The Correlation Between the Use of YouTube and Speaking Ability on English Department Students of Riau University

Annisa Suandy[1] Novitri[2] Masyhur[3]
English Study Program, Teachers Training and Education Faculty, Universitas Riau,
Pekanbaru City, Riau Province, Indonesia[1,2,3]
Email: annisa.suandy5644@student.unri.ac.id[1] novitri.syam@lecturer.unri.ac.id[2]
masyhur@lecturer.unri.ac.id[3]

Abstract
This research aims to find out the correlation between the use of YouTube and speaking ability on English Department students of Riau University. The research design was descriptive correlational that focused on the quantitative approach. The population of the research is the fourth semester of the English department with 76 students involved as the research samples. To collect the data, the researcher used two research instruments; a questionnaire and a test. The questionnaire is to gain the data of the students' use of YouTube while the test is for the data of the students' speaking ability. The analysis of the data was carried out using IBM SPSS Statistics 25. The findings revealed that the mean score of the students' social use of YouTube is 75.58, interpreted as 'average', whereas the mean score of the students' speaking ability is 69.99, interpreted as 'good'. Then this research discovered the correlation coefficient between the two variables is 0.471, and following the classification of correlation by Sugiyono (2009), this number denotes a 'moderate' and 'positive' correlation. Also, the determinant coefficient is 0.2218, indicating that the students' use of YouTube has 22% influence on their speaking ability, leaving the other 78% to other factors, such as cognitive ones (conceptualization, formulation, and articulation), lingustic ones (pronunciation, grammar, and vocabulary), and affective ones (self-control and anxiety). Having found these findings, it can be confirmed that the use of YouTube can influence students' English speaking ability very well if they start using it wisely.
Keywords: Correlation, Use of Youtube, Speaking Ability

INTRODUCTION

Speaking ability is essential because it enables students to interact with people throughout the world. Speaking is among the most crucial English skills that must be developed and mastered, according to (Riswandi 2020), in order for students learning foreign languages to be able to communicate clearly and effectively without any misconceptions. Speaking is the act of generating linguistic sounds, deciding where to put emphasis, and expressing emotion and meaning through intonation and pitch (Harmer, 2008). Speaking ability is essentially the capacity to convey one's needs, wants, and feelings to another through sound flow (Parmawati & Inayah, 2019). Furthermore, speaking is a useful language ability (Siahaan, 2008). Speaking is a conversational exchange in which meaning is created by the exchange of information (Kosar & Bedir, 2014). It suggests that speaking is the ability to produce meaning-filled sounds that other people can comprehend, allowing us to have a good conversation. However, students frequently find it difficult to speak English fluently. Students' difficulties speaking English can be caused by a number of factors (Siregar et al., 2020). At first, the students struggled to understand the language's meaning. Secondly, the students found it difficult to remember every vocabulary lesson. Third, the students were often confused by the way the terminology was arranged. Fourth, the students had trouble pronouncing the word. Fifth, the students had trouble understanding the English-language

material. At last, the students' access to facilities for studying English was restricted. Koesrini & Kasimbara (2022) assert that using insufficient or improper learning strategies will have an effect on students' learning outcomes. Thus, one strategy for attracting students' attention to the lesson that the teachers are offering so that the learning message may be transmitted accurately and the learning outcomes can be achieved is to use unique and creative teaching-learning media.

Today's reality shows that a lot of individuals spend more time on their gadgets than their surroundings, especially children and young adults. This phenomena most likely occurs because practically everything can now be done online via social media, from business to education. Students' language abilities can be improved through information and communication technology (ICT) usage in the English language instruction (Khaloufi & Laabidi, 2017). People of all ages and educational levels frequently utilize social media. According to Kaplan and Haenlein (2010), social media is a collection of online resources that facilitate the creation of various kinds of information on a worldwide scale. Social media can be a helpful for educational tool. This technological development is frequently used in the classroom nowadays (Blaschke, 2014). In fact, the majority of curricula in many nations today mandate that teachers use technology in their instruction, especially when the COVID-19 pandemic started in 2020. Since students learn languages while using their gadgets to fill the time, using social media may be a useful alternative for their language-learning needs. Additionally, students take charge of their own learning when using social media. They are the ones who choose the method of learning that is most effective for them. In considering the issues mentioned above, the researcher believes that using technology as a learning tool for speaking instruction is essential. The number of education-based applications available to help students become more fluent speakers is impressive. Instead the researcher wants to see whether or not one of those apps—YouTube, in particular—works for enhancing students' speaking abilities. This application's features are simple to use, excellent for the characteristics of the students, and compatible with the facilities of the school.

Chad Hurley, Steve Chen, and Jawed Karim in 2005 started the YouTube application, which has been identified as one of the learning resources. One of the most widely used video-sharing websites today is YouTube. YouTube offers a variety of free services, including Finding and watching videos, creating and downloading videos, subscribing, live streaming, and exchanging links to videos, and taking part in discussions and inquiries about videos. Due to the fact that millions of people use YouTube, it has the ability to assist students in learning how to speak. For example, after a lesson on pronunciation, students are asked to search up more resources on YouTube. They then show the outcomes of their resumes after watching YouTube. Students can still view the videos without creating an account. YouTube videos can enhance a lot of lessons. To help their learning speaking process, YouTube offers an interesting, active, and creative practice space (Tristiana & Swondo 2020). As a result, individuals will find those tools more useful and motivated to improve their speaking abilities. According to Jalaluddin (2016), YouTube videos can be used to provide students with tools for practicing speaking in public and to teach them about the various dialects of English that are spoken throughout the world. Students' speaking ability can be enhanced by watching YouTube videos both within and outside of the classroom. For all the previous reasons, students frequently use of YouTube as a source for updating information in accordance with technology trends. However, YouTube can also be a tool for developing speaking ability. The researcher is curious to learn more about how YouTube might be used to teach speaking ability by students of the English Study Program, Faculty of Teachers Training and Education, Universitas Riau. As a result, the writer is interested in conducting research with the title "The

Correlation between the use of YouTube and Speaking Ability on English Department Students of Riau University".

RESEARCH METHODS

The purpose of this research is to find out the correlation between the use of YouTube and speaking ability. Correlational research, which measures and confirms the relationship or link between variables, is the design used in this study (Cozby & Bates, 2004). This research used a correlational design using a quantitative analyze methodology. The data from the two variables were statistically computed using the Pearson Product Moment method in SPSS 25. The population of this research is fourth-semester English Department students at FKIP Universitas Riau during the academic year 2022/2023. There are 76 students in the research sample. A test and a questionnaire were the research instruments that were used in this research. The 18 item questionnaires, which was adapted from Kurniawan (2019), was scored using 5-point Likert scales. The Azwar (2012) method was used to analyze the students' use of YouTube based on their questionnaire scores:

Table 1. Classification Formula Table

Very Low	$X \leq M - 1.5\,SD$
Low	$M - 1.5SD < X \leq M - 0.5SD$
Average	$M - 0.5SD < X \leq M + 0.5SD$
High	$M + 0.5SD < X \leq M + 1.5SD$
Very High	$M + 1.5SD < X$

Meanwhile, the speaking test constructed by the researcher under the guidance of the thesis consultant related to the material that students have learned that can be used as a speaking test. The students' score of the test was classified using the ability scale category by Riduwan (2011):

Table 2. Ability Scale Category

Score	Classification
81 – 100	Very Good
61 – 80	Good
41 – 60	Mediocre
21 – 40	Poor
0 – 20	Very Poor

The correlation test was carried out using SPSS 25, and the coefficient was categorized according to Sugiyono (2009) suggested interpretation of the correlation number:

Table 3. The Level of Correlation

Correlation Coefficient	Interpretation
0.00 – 0.20	Very low correlation
0.21 – 0.40	Low correlation
0.41 – 0.70	Moderate correlation
0.71 – 0.90	High correlation
0.91 – 1.00	Very high correlation

RESEARCH RESULTS AND DISCUSSION
The Students' use of YouTube

The writer analysed the data's statistical scores, which comprise the range, minimum and maximum scores, mean, and standard deviation. These were all found using IBM SPSS Statistical 25. The results are summarized as follows:

Table 4. Descriptive Statistics The Use of YouTube

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
The Use of YouTube	36	28	58	85	75.58	7.124
Valid N (listwise)	36					

According to Table 4, the students' use of YouTube has a range score of 28, with the lowest score is 58 and the highest is 85. The students use of YouTube had a mean score of 75.58 and a standard deviation of 7.124. The classification of the students' use of YouTube can be seen through using the formula from Azwar (2012) from the table 5 as follows:

Tabel 5. Students' Use of YouTube Classification

Score	Classification	Frequency	Percentage
$X < 86$	Very High	0	0%
$79 < X \leq 86$	High	14	39%
$72 < X \leq 79$	Average	11	31%
$65 < X \leq 72$	Low	9	25%
$X \leq 65$	Very Low	2	6%
Total		36	100%

From Table 5, it can be seen that there are fourteen students (39%) on the category of 'high' the use of YouTube, eleven students (31%) have 'average' level the use of YouTube, nine students (25%) are on the 'low' level of the use of YouTube, and only two students (6%) on the 'very low' category the use of YouTube level. With an overall average of 75.58, it can be concluded that the use of YouTube level of the English Department students of Riau University is at Average level.

The Students' Speaking Ability

As previously mentioned, the writer analyzed the student's speaking ability by having them take a speaking test. So, a speaking test the second instrument was used. These were all found with the support of IBM SPSS Statistical 25. Here is a summary of the results:

Table 6. Descriptive Statistics of Speaking Ability

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Speaking Ability	36	25.32	60	85.32	69.993	7.4151
Valid N (listwise)	36					

Table 6 shows that the students' speaking ability range score is 25.32, with the lowest score being 60 and the highest being 85.32. The students speaking ability test results have a mean score of 69.99 and a standard deviation of 7.41. Following Riduwan's (2011) classification of ability level, the following categories represent the students speaking ability:

Table 7. Students Speaking Ability Category

Score	Classification	Frequency	Percentage
81 - 100	Very Good	4	11%
61 - 80	Good	28	78%
41 - 60	Mediocre	4	11%
21 - 40	Poor	0	0%
0 - 20	Very Poor	0	0%
Total		36	100%

The speaking ability category on the Table 7 revealed that out of thirty-six students, four students (11%) fall into the 'very good' level class, twenty-eight students (78%) are on the 'good' level class, four students (11%) fall into the 'mediocre' level class. Fortunately, none of the students are in the "poor" or "very poor" levels. With the average score of 69.99, it can be concluded that the speaking ability on the English Department students of Riau University is at Good level.

The Correlation Analysis

As previously stated, the purpose of this study is to determine whether students' use of YouTube and speaking ability are correlated or not. To do this, the data from the two variables were statistically computed using the Pearson Product-Moment computation in SPSS Statistics 25. The results of the correlation coefficient computation are shown in the Table 8 below:

Table 8. Correlations Analysis

Correlations		The Use of YouTube	Speaking Ability
The Use of YouTube	Pearson Correlation	1	,471
	Sig. (2-tailed)		,004
	N	36	36
Speaking Ability	Pearson Correlation	,471	1
	Sig. (2-tailed)	,004	
	N	36	36

The SPSS output has shown in Table 8 reveals that there is a 0.471 correlation between the students' use of YouTube and their speaking ability. Using the interpretation of correlation level provided by Sugiyono (2009), there was a moderate amount of correlation between the two variables if the correlation coefficient is between 0.40 and 0.70. Owing to this, it can be confirmed that there is a moderately significant correlation between the use of YouTube and speaking ability on English department students of Riau University.

Coefficient Determinant

Finding the coefficient of determination (R) is crucial when researching a correlation. The purpose of this analysis is to determine how much variable X affects variable Y's value. In order to determine how much the use of YouTube affects students' speaking ability, determinant coefficients must be computed. The coefficient of determination was determined as follows:

$R = r^2 \times 100\%$

$R = (0.471)^2 \times 100\%$

$R = 0.2218 \times 100\%$

R = 22%

The result of R value is 22%, which means the use of YouTube has a twenty-two percent contribution to speaking ability on English department students of Riau Unversity. From that point, it is worth mentioning that another seventy-eight percent (78%) of the students' speaking ability is contributed by other factors.

Discussion

According to Table 8, there is a 0.471 correlation between the two research variables. According to the correlation level created by Sugiyono (2009), this number is considered to

be at a moderate level. This result refers to the alternative hypothesis (Ha) being accepted and the null hypothesis (Ho) being rejected. Additionally, as the coefficient value is higher than 0 and nearer +1, the correlation is positive in type. The two variables appear to be moving in the same direction as a result. The more the students use of YouTube, the better their English speaking ability will be and vice versa. This results correlate with those from study by Syafiq et al. (2021), YouTube videos have greatly improved not only the students' speaking abilities but also other aspects of their English language competency, such as grammatical structures, vocabulary, fluency, and content. According to Anggraeni (2012) and Pratiwi (2011) Students who use videos are better able to organize their ideas, make smart word choices, write coherent sentences, and apply proper writing mechanics (punctuation and spelling). As one of the most popular websites in the world, YouTube could be used in EFL classes to help students become more fluent in the language, particularly in speaking and listening. A more interesting and productive learning environment could result from this (Alkathiri, 2019). As they teach and inspire in settings and contexts found in real life, YouTube videos are interesting to students due to their audiovisual features.

According to Levelt (1989), there are three factors that affect students speaking abilities. Cognitive factors come first. Conceptualization, formation, and articulation all fall under this category. Conceptualization has to do with which information can be chosen to express meaning. A speaker's capacity to select the words to employ in a suitable grammatical structure is referred to as formulation. Additionally, articulation requires speakers to use their articulatory tools to correctly pronounce their words. Due to the simultaneous nature of these three processes, it is very likely that students may make mistakes, particularly when communicating face-to-face. The second category is linguistic factors, which include things like pronunciation, grammar, and vocabulary. According to Goh (2007), pronunciation is seen to be crucial to understanding. Additionally, grammar is crucial for understanding how the English language is structured. According to Larsen-Freeman (2001), it appears that EFL students find it challenging to build proper grammar into their speech. Because vocabulary is the foundation of every language, it is crucial for EFL students. The affective factor comes last. It is likely that self-control and anxiety have an impact on students' oral proficiency. According to Arnold & Brown (1999), the most important affective element that impedes learning is anxiety. This kind of anxiety about being "wrong, stupid, or unintelligible" (Brown, 2001, p. 269) has a significant negative impact on how well a student speaks. According to Liu (2006), most EFL students become stressed out in class, especially when they are asked to speak in front of the class without having prepared. According to Shumin (2002), students' performance in foreign language classrooms can be negatively impacted if they fall mute or forget words. As a result, this study was able to establish a moderately significant and positive relationship between the use of YouTube and speaking ability on English department students of Riau University. When the coefficient determinant was calculated, it was found to be 0.2218, indicating that the students' use of YouTube contributed 22% to their speaking ability. Meanwhile, it is confirmed that other factors, such as cognitive ones (conceptualization, formulation, and articulation), lingustic ones (pronunciation, grammar, and vocabulary), and affective ones (self-control and anxiety), contributed to the remaining 78% of their speaking ability.

CONCLUSION

After doing the research, three key research findings and conclusions can be made. The first finding is that students' use of YouTube has a mean score of 75.58. As a result, the English department students of Riau University use of YouTube on average. The students' speaking ability average score was 69.99 on a scale of 100, which is considered to be at a good level.

Simply put, the English department students of Riau University are good in speaking ability. The final finding is that there is a moderate significantly correlated between students' use of YouTube and speaking ability and also the null hypothesis (Ho) is rejected, with a correlation coefficient of 0.471 between the two variables. With 0.2218 as the coefficient of determination, it can be concluded that the students' use of YouTube contributes about twenty-two percent to their speaking ability, leaving the other seventy-eight percent to other factors.

From this research, The researcher suggests that English teachers begin learning how to use YouTube as a teaching resource. Through YouTube, teachers can learn concepts, ideas, and theories for enhancing student's speaking ability. YouTube is furthermore helpful for boosting student engagement during the teaching and learning process. Then for English Students, the reseacher advises and exhorts English students to start using YouTube responsibly. YouTube can be a great resource for students to learn a variety of subjects, including how to speak English more fluently, in addition to giving entertainment purposes. Students can improve their speaking ability in such a fun, easy, and useful way if they use YouTube ethically and effectively. Lastly, for other Researchers, the researcher would like to encourage further researchers to carry out more research on how YouTube is used or serves other aspects of English learning. As we all know, there are numerous other skills that English language learners must acquire in order to become fluent. Therefore, there are still a lot of areas of English that could be interesting research topics because YouTube is adaptable enough for different learning styles.

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