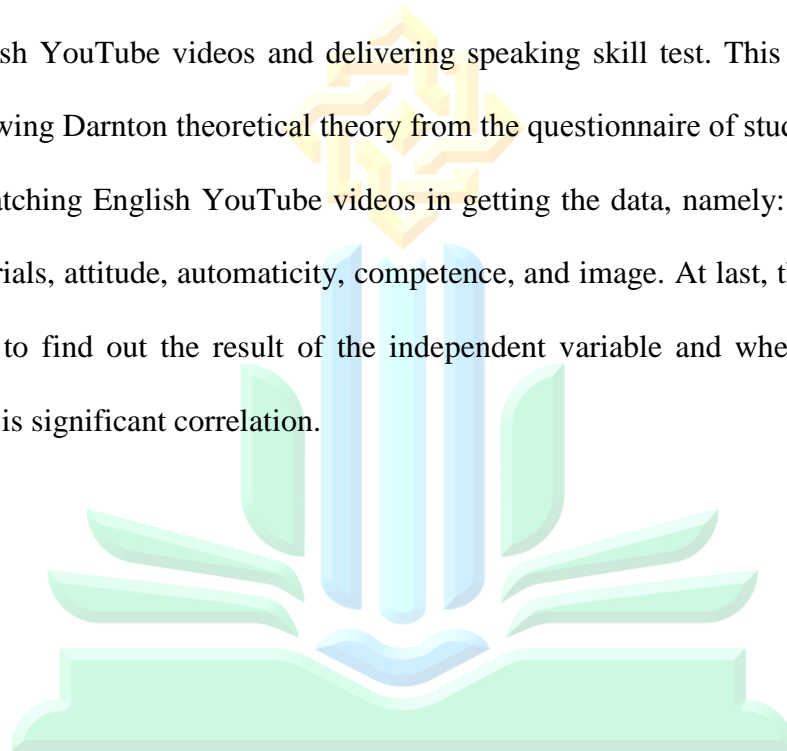
C. Conceptual Framework

The supporting conceptual framework of this research can be illustrated diagrammatically as follows:

Table 2.2
Conceptual Framework



The conceptual framework above explains about the process in doing the research and the result of the research. To obtain of the research is the variable refers to the material that will be used to know the students' habit in watching English YouTube videos and their speaking skill. The process of this research are answering the questionnaire of students' habit in watching English YouTube videos and delivering speaking skill test. This research is following Darnton theoretical theory from the questionnaire of students' habit in watching English YouTube videos in getting the data, namely: frequency, materials, attitude, automaticity, competence, and image. At last, the research aims to find out the result of the independent variable and whether or not there is significant correlation.



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CHAPTER III

RESEARCH METHOD

This chapter presents about how the researcher conducted the research which consist of research design, population and sample, data collection method, data validity, and data analysis method.

A. Research Design

Based on this research, the researcher used a quantitative method by applying correlation research design. Quantitative research is an approach to test objective hypothesis by examining the correlation between two variables. This variable can be measured normally on instruments so that numbered data can be analyzed using statistical procedures. While, Creswell explains that the correlation design is to analyze by using the correlation statistic to measure whether there is a relationship between two or more variables.²⁹ In this case, it consists of two variables that are students' habit in watching English YouTube videos and students' speaking skill. Afterward, it will be explained whether these variables are related.

B. Population and Sample

1. Population

According to Arikunto said the population includes all members of the research subject.³⁰ It can be understood that population is a group number of the research in which sample that will be taken to find the

²⁹ John Creswell. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Merrill, 2012.

³⁰ Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2013.

result of this research. In this research, the population is the eleventh grade students of SMK Negeri 1 Banyuanyar It is shown in table 3.1.

Table 3.1
The Number of Eleventh Grade Students of SMK Negeri 1
Banyuanyar

Class	The Number of Students
XI TKJ 1	30 students
XI TKJ 2	30 students
XI AKL 1	31 students
XI AKL 2	30 students
XI TEI	31 students
XI TKR 1	31 students
XI TKR 2	30 students
XI TBSM	27 students
Total	240 students

From the table above, the population of this research is twelve grade students in SMK Negeri 1 Banyuanyar which consist of 30 students in XI TKJ 1, 30 students in XI TKJ 2, 31 students in XI AKL 1, 30 students in XI AKL 2, 31 students in XI TEI, 31 students in XII TKR 1, 30 students in XI TKR 2, and 27 students in XI TBSM. While, the total is 240 students as the population.

2. Sample

According to Cooper and Schindler said that sample is a part of the population target.³¹ It can be said that a sample is a subject that will be selected from the population to be analyzed by the researcher. The research used random sampling technique to get the research. It can be said that random sampling is because taking the sample & population is

³¹ Cooper, C. R., & Schindler, P. S. *Business research method* (10 ed). Boston: McGraw-Hill, 2008.

done randomly without identifying the structure of the population.³² In this research, the sample were taken from the eleventh grade in SMK Negeri 1 Banyuwang by applying random choosing from the students' attendance number, and the researcher used the Slovin technique to determine the sample size, namely the formula:

$$n: \frac{N}{1 + Ne^2}$$

n : sample

N : population

Ne : Estimated error rate (1%, 5%, 10%) and this study using 1% as the level of significance

By using the formula, the calculation of the number members of sample in this research is as follows:

$$n: \frac{240}{1 + 240 (0,01)^2}$$

$$: \frac{240}{1 + 0,240 \times 0,01}$$

$$: \frac{240}{1 + 2,40}$$

$$: \frac{240}{3,40}$$

$$= 70.5$$

$$= 70$$

³² Sugiono, "*Quantitative, Qualitative, R&D Research Methods*". (Bandung: Alfabeta Publishers, 2017), p. 8.

From the calculation of Slovin formula above, the number of sample that used 70 of the eleventh grade of students in SMK Negeri 1 Banyuanyar as the respondents.

C. Data Collection Method

The researcher used a questionnaire and test to collect the data. The questionnaire was used to determine the level of students' habit in watching English YouTube videos. While, the test is to determine the level of students' speaking skill.

1. Questionnaire

The questionnaire has a purpose which is to find information about students' habit in watching English YouTube videos. The researcher uses a questionnaire to provide the presented in the form such as students' respondents and choose one answer which suit in the questions by giving a sign. In this research, the researcher used a questionnaire in the form of a questionnaire adapted from Nur Anggi Irana, Rita Hayati, and Deni Kurniawan by using 20 questions.³³ Then, there are 5 aspects of students' habit in watching English YouTube videos from Darnton, namely: attitude, frequency, automaticity, materials, and image.³⁴

In this research, the questionnaire contained 20 items that were adapted from Nur Anggi Irana, Rita Hayati, and Deni Kurniawan, using a

³³ Nur Anggi Irana, Rita Hayati, Dedi Kurniawan. The Relationship Between Preservice English Teachers' Perception of Watching English Video on YouTube as a Habit and Listening Skill Achievement. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 8.1 (2021), p. 15-26.

³⁴ Adrew Darton, et al. *Habit, Routines and Sustainable Lifestyle: A summary report to the Deaprtment for Environment, Food and Rural Affairs*, 2011.

five assessment by Likert Scale which is a technique of the rating scale, they are: *Always* (Selalu), *Often* (Sering), *Sometimes* (Kadang-Kadang), *Seldom* (Jarang), *Never* (Tidak Pernah). Each alternative answer has a different score.

Table 3.2
Questionnaire Rating Score

Alternative Answer	Score	
	Score Number	Rating Score
Always	1	5
Often	2	4
Sometimes	3	3
Seldom	4	2
Never	5	1

From the table above, the first alternative answer is always has 5 rating score, the second alternative answer is often has 4 rating score, the third alternative answer is sometimes has 3 rating score, the fourth alternative answer is seldom has 2 rating score, and the last alternative answer is never has 1 rating score.

2. Test

In this research, the researcher used a speaking test to measure the students' speaking skill. The researcher would give the students about 10 *minutes* to prepare their narrative text with the theme is fables story. Then the researcher asked the students to share their fables story in front of the class for about 3 minutes. Based on what the students said, the researcher will assess the student's speaking skill including 5 components, such as: pronunciation, grammar, vocabulary, fluency, and comprehension. After testing the students' speaking skill, then these results will be assessed

which consists of 5 components, including: pronunciation, grammar, vocabulary, fluency, and comprehension. This table of speaking rubric can be seen in Appendix 12.

In assessing students' speaking performance, the researcher will collaborate with the English teacher in assessing the students' speaking performance on narrative text. The researcher has given an overview *in* the form of a speaking text score also to provide the speaking skill text given by the expert. In this research, the researcher and the English teacher used the same assessment in assessing students' speaking test to avoid subjectivity.

D. Data Validity

To collect correct data, the instrument used should have standards of validity and reliability. Therefore, the researcher must ensure the instrument is declared valid and reliable. It becomes necessary to test the validity and reliability of the instrument.

1. Instrument Validity Test

This validity test is useful to determine the validity of the questionnaire used by the researcher in measuring and obtaining research data from respondents. The items are declared to be valid if the questions can measure well something to be measured. Besides, the validity test

purpose is to decide the suitability of the measuring instrument for the questions item.³⁵

The test was carried out by attaching each question item to the total score of each variable using the *Pearson Product correlation* in the IBM SPSS Statistics 25 application. The validity of the question items can be seen from the correlation value between each question and the resulting total score:

If $r_{\text{count value}} > r_{\text{table}} = \text{valid}$

If $r_{\text{count value}} < r_{\text{table}} = \text{invalid}$

The r_{table} can be seen in the interactions for the distribution of the r_{table} value of 5% with the number of respondents (N) used. Here is the table of distribution of r_{table} value significance 5% and 1% to be used.³⁶

Table 3.3
Distribution of r_{table} value Significance 5% and 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0,997	0,999	10	0,632	0,765
4	0,950	0,990	20	0,444	0,561
5	0,878	0,959	30	0,361	0,463
6	0,811	0,917	40	0,312	0,403
7	0,754	0,874	50	0,279	0,361
8	0,707	0,834	60	0,254	0,330
9	0,666	0,798	70	0,235	0,306

³⁵Modul Laboratorium Statistika Program Studi Manajemen: Aplikasi Software Spss dan Smart PLS Universitas Internasional Batam, 2016, p. 24.

³⁶Akhmad Rozali, "Validitas dan Reliabilitas Menggunakan SPSS," Akhmad Rozali, Mei 13, 2019, video, 4:29, <https://youtu.be/Ox8lyzdlg5U>

a. Questionnaire

The validity result calculation of students' habit in watching English YouTube videos with the total number of questions as much as 20 item. Here is the table 3.4.

Table 3.4
The Result of Validity Test of Students' Habit in Watching English YouTube Videos

Item Number	r Count value	Sig	r _{table}	Status
1	0,692	0,000	0,306	Valid
2	0,621	0,000	0,306	Valid
3	0,731	0,000	0,306	Valid
4	0,704	0,000	0,306	Valid
5	0,655	0,000	0,306	Valid
6	0,535	0,000	0,306	Valid
7	0,563	0,000	0,306	Valid
8	0,694	0,000	0,306	Valid
9	0,735	0,000	0,306	Valid
10	0,820	0,000	0,306	Valid
11	0,643	0,000	0,306	Valid
12	0,750	0,000	0,306	Valid
13	0,733	0,000	0,306	Valid
14	0,649	0,000	0,306	Valid
15	0,776	0,000	0,306	Valid
16	0,572	0,000	0,306	Valid
17	0,656	0,000	0,306	Valid
18	0,742	0,000	0,306	Valid
19	0,742	0,000	0,306	Valid
20	0,599	0,000	0,306	Valid

From the table 3.4, it shown that all question items for students' habit in watching English YouTube videos variable are valid because the r count value > r table is 0,306.

b. Speaking Test

Meanwhile, to determine the validity of a speaking test, the instrument has been given to the validator, namely an English teacher of SMK Negeri 1 Banyuanyar to measure the correlation between students' habit in watching English YouTube videos and their speaking skill in the form of validity sheet speaking test, included: the theme, time allocation, instruction based on the blueprint of speaking text which stayed in Appendix 6.

2. Instrument Reliability Test

The reliability test aims to see whether the questionnaire has consistency if the measurements made with the questionnaire are repeated. Also, to measure the reliability test in this study used the IBM SPSS Statistic 25 application with *Pearson Product Moment* formula.

a. Questionnaire

The reliability result calculation of students' habit in watching English YouTube videos with the total number of questions of as much as 20 items. According to Sujarweni Wiratna explains that questions items will be declared reliable if the *Cronbach's Alpha* value is greater than 0.6.³⁷ It means that the questions on the questionnaire can be accepted and declared reliable, trusted, and consistent.³⁸ In this case, to

³⁷ V Wiratna Sujarweni. *Metodologi Penelitian Bisnis Dan Ekonomi*, Yogyakarta: Pustaka Baru Press, 2015

³⁸ *Modul Laboratorium Statistika*, 2015, p. 24.

know the benchmarks in considering the degree of instrument reliability, it can be done based on several criteria, as follows:

Table 3.5
Criteria Instrument Reliability Coefficient Correlation by
Guilford

No	Coefficient Correlation	Qualification
1	0,90 – 1,00	Very High
2	0,71 – 0,90	High
3	0,41 – 0,70	Enough
4	0,21 – 0,40	Poor
5	Negative – 0,20	Very Poor

If the result of the questionnaire show negative – 0,20, afterwards it is necessary to try out again, and if the result shows 0,90 – 1,00 it s not necessary to be tried again. Here is the result of *Cronbach's Alpha* testing of speaking test:

Table 3.6
The Result of Reliability Test of Students' Habit
in Watching English YouTube Videos

Cronbach's Alpha	N of Items
0,938	20

From the table 3.5, it shown that the *Cronbach's Alpha* value result is $0,938 > 0,6$, so the results of this research reliable which means categorized as very high reliability (0,90 – 1,00).

b. Speaking Test

In this research, the researcher employed inter-rater reliability by the researcher and the English teacher. The researcher used a speaking test to know their speaking skill. To find the ability in speaking, the researcher used a scoring rubric which is helped by

Cohen Kappa with the IBM SPSS Statistic 25 application. The use of Cohen Kappa coefficient is appropriate when:

- 1) Rater is not used much. One subject scored by two raters
- 2) The score is categorical

The categories between the level of reliability between raters are:

- $\text{Kappa} < 0.4 = \text{Bad}$
- $\text{Kappa } 0.4 - 0.60 = \text{Enough}$
- $\text{Kappa } 0.60 - 0.75 = \text{Good}$
- $\text{Kappa} > 0.75 = \text{Very Good}$

If the Kappa result is < 0.4 , means that it needs to be re-tryout and if the Kappa is $0.60 - 0.75$, it can be said there is no need to try again. The researcher conducted the try out in the eleventh grade students of SMK Negeri 1 Banyuwang, The result of speaking test can be seen in Appendix 9.

It is presented that the minimum score of speaking test is 50, and the maximum of speaking test is 88. And the researcher continued the calculation used Kappa by the IBM SPSS Statistic 25 application, and the result of Kappa reliability of speaking test score in the table

below:

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Table 3.7
Total Reliability Test by Kappa

		Value	Asymptotic Standard Error ³	Approximate T ^b	Approximate Significant
Measure of Agreement	Kappa	.602	.061	18.395	.000
N of Valid Class		70			
a. Not assuming the null hypothesis b. Using the asymptotic standard error assuming the null hypothesis					

According to the data above, the results of calculations used of the IBM SPSS Statistic 25 application presented that the reliability score for speaking test was 0.602 or classified in Kappa 0.60 – 0.75 = Good, which means the researcher does not need to try out again to the students.

3. Instrument Practically Test

a. Questionnaire

In this research, the test was conducted by the researcher in the classroom. Students work on questionnaires based on the indicators provided in the appendix, which include student responses, estimated time to work on the questionnaire, and how comfortable they feel with students in class when completing the questionnaire. The questionnaire instrument can be said to be practice if students can try forms in a simple way, and do not make it difficult for students.

b. Speaking Test

In this research, the test was conducted by the researcher in the classroom. The researcher simply wants students to speak in front of the class for approximately three minutes to express their fable story based on the indicators written in the appendix, which include student responses, estimated time to work on the speaking test, and how comfortable they feel of students in class when the speaking test is conducted.

E. Data Analysis Method

This research uses correlation quantitative. Hence, to find out the relationship between two variables. The researcher has applied the *Product Moment Correlation* which was created by Carl Pearson. The correlation coefficient can be positive or negative. A negative correlation shows the higher estimation of variable X, the lower estimation of variable Y. While, a positive correlation shows the higher estimation of variable Y. The researcher used *Pearson Product Moment* formula to find the correlation between both of variables.

If Sig. > 0,05 = there is a correlation between the variable X and Y

If Sig. < 0,05 = there is no a correlation between the variable X and Y

Furthermore, the significance value can be seen from the result of the correlation coefficient acquired:

Table 3.8
Coefficient Correlation Criteria

Coefficient Interval	Relationship Level
0,00 – 0,199	There is very low correlation between the variable X and the variable Y
0,20 – 0,399	There is a low correlation between the variable X and the variable Y
0,40 – 0,599	There is enough correlation between the variable X and the variable Y
0,60 – 0,799	There is strong correlation between the variable X and the variable Y
0,80 – 1,000	There is very strong correlation between the variable X and the variable Y

From the table above, it shown that the coefficient correlation criteria of this research, such as: 0,00 – 0,199 is very low correlation, 0,20 – 0,399 is low correlation, 0,40 – 0,599 is medium correlation, 0,60 – 0,799 is strong correlation, and 0,80 – 1,000 is very strong correlation.



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CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher gives information about overview of the research objective, description of research activity, result, and discussion based on the data collected during the research.

A. Overview of Research Objective

1) Description of Research Object

This research was conducted at SMK Negeri 1 Banyuanyar which is located on Jl. Klenang Lor No. 100, Klenang Lor Village, Banyu Anyar District, Probolinggo Regency, East Java. This research was conducted on the eleventh grade students of SMK Negeri 1 Banyuanyar. The sample of this research used 70 SMK students in eleventh grade which represented the population taken by using the Slovin Random Sampling.

B. Description of Research Activity

The researcher conducted to collect the data on 10th of April 2023 at 8 a.m. to 10 a.m. The researcher collect the data from the eleventh grade students as much as 70 students in the form of students' habit in watching English YouTube videos questionnaire. The researcher explained the instruction to answer the questionnaire form to the students used communicative and easy to understand language. The students were given time to fill out the questionnaire form around 40 minutes based on the situation and condition experienced by the students.

The researcher continued to collect the data on 17th of April 2023 from 9 a.m. to 11 a.m. The researcher collect the data by conducting the speaking test on 35 students of SMK Negeri 1 Banyuanyar, the researcher explain the instruction to the students in a communicative and easy-to-understand language in order the students did not miss and miss communication during the speaking test. The students were given 3 minutes to do the test according to the instruction given by the researcher. The researcher will assess the student's speaking skill by the English teacher and researcher including 5 components, such as: pronunciation, grammar, vocabulary, fluency, and comprehension.

The researcher continued to collect the data on 02nd of Mei 2023 from 8 a.m. to 10 a.m. In this moment, the researcher continues to collect the data of students' speaking test on 35 students of SMK Negeri 1 Banyuanyar. The researcher explain the instruction to the students in a communicative and easy-to-understand language in order the students did not miss and miss communication during the speaking test. The researcher will assess the student's speaking skill based on 5 components, namely: pronunciation, grammar, vocabulary, fluency, and comprehension.

C. Result

This part presented the result of the research that have been obtained on the eleventh grade of SMK Negeri 1 Banyuanyar. The data are started from the result of the questionnaire form score and it will be continued to the speaking test score.

1. Students' Habit in Watching English Videos Score

In this research, the students' habit in watching English YouTube videos is included in the variable (X). The questionnaire form of the students' habit in watching English YouTube videos included 20 items which were adapted from Nur Anggi Irana, Rita Hayati, and Deni Kurniawan and will be calculated by 5 alternative answers. To shorten the time, the researcher used *Google Forms* to test the students' habit in watching English YouTube videos. Afterwards, the *Google form* link is shared through the available class *WhatsApp* group therefore the students can assess the questionnaire form easily. The following is the result of filling out the questionnaire by the eleventh grade of SMK Negeri 1 Banyuwangi. The result of Students' Habit in Watching English Videos Score can be seen in Appendix 10.

1. Students' Habit in Watching English YouTube Videos Descriptive Statistics

After all, the researcher used descriptive statistics to have the mean, minimum, and maximum. It can be seen in the table below:

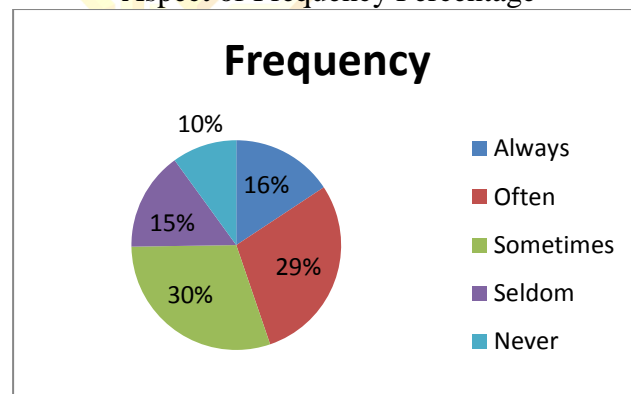
Table 4.1
Descriptive Statistic of Students' Habit in Watching English YouTube Videos

Descriptive Statistics				
	N	Minimum Statistics	Maximum Statistics	Mean Statistics
Students' Habit in Watching English YouTube Videos	70	40	95	70,74
ValidN (listwise)	70			

Based on the table above, the data of students' habit in watching English YouTube videos result is 70 for valid, 40 for minimum, 95 for maximum, 70,74 for mean.

1) Students' Habit in Watching English YouTube Videos on Aspect of Frequency Percentage

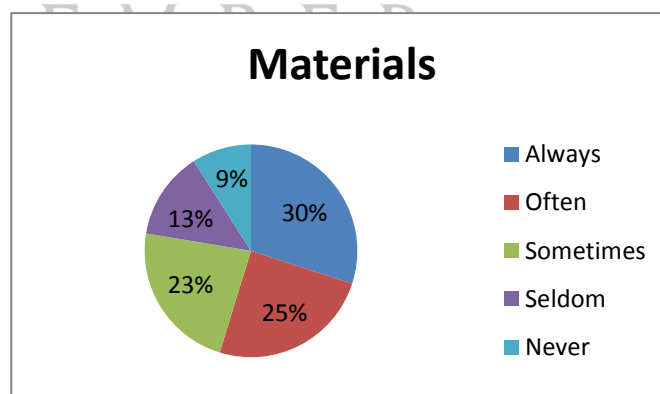
Figure 4.1
Students' Habit in Watching English YouTube Videos on Aspect of Frequency Percentage



According to figure 4.1 most of the students with the percentage of 30 is seldom to watch English YouTube videos.

2) Students' Habit in Watching English YouTube Videos on Aspect Materials Percentage

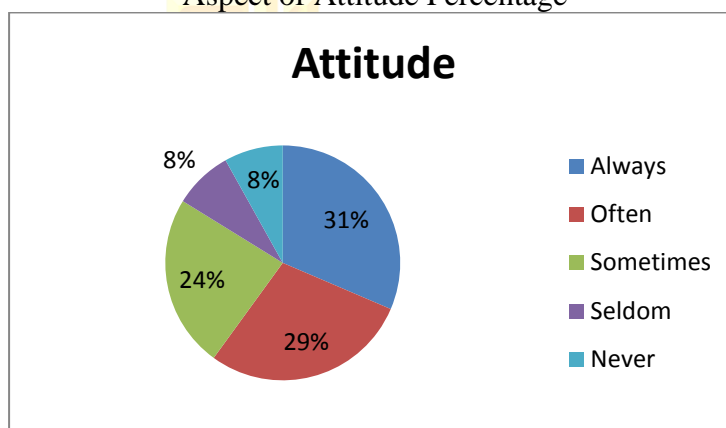
Figure 4.2
Students' Habit in Watching English YouTube Videos on Aspect Materials Percentage



From the figure above, most of the students with the percentage of 30 is always to watch English YouTube videos.

3) Students' Habit in Watching English YouTube Videos on Aspect of Attitude Percentage

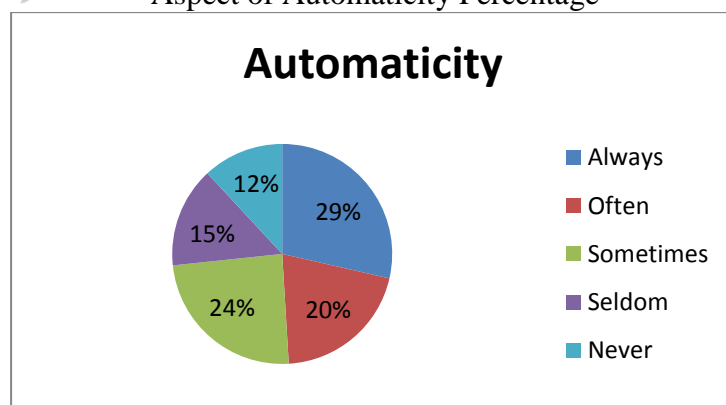
Figure 4.3
Students' Habit in Watching English YouTube Videos on Aspect of Attitude Percentage



It can be seen from figure 4.3, most of the students with the percentage of 31 is always to watch English YouTube videos.

4) Students' Habit in Watching English YouTube Videos on Aspect of Automaticity Percentage

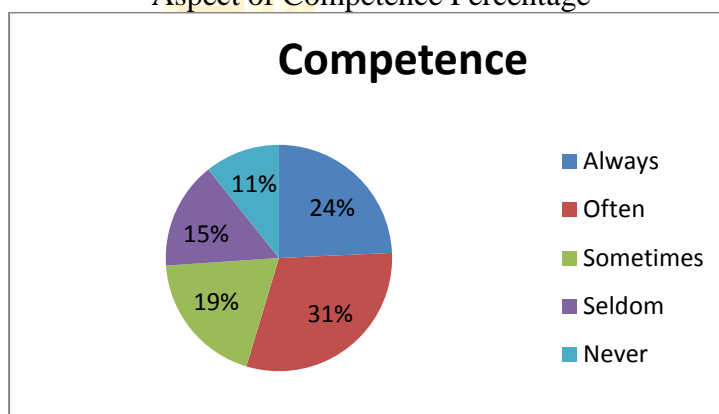
Figure 4.4
Students' Habit in Watching English YouTube Videos on Aspect of Automaticity Percentage



According to figure 4.4 most of the students with the percentage of 29 is always to watch English YouTube videos

5) Students' Habit in Watching English YouTube Videos on Aspect of Competence Percentage

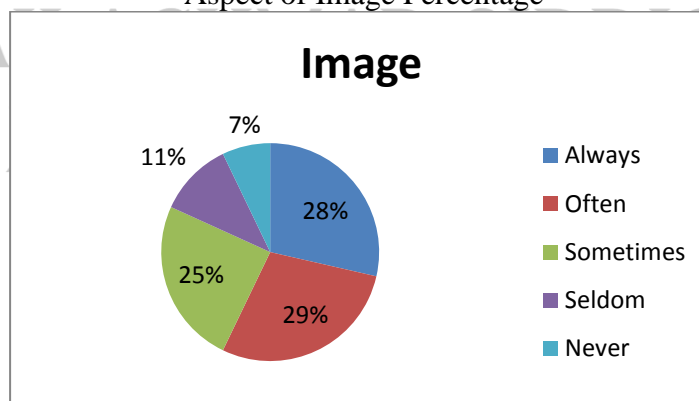
Figure 4.5
Students' Habit in Watching English YouTube Videos on Aspect of Competence Percentage



From the figure above, most of the students with the percentage of 31 is often to watch English YouTube videos.

6) Students' Habit in Watching English YouTube Videos on Aspect of Image Percentage

Figure 4.6
Students' Habit in Watching English YouTube Videos on Aspect of Image Percentage



It showed from figure 4.6, most of the students with the percentage of 29 is often to watch English YouTube videos.

2. Interpretation of Students' Habit in Watching English YouTube Videos

Afterward, the students' habit in watching English YouTube videos can be categorized into 5 criteria. The result of Level Category Distribution of Students' Habit in Watching English YouTube Videos can be shown in the table below:

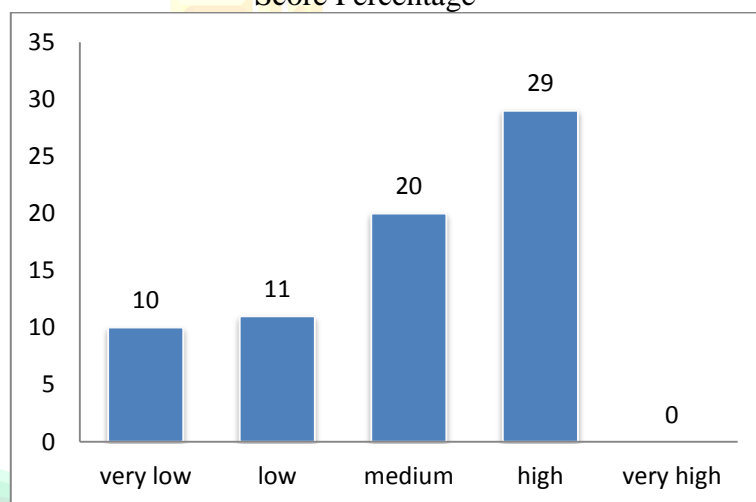
Table 4.2
Category Distribution of Students' Habit in Watching English YouTube Videos

Score	F	F%	Category
$X < 46$	10	14%	Very Low
$46 < X \leq 62$	11	16%	Low
$62 < X \leq 79$	20	29%	Medium
$79 < X \leq 96$	29	41%	High
$X > 96$	0	0%	Very High
	70	100%	

According to table 4.2, there are 10 students (14% from the data) have very low habit in watching English YouTube videos, 11 students (16% from the data) have a low habit in watching English YouTube videos, 20 students (29% from the data) have a medium habit in watching English YouTube videos, 29 students (41% from the data) have a high habit in watching English YouTube videos, and none of the student has very high habit in watching English YouTube videos. As a result, a large portion of the students have a high habit in watching English YouTube videos.

In addition, the last step of calculation is the percentage of students' habit in watching English YouTube videos based on the frequency which has been counted. The percentage of total of students' habit in watching English YouTube videos, as follows:

Figure 4.7
Students' Habit in Watching English YouTube Videos
Score Percentage



2. Students' Speaking Skill Score

In this part, speaking skill is included in the variable (Y). To determine the students' speaking skill, the researcher gave them a theme about the narrative text which is a fable story. Then, the assessment of speaking test covered in 5 components, such as: pronunciation, grammar, vocabulary, fluency, and comprehension. During the test, the students are called one by one to the front to deliver about fable story in 3 minutes. The assessment for speaking skill was assessed by the English teacher and researcher. For the detailed score of students' speaking skill, it can be seen in Appendix 8.

a. Speaking Skill Descriptive Statistics

After that, the researcher used descriptive statistics to have the mean, minimum, and maximum. It can be seen in the table below:

Table 4.3
Descriptive Statistics of Speaking Skill

Descriptive Statistics				
	N	Minimum Statistics	Maximum Statistics	Mean Statistics
Speaking Skill	70	50	88	69.68
ValidN (listwise)	70			

It can be seen that the data of students' speaking skill result is 70 for valid, 50 for minimum, 88 for maximum, and 69,68 for mean.

b. Interpretation of Speaking Skill

From the calculation above, the students' speaking skill can be categorized into 5 level. The result of Level Category Distribution of Students' Speaking Skill can be shown in table below:

Table 4.4
Category Distribution of Students' Speaking Skill

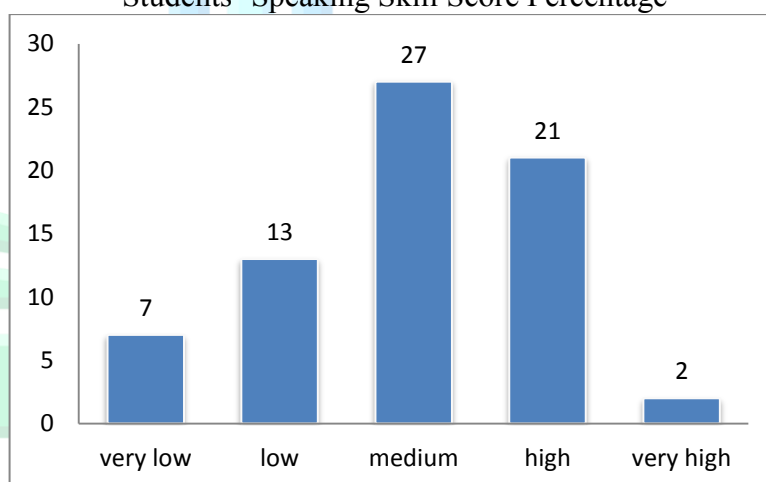
Score	F	F%	Category
$X < 55$	7	10%	Very Low
$55 < X \leq 65$	13	19%	Low
$65 < X \leq 74$	27	39%	Medium
$74 < X \leq 84$	21	30%	High
$X > 84$	2	3%	Very High
	70	100%	

According to table 4.4, there are 7 students (10% from the data) have very low in speaking skill, 13 students (19% from the data) have low in speaking skill, 27 students (39% from the data) have medium

level in speaking skill, 21 students (30% from the data) have high level in speaking skill, and 2 students (3% in the data) have very high in speaking skill. As a result, a large portion of the students have a medium in speaking skill.

In addition, the last step of the calculation is the percentage of students' speaking skill based on the frequency which has been counted. The percentage of the total students' speaking skill, as follows:

Figure 4.8
Students' Speaking Skill Score Percentage



3. Normality Test

The normality test purpose is to decide whether the independent variable and the dependent variable have a normal distribution or not. The normality test can be seen from the use of One-Sample *Kolmogorov-Smirnov Test* with computer assistance the IBM SPSS Statistic 25 application. The rule used in the normality test is if $p > 0.05$ then the distribution is declared normal and vice versa if $p < 0.05$ the distribution is

declared abnormal. If the significant value is > 0.05 , it can be calculated that the data is normality distributed. The result of Normality tested by SPSS 25 can be seen in table 4.5, as follows:

Table 4.5
The Normality Data

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		70
Normal Parameter ^{a,b}	Mean	.0000000
	Std. Deviation	9.42453245
Most Extreme Differences	Absolute	.072
	Positive	.047
	Negative	-.072
Test Statistic		.072
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal
- b. Calculated from data
- c. Lilliefors Significance Correlation
- d. This is a lower bound of the true significance

According to the normality data above, the data can be seen normal because the result of the data is greater than 0.05. Also, the table concluded that the significant value (p value) based on the mean shows $0.200 > 0.05$. Therefore, the data above was normal.

D. Data Analysis

1. Correlation Research

In this research, the researcher used *Pearson Product Moment Formula* to find out the correlation between two variables that is students' habit in watching English YouTube videos and speaking skill of students. The result of the calculation is presented below:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$r = \frac{70 (34177113.5) - (4952)(4877.5)}{\sqrt{(70(369722) - (4952)^2)((70 (346205.8) - (4877.5)^2)}}$$

$$r = \frac{70 (34177113.5) - (4952)(4877.5)}{\sqrt{(70(369722) - (4952)^2)((70 (346205.8) - (4877.5)^2)}}$$

$$r = \frac{24297945 - 24153380}{\sqrt{(25880540 - 24522304)(24234403 - 23790006)}}$$

$$r = \frac{144565}{\sqrt{(1358236)(443963)}}$$

$$r = \frac{144565}{776913.8}$$

$$= 0.186$$

Based on the finding by using *Pearson Product Moment* formula, there is a positive correlation between students' habit in watching English YouTube videos and their speaking skill in which the value of $r = 0.186$. In this case, it means that there is a low correlation between students' habit in watching English YouTube videos and their speaking skill in eleventh grade students of SMK Negeri 1 Banyuwangi. In other words, the students' speaking score does not really reflect their habit in watching English YouTube videos. Therefore, when the students frequently watch English YouTube videos is not necessary mean that will have a good in speaking.

After knowing the normality data, and *Pearson Product Moment* testing, the researcher processed to the hypothesis test with formulated by hypothesis, namely:

1. Null Hypothesis (Ho)

There is no significant correlation between students' habit in watching YouTube videos and their speaking skill?

2. Alternative Hypothesis (Ha)

There is a significant correlation between students' habit in watching YouTube videos and their speaking skill?

Some assumption are, as follows:

- 1) If the result of calculation data r_{xy} is smaller than r_{table} , $r_{xy} < r_{table}$, so (Ho) null hypothesis is accepted and alternative hypothesis (Ha) rejected.
- 2) If the result of calculation data is more than significance that the r_{table} , $r_{xy} > r_{table}$, so the null hypothesis (Ho) is rejected if the significance values (Ha accepted)

E. Discussion

This research was conducted to find out whether or not there is a significant correlation between students' habit in watching English YouTube videos and students' speaking skill on eleventh grade of SMK Negeri 1 Banyuanyar. The researcher used a questionnaire and a speaking test to collect the data. The sample of the research was 70 students, while the instruments used questionnaire form and speaking test.

The questionnaire which was given to the students was based on 5 components of students' habit in watching English YouTube videos by Darnton, including: frequency, materials, attitude, automaticity, competence,

and image. The questionnaire consisted of 20 items, and the students speaking test was taken based on 5 components by Haris of speaking skill, including: pronunciation, grammar, vocabulary, fluency, and comprehension.

The researcher gave 40 minutes to fulfill the questionnaire form and give 3 minutes to tell the fable story in the speaking test. The students were interested when the researcher asked them to fulfill the questionnaire form according to their feeling and situation, and the students pay attention to the researcher's instructions. The students enjoyed the speaking test based on the theme that was given by the researcher.

In the speaking test, the researcher collaborated with the English teacher to assess the students' score. The range of speaking skill presented that the minimum score is 50, and the maximum score is 88. Meantime, the minimum of students' habit in watching English YouTube videos is 40, and the maximum is 95, the average score of speaking skill is 69,67, and the average score of students' habit in watching English YouTube videos is 70,74.

For the students' habit in watching English YouTube videos, the researcher found the descriptive data as the result is 70 valid, and the minimum is 40, 95 for the maximum, and 70,74 for the mean. Also, the researcher used frequency of distribution of students' habit in watching English YouTube videos that was helped by Sturgis formula to categorize the students' habit in watching English YouTube videos level, there are 10 students (14%) have very low habit in watching English YouTube videos, 11 students (16%) have low habit in watching English YouTube videos, 20

students (29%) have medium habit in watching English YouTube videos, 29 students (41%) have high habit in watching English YouTube videos, and none of the student has very high habit in watching English YouTube videos.

And then, the researcher identified the descriptive data based on the result presented the valid data is 70, the minimum is 50, the maximum is 88, and the mean of speaking skill is 69,68. Also, the researcher used frequency of distribution of speaking skill that was helped by Sturges formula to categorized the speaking skill level, the researcher calculated there are 7 students (10%) have very low in speaking skill, 13 students (19%) have low in speaking skill, 27 students (39%) have a medium level in speaking skill, 21 students (30%) have a high level in speaking skill, and 2 students (3%) have very high in speaking skill.

After knowing the categories of students' habit in watching English YouTube videos and students' speaking skill, the researcher used a normality test to ensure the data was normal or abnormal. The data can be said to be normal if the significant value is > 0.05 and if the significant value is < 0.05 , it can be said abnormal. The researcher was helped by the IBM SPSS Statistic 25 application to find the normality test, and the result is the significant value (p value) based on the mean shows $0.200 > 0.05$. It can conclude that the data was normal.

After the normality test showed normally, the researcher used *Pearson Product Moment* Correlation technique. The researcher found that there is a positive correlation between students' habit in watching English YouTube

videos and their speaking skill in which the value of $r = 0.186$. In this case, it means that there is a low correlation between students' habit in watching English YouTube videos and their speaking skill in eleventh grade students of SMK Negeri 1 Banyuanyar. In other words, the students' speaking score does not really reflect their habit in watching English YouTube videos. Therefore, when the students frequently watch English YouTube videos is not necessary mean that will have a good in speaking.

In line with previous study reviewed by Febi Tri Anugrah,³⁹ this finding supports that the speaking theory is completely influenced by students' habit in watching English YouTube videos. Besides, the object is the new thing in this current research. Related with the previous study, a thesis written by Rahma Aulia Putri with the title is "*The Correlation Between Students' Habit to Watch English Channel and Their Speaking Skill at the English Department Bung Hatta*" stated that watching YouTube in English as a habit can be done immediately students to learn and speak more often in an activity. It shows that the use of YouTube for learning is effective as a teaching tool. It can be interpreted that students' habit to watch English YouTube channel can influence their speaking skill. In other words, it can be stated that if the students' have a good habit to watch English YouTube channel, their speaking skill are good too. It can also be interpreted that if the students' have no good habit to watch English YouTube channel, their speaking skill are not good either.

³⁹ Febi Tri Anugrah, "*The Correlation between Students' Habit in Watching English Movie with English Subtitle and Their Speaking Skill at State Senior High School 5 Pekanbaru*", 2021.

CHAPTER V

CONCLUSION AND SUGGESTION

After finishing the data collection, the researcher gives an information about the conclusion and suggestion which consist based on the chapter 1 until chapter 5, which include all information about this research.

A. Conclusion

The researcher finds out that there is a positive correlation between students' habit in watching English YouTube videos and their speaking skill in which the value of $r = 0.186$. In this case, it means that there is a low correlation between students' habit in watching English YouTube videos and their speaking skill in eleventh grade students of SMK Negeri 1 Banyuanyar. In other words, the students' speaking score does not really reflect their habit in watching English YouTube videos. Therefore, when the students frequently watch English YouTube videos is not necessary mean that will have a good in speaking.

B. Suggestion

Based on the finding above, the researcher would like to offer several suggestions, as follows:

1. For the English Teacher

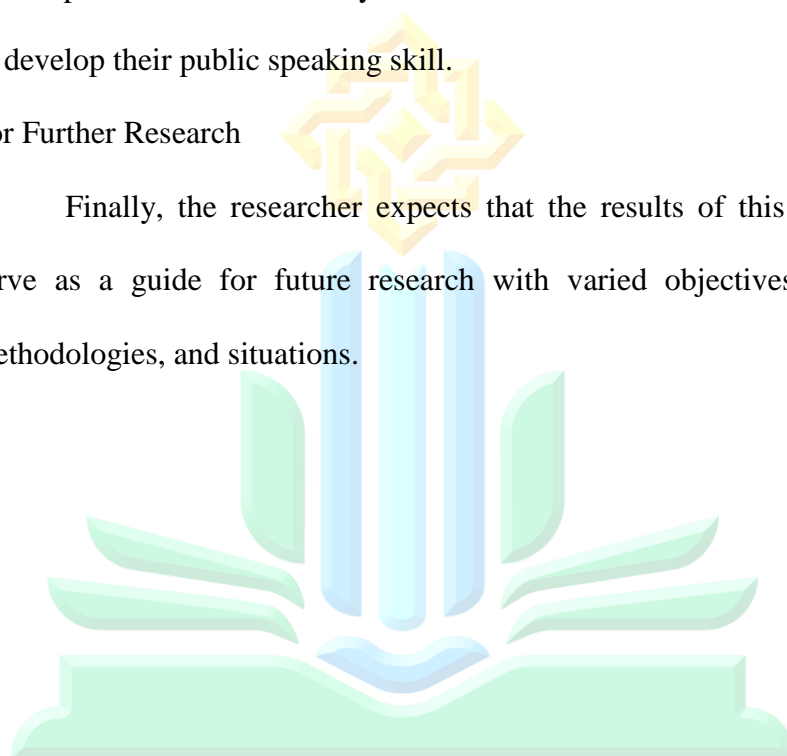
The teacher should focus more on the students' speaking skill and support them in developing their ability. And the teacher should provide engaging and beneficial material such as watching English YouTube videos to improve students' speaking skills during the educational process.

2. For the Students

The students need to put effort into their speaking skill because they perform an essential part in learning how to effectively use English as a communication tool helps to improve their speaking skill. The students should practice as often as they can to increase their understanding as well as develop their public speaking skill.

3. For Further Research

Finally, the researcher expects that the results of this study will serve as a guide for future research with varied objectives, samples, methodologies, and situations.



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Appendix 1

RESEARCH MATRIX

Title	Variable	Indicator	Source of Data	Research Method	Research Problem	Hypothesis
The Correlation Between Students' Habit in Watching English YouTube Videos and Their Speaking Skill at The Eleventh Grade of SMK Negeri 1 Banyuanyar	a. Students' Habit in Watching English YouTube Videos (X) b. Students' Speaking Skill (Y)	1. Aspect of Speaking a. Pronunciation: b. Grammar c. Vocabulary d. Fluency e. Comprehension 2. Aspect of Watching English YouTube Videos: a. Frequency b. Materials c. Attitude d. Automaticity e. Competence f. Image	Respondents of the eleventh grade in SMK Negeri 1 Banyuanyar	<p>1. Research Approach Quantitative Research</p> <p>2. Research Design Correlation</p> <p>3. Data Collection a. Questionnaire b. Speaking Test</p> <p>4. Data Analysis Analyzed by Pearson Product Moment Formula</p> $\frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$	Is there any significant correlation between students' habit in watching English YouTube videos and their speaking skill?	<p>Ha: There is a significant correlation between students' habit in watching YouTube videos and their speaking skill?</p> <p>Ho: There is no significant correlation between students' habit in watching YouTube videos and their speaking skill?</p>

Appendix 2

Journal of Research

Name : Ulfah Diana Rizka Kamilia

SRN : T20196187

Title : **The Correlation Between Students' Habit in Watching English YouTube Videos and Their Speaking Skill at The Eleventh Grade of SMK Negeri 1 Banyuanyar**

Setting : SMK Negeri 1 Banyuanyar

Preparation	Agenda	
	Identify general study arrears, select research topic, formulate research plans and method	
Research Activities	Date	Agenda
	06 th of April 2023	Consulting to the English teacher of eleventh grade and the research plan and preparing the research instrument
	10 th of April 2023	The researcher collected the data of students' habit in watching English YouTube videos by questionnaire to 70 students of eleventh grade in SMK Negeri 1 Banyuanyar
	17 th of April 2023	The researcher conducted the speaking test to 35 students of eleventh grade in SMK Negeri 1 Banyuanyar
02 nd of May 2023	The researcher continued the speaking test to 35 students of eleventh grade in SMK Negeri 1 Banyuanyar	

Probolinggo, 05 Mei 2023

Kepala Sekolah SMK Negeri 1 Banyuanyar



Sugeng Romadhoni, S. Pd, M. M

19630204 198903 1 017

Appendix 3

Research Permitting Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-0420/In.20/3.a/PP.009/01/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Sekolah SMK Negeri 1 Banyuwanyar

Jl. Klenang Lor No. 100, Klenang Lor, Kec. Banyu Anyar, Kabupaten Probolinggo, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196187
Nama : ULFAH DIANA RIZKA KAMILIA
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai & quot;The Correlation Between Students' Habit in Watching English YouTube Videos and Their Speaking Skill at The Eleventh Grade of SMK Negeri 1 Banyuwanyar & quot; selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sugeng Romadhoni, S. Pd, M. M

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 05 April 2023

an. Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

Appendix 4

Research Accomplishment Letter



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1 BANYUANYAR
Jl. Klenang Lor No.100 Banyuanyar ☎ 0335-613348
Email : smknegeri1.banyuanyar@yahoo.com
Website : smkn1banyuanyar.sch.id
PROBOLINGGO Kode Pos 67275

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 423.4/105/101.6.3.26/2023

Yang bertanda tangan di bawah ini :

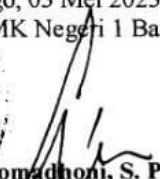
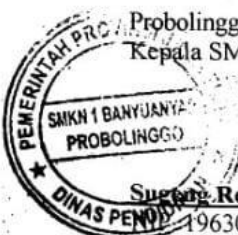
Nama : Sugeng Romadhoni, S. Pd, M. M
NIP : 19630204 198903 1 017
Jabatan : Kepala Sekolah SMK Negeri 1 Banyuanyar

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : Ulfah Diana Rizka Kamilia
NIM : T20196187
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Perguruan Tinggi : Universitas Negeri Islam Kiai Achmad Siddiq Jember

Telah selesai melakukan penelitian di SMK Negeri 1 Banyuanyar dengan judul **“The Correlation Between Students’ Habit in Watching English YouTube Videos and Their Speaking Skill at The Eleventh Grade of SMK Negeri 1 Banyuanyar”** pada bulan Mei 2023.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Probolinggo, 03 Mei 2023
Kepala SMK Negeri 1 Banyuanyar

Sugeng Romadhoni, S. Pd, M. M
19630204 198903 1 017


Appendix 5

Validity Test

EXPERT OF VALIDATION SHEET TEST

School	: SMK Negeri 1 Banyuanyar	Topic	: Narrative Text
Lesson	: English	Date	: 10 th of April 2023
Class	: XI	Allocation Time	: 45 minutes

DIRECTION!

1. Prepare yourself around 10 minutes
2. Pray before doing the test
3. Then, come forward when you are called by the examiner
4. The students are expected to tell a story about "Fable Story" for about 3 minutes based on five components of speaking assessment, those are: pronunciation, grammar, vocabulary, fluency, and comprehension.

Probolinggo, 10 April 2023

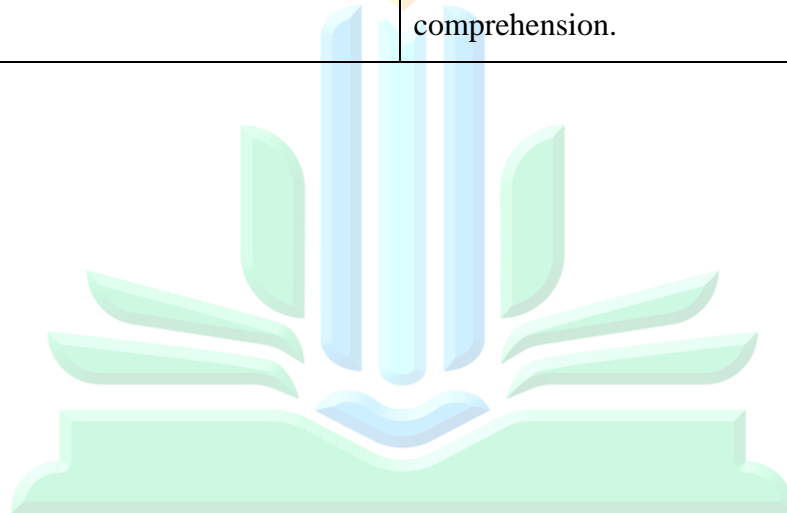


Evin Hayawilivanti, S. Pd

Appendix 6

The Blue Print Speaking Test

Basic Competence in Curriculum 13	Instruction
5.2 Understanding to the meaning and rhetorical steps in a text that use a variety of written language accurately, fluently and acceptable in the context of everyday life and to access knowledge in text form narrative.	- Speaking test : Please prepare yourself around 10 minutes and tell a story about “Fable Story” for about 3 minutes based on five components of speaking assessment, those are: pronunciation, grammar, vocabulary, fluency, and comprehension.



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Appendix 7

The Blue Print of Questionnaire for Students' Habit in Watching English YouTube Videos

NO	QUESTIONS	ANSWERS					TOTAL
		5 Always	4 Often	3 Sometimes	2 Seldom	1 Never	
FREQUENCY							
1.	How much do you stream English YouTube videos?						
2.	When I have free time, I watch English videos on YouTube whenever and wherever I want						
3.	How many English-language videos do you watch on YouTube each month?						
MATERIALS							
4.	I watch English videos on YouTube on my laptop or phone so that I can watch them whenever and wherever I want						
5.	I watch subtitled English videos on YouTube						
6.	I enjoy watching English videos with Indonesian subtitles on YouTube						
ATTITUDE							
7.	Watching English videos on YouTube helps me learn my English						
8.	Watching English videos on						

NO	QUESTIONS	ANSWERS					TOTAL
		5 Always	4 Often	3 Sometimes	2 Seldom	1 Never	
	YouTube, I believe it strengthens my speaking skills						
9.	I enjoy and amuse by watching English videos on YouTube						
AUTOMATICITY							
10.	I become more familiar with English terms by watching English videos on YouTube						
11.	Watching English video on YouTube helps me to get know with different English words						
12	If I get new phrase when I watch English videos on YouTube, I directly practice it in daily life						
COMPETENCE							
13.	After watching English videos on YouTube, I am able to distinguish the proper intonation and pronunciation						
14.	I understand the plots of the English videos I watch on YouTube						
15.	In the English videos I watch, I understand the sentences spoken by the speakers						
16.	Based on English videos I have watched on YouTube, I can retell the plot						

NO	QUESTIONS	ANSWERS					TOTAL
		5 Always	4 Often	3 Sometimes	2 Seldom	1 Never	
IMAGE							
17.	Watching English videos on YouTube has helped me learn a lot about the language						
18.	By seeing the faces on the screen, I can understand the feelings of the speakers						
19.	In the English YouTube videos that I watched, I can find a variety of slang language						
20.	After watching English videos on YouTube, I can formal or casual language depending on who I talk to						

1. Questions is taken from Nur Anggi Irana, Rita Hayati, Dedi Kurniawan. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*.
2. Aspects is taken from Adrew Darmton, et al. *Habit, Routines and Sustainable Lifestyle: A summary report to the Deaprtment for Environment, Food and Rural Affairs*.

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Appendix 8

RESULT OF STUDENTS' HABIT IN WATCHING ENGLISH YOUTUBE VIDEOS QUESTIONNAIRE

No	Students (N)	Item Number																				Total Score
		Frequency			Materials			Attitude			Automaticity			Competence				Image				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	ADRKD	5	5	5	4	5	3	5	5	5	5	5	3	5	5	4	5	3	3	4	5	89
2	AR	4	3	4	4	5	5	5	5	4	4	5	3	3	2	2	3	4	5	5	3	78
3	AAF	3	3	3	3	1	5	5	4	3	3	5	3	4	3	2	1	5	3	3	5	67
4	AN	3	3	3	3	1	5	5	4	3	3	5	3	4	3	2	1	5	3	3	5	67
5	AR	3	3	3	3	1	5	5	4	3	3	5	3	4	3	2	1	5	3	3	5	67
6	AH	3	3	3	3	1	5	5	4	3	3	5	3	4	3	2	1	5	3	3	5	67
7	AA	3	3	3	3	1	5	5	4	3	3	5	3	4	3	2	1	5	3	3	5	67
8	DN	1	2	2	1	2	3	2	3	3	2	3	2	2	3	2	2	2	2	3	2	44
9	FNH	1	2	2	1	2	5	3	4	1	1	3	1	2	1	1	3	1	1	3	2	40
10	F	1	3	2	2	3	4	3	2	3	2	3	1	2	1	2	1	3	1	2	1	42
11	GDHN	1	4	3	2	3	2	3	1	1	1	2	1	2	2	2	1	2	3	1	3	40
12	INA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
13	KRP	3	2	4	3	3	3	3	4	5	3	5	4	4	5	3	4	4	4	5	4	75
14	LR	1	1	1	2	2	3	1	1	2	1	1	1	1	3	2	5	2	3	3	4	40
15	LAR	3	1	3	3	3	3	2	4	5	2	3	3	2	2	2	3	3	2	5	56	
16	LF	1	1	1	3	1	1	2	1	3	2	4	1	5	1	3	1	4	4	3	3	45
17	MB	3	4	1	4	1	1	3	3	3	1	1	1	1	3	1	3	1	1	3	1	40
18	MG	3	4	3	3	3	4	4	2	4	4	5	2	3	3	2	3	3	5	2	65	

No	Students (N)	Item Number																				Total Score
		Frequency			Materials			Attitude			Automaticity			Competence				Image				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
19	MH	2	2	2	2	3	2	3	3	3	3	3	2	3	3	3	3	3	4	3	3	54
20	MAA	2	2	3	4	3	5	5	4	4	2	3	3	2	1	1	2	3	4	5	4	62
21	MDA	3	3	3	3	3	2	3	3	3	3	3	2	3	2	3	3	2	3	2	2	54
22	MEM	5	2	3	3	4	4	4	4	3	3	3	3	4	3	3	2	4	3	4	3	67
23	NM	2	4	1	3	5	1	4	2	3	5	4	1	5	3	1	4	1	1	2	4	56
24	RD	2	2	2	2	2	2	3	2	2	1	3	2	1	3	2	2	3	1	2	1	40
25	SNA	2	3	2	3	2	3	2	3	3	2	3	2	2	3	2	3	2	3	2	3	50
26	SH	1	1	3	1	1	2	3	1	1	3	1	4	1	5	1	2	1	3	1	4	40
27	TF	4	4	4	4	4	4	4	4	4	5	5	2	3	3	4	2	4	4	2	5	75
28	UNH	4	2	4	4	3	5	5	5	5	4	2	3	3	5	5	4	2	2	2	1	70
29	WH	2	4	3	5	5	5	4	4	5	4	4	3	3	4	5	5	5	5	5	5	85
30	Y	3	4	4	3	2	4	3	3	3	2	4	3	4	4	4	3	2	4	3	3	65
31	YKI	5	1	2	5	3	1	4	5	5	3	1	4	3	5	1	5	2	4	5	3	67
32	AS	5	3	3	1	2	5	2	2	5	1	2	4	1	5	2	1	4	4	4	5	61
33	AHA	1	2	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	73
34	AMB	5	4	3	4	5	3	5	4	5	4	5	4	5	4	5	5	3	4	4	5	86
35	BSAS	3	3	3	3	1	4	5	3	2	3	3	2	2	3	2	4	2	3	3	3	56
36	BA	5	4	5	4	5	5	4	5	4	5	5	5	4	5	5	5	4	5	5	4	93
37	FRH	5	3	4	3	2	2	4	4	5	5	5	3	5	4	4	2	5	3	3	3	74
38	FU	1	2	3	4	5	5	4	3	2	1	1	2	3	4	5	5	4	3	2	1	60
39	FN	1	4	4	2	3	4	5	1	3	3	1	3	3	4	2	4	3	2	5	3	60

No	Students (N)	Item Number																			Total Score	
		Frequency			Materials			Attitude			Automaticity			Competence				Image				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
40	GFDC	5	3	4	5	4	5	5	4	5	4	5	5	4	5	4	4	5	5	4	5	90
41	IK	4	2	1	3	3	2	2	3	4	3	3	3	1	1	1	5	4	2	3	3	53
42	INJ	5	4	4	5	5	5	5	5	5	5	5	5	4	4	5	4	5	4	5	5	94
43	LQ	4	4	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	4	5	95
44	LA	3	3	4	2	5	5	2	1	3	2	1	5	4	3	4	5	4	4	3	5	68
45	LD	5	4	4	2	5	4	5	3	4	5	4	3	4	4	4	5	4	4	4	4	81
46	MS	4	5	5	4	5	4	5	4	4	5	4	5	5	5	4	4	5	5	5	5	92
47	MEA	4	5	4	4	3	3	4	4	3	5	5	2	5	4	4	3	4	4	5	4	79
48	MRJ	5	4	2	4	5	4	5	5	5	5	5	4	4	3	5	5	5	4	5	4	88
49	MD	4	3	4	4	5	4	3	4	4	4	5	2	4	5	4	4	4	4	5	5	81
50	MDHS	3	3	3	5	5	4	2	5	4	4	5	5	4	4	4	4	3	5	5	4	81
51	MA	4	5	5	4	2	5	5	5	5	5	5	5	4	4	4	4	4	5	5	4	89
52	MH	4	4	4	5	3	4	4	5	4	4	5	4	3	4	4	3	3	4	5	5	81
53	NO	4	3	5	4	5	5	4	5	4	5	4	4	5	5	4	4	4	5	5	5	89
54	NL	5	4	3	5	4	5	4	4	3	4	5	4	4	5	5	4	5	4	5	5	87
55	RA	4	2	3	4	5	5	4	4	3	5	5	4	2	4	5	4	3	4	5	5	80
56	RH	4	5	5	4	4	5	5	4	5	5	4	5	5	4	5	5	5	4	5	4	92
57	RA	2	4	4	4	5	5	3	5	4	5	4	3	5	5	5	5	4	4	5	5	86
58	SP	3	4	2	2	4	4	2	5	5	3	4	5	3	4	5	5	5	4	4	4	77
59	SA	4	5	4	5	4	5	4	5	5	5	4	5	5	4	5	5	5	4	5	4	92
60	UHT	2	4	4	5	4	3	5	4	5	5	4	2	5	4	5	3	4	5	4	3	80

No	Students (N)	Item Number																				Total Score
		Frequency			Materials			Attitude			Automaticity			Competence				Image				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
61	VS	4	3	4	5	5	2	5	5	5	4	3	5	4	4	5	4	3	3	4	4	81
62	WG	5	4	5	4	4	5	4	5	5	5	5	4	5	4	4	5	3	5	5	4	90
63	AWF	4	4	3	4	5	4	4	5	5	3	5	5	4	4	3	4	5	4	5	4	84
64	AM	2	4	5	4	5	4	2	3	3	5	5	4	3	4	5	4	3	4	5	4	78
65	DFA	2	3	3	2	4	5	5	3	4	4	2	5	5	4	4	4	5	5	5	4	78
66	DYIZ	4	5	4	5	5	4	5	5	4	5	5	4	5	4	5	5	5	5	4	4	92
67	EPA	5	3	4	3	5	5	4	2	5	5	4	5	4	4	5	5	5	5	5	4	86
68	FA	2	1	3	2	3	3	2	2	2	1	3	2	2	1	2	3	2	3	3	2	44
69	HS	5	3	5	4	4	5	4	4	5	5	5	4	4	3	4	5	5	4	4	4	86
70	IAPD	5	4	4	3	5	4	5	3	4	2	4	5	5	5	4	4	4	3	5	3	81



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Appendix 9

Total Score Inter rater Speaking Skill

No	Students (N)	Score		Average
		Researcher	Teacher	
1	ADRKD	60	60	60
2	AR	73	74	73.5
3	AAF	70	72	71
4	AN	77	77	77
5	AR	82	82	82
6	AH	84	84	84
7	AA	66	77	71.5
8	DN	74	74	74
9	FNH	60	62	61
10	F	80	80	80
11	GDHN	62	62	62
12	INA	84	84	84
13	KRP	77	78	77.5
14	LR	65	66	65.5
15	LAR	70	70	70
16	LF	50	50	50
17	MB	80	80	80
18	MG	50	50	50
19	MH	75	76	75.5
20	MAA	70	72	71
21	MDA	85	85	85
22	MEM	65	66	65.5
23	NM	77	80	78.5
24	RD	80	85	82.5
25	SNA	60	60	60
26	SH	50	50	50
27	TF	60	60	60
28	UNH	80	80	80
29	WH	71	75	73
30	Y	65	66	65.5
31	YKI	54	55	54.5
32	AS	62	62	62
33	AHA	54	54	54
34	AMB	67	68	67.5
35	BSAS	56	56	56
36	BA	80	80	80
37	FRH	82	82	82

No	Students (N)	Score		Average
		Researcher	Teacher	
38	FU	63	68	65.5
39	FN	71	75	73
40	GFDC	75	78	76.5
41	IK	50	50	50
42	INJ	66	77	71.5
43	LQ	74	74	74
44	LA	60	62	61
45	LD	80	80	80
46	MS	62	62	62
47	MEA	70	72	71
48	MRJ	67	67	67
49	MD	63	68	65.5
50	MDHS	71	75	73
51	MA	75	78	76.5
52	MH	67	67	67
53	NO	67	67	67
54	NL	80	80	80
55	RA	66	66	66
56	RH	73	75	74
57	RA	70	70	70
58	SP	50	50	50
59	SA	66	77	71.5
60	UHT	74	74	74
61	VS	60	62	61
62	WG	80	80	80
63	AWF	62	62	62
64	AM	74	78	76
65	DFA	60	65	62.5
66	DYIZ	88	88	88
67	EPA	66	69	67.5
68	FA	62	68	65
69	HS	76	80	78
70	IAPD	74	78	76
Average Total Score				69,67

Appendix 10

Students' Habit in Watching English YouTube Videos Score

No	Students (N)	Total Score
1	ADRKD	89
2	AR	78
3	AAF	67
4	AN	67
5	AR	67
6	AH	67
7	AA	67
8	DN	44
9	FNH	40
10	F	42
11	GDHN	40
12	INA	60
13	KRP	75
14	LR	40
15	LAR	56
16	LF	45
17	MB	40
18	MG	65
19	MH	54
20	MAA	62
21	MDA	54
22	MEM	67
23	NM	56
24	RD	40
25	SNA	50
26	SH	40
27	TF	75
28	UNH	70
29	WH	85
30	Y	65
31	YKI	67
32	AS	61
33	AHA	73
34	AMB	86
35	BSAS	56
36	BA	93
37	FRH	74
38	FU	60
39	FN	60

No	Students (N)	Total Score
40	GFDC	90
41	IK	53
42	INJ	94
43	LQ	95
44	LA	68
45	LD	81
46	MS	92
47	MEA	79
48	MRJ	88
49	MD	81
50	MDHS	81
51	MA	89
52	MH	81
53	NO	89
54	NL	87
55	RA	80
56	RH	92
57	RA	86
58	SP	77
59	SA	92
60	UHT	80
61	VS	81
62	WG	90
63	AWF	84
64	AM	78
65	DFA	78
66	DYIZ	92
67	EPA	86
68	FA	44
69	HS	86
70	IAPD	81
Average Score		70,74

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Appendix 11

The Computations of Students' Score

No	Subjects	X	Y	(XY)	(XX)	(YY)
1	ADRKD	89	60	5340	7921	3600
2	AR	78	73.5	5733	6084	5402.25
3	AAF	67	71	4757	4489	5041
4	AN	67	77	5159	4489	5929
5	AR	67	82	5494	4489	6724
6	AH	67	84	5628	4489	7056
7	AA	67	71.5	4790.5	4489	5112.25
8	DN	44	74	3256	1936	5476
9	FNH	40	61	2440	1600	3721
10	F	42	80	3360	1764	6400
11	GDHN	40	62	2480	1600	3844
12	INA	60	84	5040	3600	7056
13	KRP	75	77.5	5812.5	5625	6006.25
14	LR	40	65.5	2620	1600	4290.25
15	LAR	56	70	3920	3136	4900
16	LF	45	50	2250	2025	2500
17	MB	40	80	3200	1600	6400
18	MG	65	50	3250	4225	2500
19	MH	54	75.5	4077	2916	5700.25
20	MAA	62	71	4402	3844	5041
21	MDA	54	85	4590	2916	7225
22	MEM	67	65.5	4388.5	4489	4290.25
23	NM	56	78.5	4396	3136	6162.25
24	RD	40	82.5	3300	1600	6806.25
25	SNA	50	60	3000	2500	3600
26	SH	40	50	2000	1600	2500
27	TF	75	60	4500	5625	3600
28	UNH	70	80	5600	4900	6400
29	WH	85	73	6205	7225	5329
30	Y	65	65.5	4257.5	4225	4290.25
31	YKI	67	54.5	3651.5	4489	2970.25
32	AS	61	62	3782	3721	3844
33	AHA	73	54	3942	5329	2916
34	AMB	86	67.5	5805	7396	4556.25
35	BSAS	56	56	3136	3136	3136

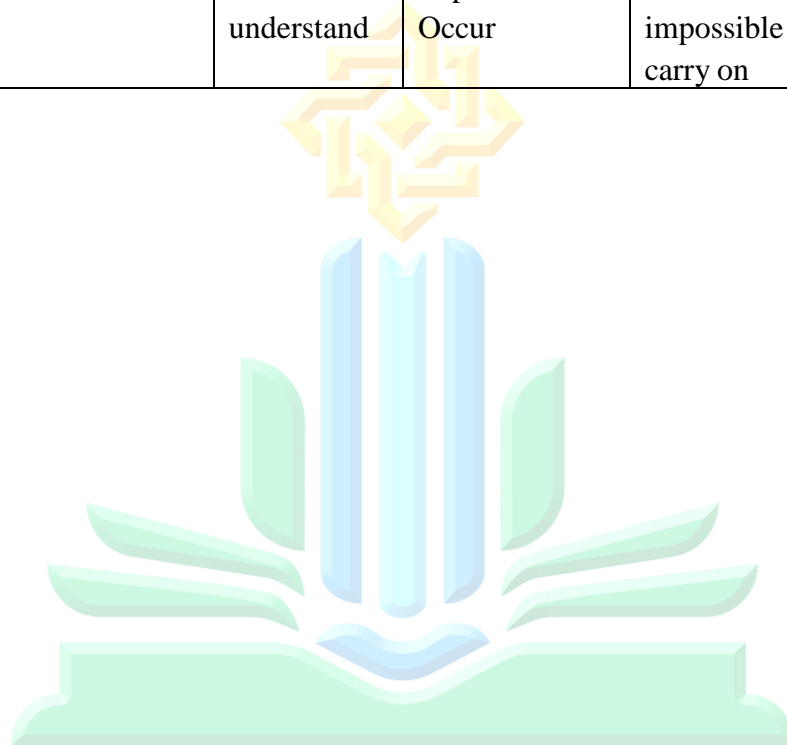
No	Subjects	X	Y	(XY)	(XX)	(YY)
36	BA	93	80	7440	8649	6400
37	FRH	74	82	6068	5476	6724
38	FU	60	65.5	3930	3600	4290.25
39	FN	60	73	4380	3600	5329
40	GFDC	90	76.5	6885	8100	5852.25
41	IK	53	50	2650	2809	2500
42	INJ	94	71.5	6721	8836	5112.25
43	LQ	95	74	7030	9025	5476
44	LA	68	61	4148	4624	3721
45	LD	81	80	6480	6561	6400
46	MS	92	62	5704	8464	3844
47	MEA	79	71	5609	6241	5041
48	MRJ	88	67	5896	7744	4489
49	MD	81	65.5	5305.5	6561	4290.25
50	MDHS	81	73	5913	6561	5329
51	MA	89	76.5	6808.5	7921	5852.25
52	MH	81	67	5427	6561	4489
53	NO	89	67	5963	7921	4489
54	NL	87	80	6960	7569	6400
55	RA	80	66	5280	6400	4356
56	RH	92	74	6808	8464	5476
57	RA	86	70	6020	7396	4900
58	SP	77	50	3850	5929	2500
59	SA	92	71.5	6578	8464	5112.25
60	UHT	80	74	5920	6400	5476
61	VS	81	61	4941	6561	3721
62	WG	90	80	7200	8100	6400
63	AWF	84	62	5208	7056	3844
64	AM	78	76	5928	6084	5776
65	DFA	78	62.5	4875	6084	3906.25
66	DYIZ	92	88	8096	8464	7744
67	EPA	86	67.5	5805	7396	4556.25
68	FA	44	65	2860	1936	4225
69	HS	86	78	6708	7396	6084
70	IAPD	81	76	6156	6561	5776
Total		4952	4877.5	347113.5	369722	346205.8

Appendix 12

Scoring Rubric of Speaking Skill

Score	Aspect				
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
5	Easy to understand and have a native speaker	There is no or little mistake in grammar	Using good vocabulary and expression like native Speaker	Talking in smooth way as like native speaker	Understand all without any difficulties
4	Easy to understand with certain accent	Sometimes makes mistake in grammar but it does not influence the Meaning	Sometimes using vocabulary which is not appropriate	The fluency is disturbed by language problem	Understand almost all although there is repetition in certain part
3	There are some problems and it made the listener should More Concentration	Often makes mistake in grammar and it influences the meaning	Using vocabulary which is not appropriate, the conversation is limited because the lack of Vocabulary	The fluency is disturbed more by language problem	Understand most of what she/he talks in slow Speaking
2	Difficult to understand because there is problem in pronouncing the words	Many mistakes in grammar which made obstruct the	Using wrong vocabulary and it is limited so it is difficult to understand	Often to talk and sentences may be left Complicated	Difficult to understand what she/he talks

Score	Aspect				
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
		meaning			
1	Many wrong pronunciation so it can not be understood	The grammar mistake is bad and it is difficult to understand	The vocabulary is limited so the conversation impossible to occur	Speech is so disjointed that conversation is almost impossible to carry on	Can not understand although in simple conversation



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Appendix 13

The Students' Speaking Skill Score

No	Subjects	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	ADRKD	3	2	2	1	2
2	AR	4	3	2	2	3
3	AAF	3	2	2	1	4
4	AN	5	4	3	3	4
5	AR	4	4	3	2	4
6	AH	2	3	2	2	2
7	AA	4	2	3	1	2
8	DN	5	4	4	3	3
9	FNH	3	2	3	2	2
10	F	4	4	3	2	3
11	GDHN	4	5	4	2	3
12	INA	3	2	2	1	2
13	KRP	2	2	3	2	1
14	LR	3	3	2	2	1
15	LAR	5	4	3	2	3
16	LF	5	4	4	3	3
17	MB	4	3	2	2	2
18	MG	2	2	2	2	3
19	MH	3	2	2	1	2
20	MAA	5	3	3	4	3
21	MDA	5	5	4	3	3
22	MEM	4	3	3	2	2
23	NM	3	2	2	1	2
24	RD	3	3	2	2	2
25	SNA	4	3	2	3	2
26	SH	5	4	3	2	4
27	TF	4	4	3	2	3
28	UNH	3	2	2	2	1
29	WH	3	2	2	1	2
30	Y	2	2	3	2	1
31	YKI	4	5	3	3	3
32	AS	5	4	5	3	3
33	AHA	5	3	5	3	4
34	AMB	5	3	3	2	3

No	Subjects	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
35	BSAS	2	3	1	2	2
36	BA	3	3	3	3	2
37	FRH	4	2	4	2	3
38	FU	3	2	2	1	2
39	FN	5	3	3	3	2
40	GFDC	2	2	1	2	3
41	IK	5	3	5	3	3
42	INJ	5	3	3	3	3
43	LQ	4	2	2	3	2
44	LA	3	2	1	2	2
45	LD	2	2	3	2	2
46	MS	4	4	3	3	3
47	MEA	2	3	2	3	1
48	MRJ	4	3	4	3	3
49	MD	5	5	4	2	3
50	MDHS	3	3	2	3	3
51	MA	4	3	3	2	4
52	MH	4	4	5	3	2
53	NO	3	3	2	1	3
54	NL	2	2	1	2	4
55	RA	3	2	2	1	2
56	RH	5	4	2	3	2
57	RA	5	3	2	3	4
58	SP	4	3	2	4	3
59	SA	2	3	3	2	1
60	UHT	3	2	2	3	2
61	VS	5	4	2	3	3
62	WG	5	3	4	3	2
63	AWF	4	4	3	2	3
64	AM	2	2	2	2	2
65	DFA	3	3	2	1	3
66	DYIZ	4	3	3	2	3
67	EPA	5	3	4	3	4
68	FA	4	3	3	2	4
69	HS	3	2	1	3	3
70	IAPD	5	3	2	3	3

Appendix 14

Distribution of Value r table 5% and 1% Significant

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 15

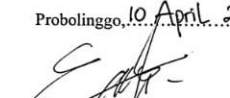
Practicaly of Questionnaire Instrument

Practicaly of Questionnaire Instrument

Instruction : 1. Circle one of the indicator which is appropriate with the situation in the data
2. Give a description in the column "note" based on the situation in the class

Aspect	Indicator	Note
Students responds toward the instruction	<ol style="list-style-type: none"> 1. More than a half of the students ask about the instruction 2. A half of the students ask about the instruction 3. Less than a half of the students ask about the instruction 	There 5 students are ask about the instruction
Estimation of time allocation for students	<ol style="list-style-type: none"> 1. More than a half of the students finish the test on time 2. A half of the students finish the test on time 3. Less than a half of the students finish the test on time 	There 3 students who havenot finish questionnaire yet
Enthusiasm of students in doing the test	<ol style="list-style-type: none"> 1. More than a half of the students are enthusiasm in doing the test 2. A half of the students are enthusiasm in doing the test 3. Less than a half of the students are enthusiasm in doing the test 	There 69 students do the Questionnaire enthusiasm
Enjoy of doing the test	<ol style="list-style-type: none"> 1. More than a half of the students feel tried of doing the test 2. A half of the students feel tried of doing the test 3. Less than a half of the students feel tried of doing the test 	There are 70 students feel enjoy of doing the questionnaire

Probolinggo, 10 April 2023


Evin Havuwilivanti, S. Pd



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Appendix 16

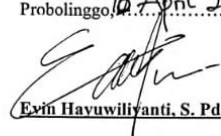
Practicaly of Test Instrument

Practicaly of Test Instrument

Instruction : 1. Circle one of the indicator which is appropriate with the situation in the data
2. Give a description in the column "note" based on the situation in the class

Aspect	Indicator	Note
Students responds toward the instruction	<ol style="list-style-type: none"> 1. More than a half of the students ask about the instruction 2. A half of the students ask about the instruction 3. Less than a half of the students ask about the instruction 	There are 5 students ask about the instruction
Estimation of time allocation for students	<ol style="list-style-type: none"> 1. More than a half of the students finish the test on time 2. A half of the students finish the test on time 3. Less than a half of the students finish the test on time 	There are 5 students who do not finish the test yet
Enthusiasm of students in doing the test	<ol style="list-style-type: none"> 1. More than a half of the students are enthusiasm in doing the test 2. A half of the students are enthusiasm in doing the test 3. Less than a half of the students are enthusiasm in doing the test 	There are 5 students do the test enthusiasm.
Enjoy of doing the test	<ol style="list-style-type: none"> 1. More than a half of the students feel tried of doing the test 2. A half of the students feel tried of doing the test 3. Less than a half of the students feel tried of doing the test 	There are 5 students who do not feel afraid/worry of doing the test

Probolinggo, 10 April 2023


Evin Havuwiliyanti, S. Pd

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Appendix 17

RESEARCH DOCUMENTATION



Researcher provided the students' habit in watching English YouTube videos questionnaire through *Google Form* link.

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Appendix 18

DECLARATION OF AUTHORSHIP

This undersign bellow:

Name : Ulfah Diana Rizka Kamilia
SRN : T20196187
Program : English Education Study Department
Faculty : Tarbiyah and Teacher Training
University : UIN Kiai Haji Achmad Siddiq Jember

State that thesis entitled “The Correlation Between Students’ Habit in Watching English YouTube Videos and Their Speaking Skill at The Eleventh Grade of SMK Negeri 1 Banyuwang” is truly an original work from the result of conducting research at the eleventh grade of SMK Negeri 1 Banyuwang, expect some resources which are accepted from references mentioned.

...ember, 2nd of June 2023

Ulfah Diana Rizka Kamilia
SRN: T20196187

Appendix 19

AUTOBIOGRAPHY



Personal Information

Name : Ulfah Diana Rizka Kamilia
SRN : T20196187
Gender : Female
Place, Date of Birth : Probolinggo, 28th of October 2000
Address : Banyuwanyar, Probolinggo, East Java
Religion : Islam
Department/ Major Courses : Language Education/ English Department

Educational Background

2005 – 2007 : TK Dewantara
2007 – 2013 : SD Negeri Liprak Kulon 1
2013 – 2016 : SMP Nurul Jadid
2016 – 2019 : SMA Nurul Jadid