STUDENTS INTEREST OF USING YOUTUBE IN SPEAKING CLASS : CASE STUDY ON SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDENTS

THESIS

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UNIVERSITAS MUHAMMADIYAH MALANG

2024

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This thesis is submitted to meet one of the requirements to achieve

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APPROVAL PAGE AFTER DEFENSE

This thesis was defended in Front of the examiners of the Faculty of Teacher Training and Education of the University of Muhammadiyah Malang and accepted as one of the requirements to achieve Bachelor's Degree in English Language Education

on 25th July 2024

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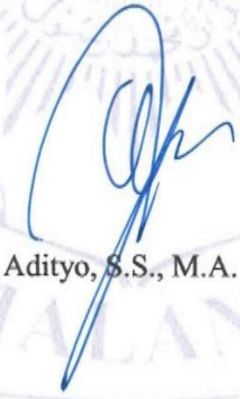

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MOTTO AND DEDICATIONS

MOTTO

"*Hidup saya adalah untuk bahagia, kalo belum bahagia belum boleh mati, tapi kalo udah mati duluan dan belom bahagia? Itu rahasia ilahi"*

Flora Shafiqa Riyadi –

"*Bagaimana hasilnya, ucapkan terima kasih kepada diri sendiri yang telah mengusahakan yang terbaik"*

Shania Gracia -

DEDICATIONS

To anyone who convinced me to continue my life, when I lost confidence.

AUTHOR'S DECLARATION ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution. I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that my ideas, techniques, quotations, or any other material from the work of the other people included my thesis, published or otherwise, are fully acknowledge in accordance with the standard referencing practices.

I also declare that this a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang, July 25th 2024

Rofanza Harya Gumilang

ACKNOWLEDGEMENTS

I extend my heartfelt gratitude to Allah SWT for His countless blessings and guidance, which enabled me to successfully complete my graduating paper. Without His benevolence, this achievement would not have been possible.

I also express my deepest thanks to Prophet Muhammad SAW, whose teachings provided illumination during challenging times. I am immensely grateful to all those who stood by me throughout my thesis journey, particularly my advisors whose invaluable guidance and insights were instrumental.

My appreciation also goes to my family and friends for their unwavering support and encouragement. Their belief in me kept me motivated throughout this endeavour.

I am grateful to the participants of my study whose willingness to share their experiences enriched this research. Additionally, I would like to acknowledge the support of my classmates and colleagues who provided valuable feedback and encouragement during the research and writing process.

Furthermore, I am thankful to English Language Education Department UMM and all faculty members who contributed to my academic growth.

Thank you all for your unwavering support and belief in my abilities.

Malang, 25 July 2024

The Writter

STUDENTS INTEREST OF USING YOUTUBE IN SPEAKING CLASS : CASE STUDY ON SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDENTS

ABSTRACT

This research focuses on students' interest in using YouTube to learn how to speak English. It aims to investigate the experiences of students who leverage YouTube for their English language learning. This study is a qualitative descriptive research. The participants were sixth-semester students from Class B, Department of English Education, UMM, in the academic year 2021/2022. Data were collected through questionnaires and interviews. Researchers employed data analysis techniques based on Sugiono's Theory (2010), including data collection, data reduction, data presentation, and conclusion drawing/verification. To ensure data reliability, triangulation was employed. The study also revealed a positive student response towards using YouTube as a learning tool. Most students consider YouTube an efficient and helpful resource for learning English, valuing its accessibility for anytime learning. However, a challenge emerged: the lack of two-way communication on YouTube hinders students' progress in spoken English, leaving them unsure of their mistakes.

Keywords:Students' interest, Speaking Class, YouTube-based learning

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Bagian Skripsi (CHAPTER)	Prosentase Hasil Kesamaan
CHAPTER I Introduction	7%
CHAPTER II Review of Related Literature	25%
CHAPTER III Research Method	14%
CHAPTER IV Findings and Discussion	14%

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