

# An Analysis of YouTube Tourism Video in Teaching Students' Speaking Skill

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## Abstract:

Currently, rapidly developing technology has been used in education. YouTube is one of the technologies that can be used as an effective learning media in speaking skills of each student, especially speaking. This study aims to describe the implementation and the students' responses toward the use of YouTube tourism video in teaching students' speaking skill. The method in this study used qualitative research which focus on case study research. It involved the eleventh-grade students of SMAN 3 Bangkalan as the subject of the research. The data were obtained through the observation during the teaching and learning process and an interview with the students. In this study, the researcher accomplished several steps to analyse the data, namely organizing and familiarizing, coding and reducing, interpreting and representing. The first research findings reveal that YouTube Tourism videos are used by teachers and students inside and outside the classroom. Teachers take advantage of YouTube tourism to provide writing assignments, speaking assignments and feedback on students' speaking. Meanwhile, students use YouTube to provide corrections and suggestions to their friends. The second finding revealed that students gave positive responses on the use of YouTube Tourism in speaking. The students say that YouTube is media that is easy to use, effective, and attractive. It also develops students writing and speaking skills are able to motivate students in speaking.

**Keywords:** YouTube, YouTube Tourism Video, Speaking Skill

## Introduction

Communication is an important skill for any person. By using language, everyone can communicate with each other. They are able to communicate their thoughts, feelings, and ideas to others. Besides national languages, there are many languages in the world. One of the skills that make English an international language is its ability to be used in four different ways: listening, speaking, reading, and writing. In this study, the researcher is focused on the speaker's speaking skills. In the digital age, technology has become more and more popular everywhere.

Almost people around the world think that technology is one of the most important things for them.

Technology is currently being used in education, as the educator notes that there are several practical aspects of technology in the teaching and learning process. Speaking is one way to communicate with others. According to Fulcher (2003), speaking is the verbal use of language to communicate with others, and Brown (2004) states that speaking is a productive ability that can be directly and empirically observed, and these observations are always influenced by the accuracy and effectiveness of the examinee's ability to listen, which inevitably affects the reliability and validity of the language test. Speaking in a classroom involves interaction between teachers and students, or between students and each other, depending on the way classroom activities are organized. Speaking has some unique features relative to literacy and literacy (readily assumed to be written language and receptive abilities). When speaking, the speaker usually does not say the complete sentence use a less specific vocabulary than the written language.

Written language is different from spoken language in terms of vocabulary, pronunciation, grammar, and fluency. Students have difficulty communicating fluently in English. Even if they have enough vocabulary to express their thoughts and feelings, they still don't know what to say. Many students say that speaking is more difficult than reading, writing, and listening because it takes more effort to communicate. Two reasons for this are that speaking is harder to understand and that it requires more energy to express oneself. Talking is important in the real world. Usually, the person we're talking to expects us to do that at that moment. Second, when we speak, our words are the only version of what we mean that we have access to. We cannot change or correct them once they've been spoken.

According to Sudjiono (2003), YouTube could be a frame of amusement that tells a story through an arrangement of pictures and sounds that provide the figment of ceaseless development. YouTube is one of the media for outside dialect instruction. It is exceptionally helpful since it can fortify students intrigued in learning. Understudies require excitement since they can get bored with their English lessons. YouTube is one of the foremost reasonable cutting-edge media that applies ICT (Data and Communication Technology). The students also showed other problems that students received besides students' personal

information, such as self-doubt, fear of making mistakes, shame in front of others, anxiety, nervousness, residual in English language Ministry of Education and Culture, government. Promulgate a policy package, especially for distance training at all levels of education. Online teaching systems are an alternative to teaching English, especially oral expression. Abidah, (2020).

## **Review of Literature**

Speaking is the verbal utilize of dialect to communicate with others. Talking is around putting thoughts into words through recognition, feeling, and deliberate so that other individuals get it the message being passed on. It can to be said that discourse is people's capacity to specific their thoughts to other individuals. Individuals chat for great communication.

According to Brown (2004) In a marginally diverse articulation, Brown states that 'speech is an intuitively handle of meaning making that includes the generation, gathering and preparing of data. Brown (2007:4) characterizes discourse as an intelligently prepare of meaning development including the generation, gathering and processing of dialect as the most instrument.

According to Pollard (2008), " Talking is one of the foremost difficult aspects that understudies have to be ace. "In spite of the fact that talking could be a troublesome ability, it is considered a vital aptitude since language allows us to communicate with other individuals within the world. In this manner, for individuals who are effective in talking English, it is additionally simple to be effective in talking English, as the most reason of learning English is to utilize English to talk. In any case, talking isn't simple without a part of hone.

### **Basic Types of Speaking**

Brown H. D (2004) further states that there are some basic types of speaking as in the following taxonomy:

#### **a. Imitative.**

Imitation is the ability to simply imitate a word, phrase, or sentence. During this phase, the teachers focus on the student's pronunciation, followed by his ability

to understand the meaning. Even though the meaning is important, it will help us better understand our good pronunciation.

b. Intensive.

Intensive is the ability to produce brief stretches of mouth language setting to demonstrate competence in limited groups of grammatical, phrase, lexical, or phonological relationships is referred to as intensive. The speaker is aware of the meanings from his or her leisure in ability to answer, but communication with a conversation partner or submit the necessary is limited at best.

c. Responsive.

Responsive is a performance that includes interaction and understanding of the test, but only to a limited extent, as well as short dialogues, mutual greetings, chatter, meaningless requests and comments. Interactive: This is a program that describes the length and complexity of the conversation, which may include several exchanges or communication can affect.

d. Interactive.

The length and complexity of the interaction, which can incorporate different trades and/or different members, recognizes responsive and intuitively talking. Interaction can take two shapes: value-based dialect, was utilizing to trade particular data, and interpersonal trades, that utilized keep up social relations.

e. Extensive (monologue).

This extensive oral production includes speeches, oral presentations, and storytelling. This phase requires students to create their own language based on their own ideas. Because not all students could easily understand the teacher, there are good cooperation among students and teachers in the language class.

## The Aspects of Speaking

Speaking of which, an understudy must idealize certain perspectives. It can be utilized to decide whether our discourse is nice or awful. These are familiarity, comprehension, language structure, lexicon, and elocution. According to Brown H (2001). The primary viewpoint of verbal execution is familiarity. The essential objective of instructors in educating talking aptitudes is familiarity. (Hudges, 2002) characterizes familiarity as "the capacity of understudies to precise themselves in a dialect we get it methods so as not to destroy communication since the audience

may not discover their intrigued." Familiarity is the capacity to reply coherently with locks in words and sentences, articulating sounds clearly, as well as utilizing pressure and pitch (Leong, L. M., & Ahmadi, S. M., 2017).

The second aspect perspective of talking execution is exactness. Exactness is the capacity to work or perform without making botches. In discussion, the speaker must deliver concentration to play down mistakes amid talks. Hence, instructors must emphasize the exactness in educating prepare. (Mazouzi, 2013) whispered that understudies ought to pay sufficient consideration to the exactness and astuteness of dialect since when talking because it centers on syntactic structures, lexicon, and articulation. In other words, amid the educating handle, understudies got to center on each word they utilize. Rendering to (Thornbury S. 2005) states the proper utilize of linguistic development requires length and convolution of well-structured idioms and clauses. Separated from exactness in terms of lexicon means choosing the proper words within the suitable circumstances. Learners now and then applying the word or expression in different settings which doesn't cruel the same thing. So, at this point, the learner must be able to utilize words and expressions accurately. (Thornbury S. , 2005) also talks about pronunciation. It's the lowest classical level of knowledge of learners to be considered. To speak English accurately, learners must control phonological rules and pay attention to various sounds and their pronunciation. Students also need to know the stress, intonation, and tone. With good pronunciation can help the audience to understand what the speaker is talking about. All of these important things can help students to speak simply and very well in English. Here, the researcher wants the student to try to apply one or three elements when they are in speaking class. Although it will not go well but during teaching process with intensive learning, all the elements already mentioned above will be completed automatically. Besides of that here are several kinds of aspect speaking such as:

a. Fluency

It alludes to one's capacity to talk clearly and easily. Familiarity alludes to how well somebody talks a dialect without stumbling over words, befuddling thoughts, and so on.

b. Comprehension

Comprehension may be a student's capacity to get it everything the speaker says to them.

### c. Accuracy of Grammar

“Accuracy is the ability to utilize legitimate linguistic use and lexicon in any case, in numerous circumstances, exactness is characterized as the capacity to create oneself caught on” (Riddle, 2010, p. 145). The element of accuracy in this study refers to grammatical accuracy. Grammar is the process of organizing words into proper sentences. This is important because if the speaker can master grammar to organize the words, the speaker will be able to speak English well.

### d. Vocabulary

Some experts provide vocabulary definitions. "Vocabulary is the collection of words that an individual knows" (Linse, 2005; Jr, 2012). Hatch and Brown (1995; Jr, 2012) define vocabulary as "a list of words for a particular language or a list or set of words those individual speakers of language may use." Furthermore, Webster Dictionary (1985; Jr, 2012) defines vocabulary as "a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words used in language or by class, individual, etc." Vocabulary is the fundamental of dialect. It shows up in each dialect ability. It is exceptionally critical since ready to say nothing without lexicon in or intellect. Lexicon is around choice of word which is utilized suitably based on the setting of talking.

### e. Pronunciation

“Pronunciation is noticeable quality (by implies of stretch or sound) given to a syllable” (Hughes, 1990, p. 11). Another definition, according to Merriam – Webster dictionary (2003; Answer Staff, 2012), According to Merriam-Webster (2003; Answer Staff, 2012), "articulation alludes to the way somebody sounds out a word." In this way, to articulate something implies not as it were to sound out the person phonemes of a word, but too to accurately emphasize its syllable. According to the definition, articulation is a basic component of dialect. As a result, in the event that the understudies have great elocution, their talking will be understandable.

## B. Teaching Speaking Activities

There are a few exercises that can be utilized to hone or advance talking. Thornbury (2005) notices exercises such as introduction, narrating, jokes and accounts, dramatization, part play, recreation, dialog and talk about. Exchange within the classroom or common discussion There are some activities that can assist you progress your talking abilities, such as:

Discussions are most likely the foremost commonly utilized action within the verbal expertise course. Ordinarily, understudies are presented to a subject through reading, a tuning in section, or a tape and after that inquired to work through sets or bunches to talk about a connected subject in arrange to come up with a arrangement, a reaction, or the like. A discussion can undoubtedly be held after very a content-based learning involvement for a assortment of reasons. Through their possess bunch talks, understudies may look for to reach a conclusion, share thoughts approximately an occasion, or discover arrangements. The objective of discussions action must be decided by the educator earlier to the talk. As a result, the dialog focuses are pertinent to the reason, and understudies don't squander their time.

For example, when the researcher gives a video via YouTube with the topic tourism video, and then the researcher will provide some of the material discussed to students. both using the discussion method and even individually. After that the researcher will provide several steps in delivering the task. then the student will watch the YouTube video and after observing the student will make a presentation in front of the class to convey the results of these observations.

A third fundamental frame of talking movement is part play, which is especially valuable for practicing socio-cultural varieties in discourse acts such as complimenting, complaining, and so on. Depending on the understudy level, part plays can be performed from arranged scripts or from a set of prompts and expressions. Part play is an action that's utilized in video projects. Video could be a present-day learning method that inquires understudies to record their exercises or discussions employing a camera in arrange to move forward their talking aptitudes. Concurring to Harmer, this action can get to be a understudies performed way better offer assistance as a result of which understudies work agreeably together utilizing recording. Great generation values can be accomplished when capacity to shape offices are accessible and talented sound or film work force are on hand, Hence, the educator can tell the understudy simply " are David, you go to the specialist and tell him what happened final night, and." (Harmer, 2007b).

For example, when a researcher will give a video and the student will imitate someone in the video both in his speech and behaviour. Understudies can conduct interviews with a assortment of individuals almost particular subjects. In spite of the fact that it may be a great thought for the instructor to urge a rubric to

understudies so that they know what sort of questions to inquire or what way to require, understudies ought to get ready their claim meet questions. Taking after the interviews, each understudy is able to show his or her inquire about to the course. Besides, understudies can meet one another and "present" one another to the course

For example, a teacher will later conduct interviews with students before the teacher will provide several videos with the topic of the YouTube tourism video discussion, after which students will observe the video. After the video is finished the teacher will conduct an interview to ask what the purpose of the video is one by one to practice speaking and focus while watching the video.

Furthermore, YouTube is being considered as an elective technique for moving forward student-speaking capability. After observing YouTube recordings, it is trusted that understudies will get thoughts for talking from the genuine environment of speakers, permitting understudies to make voice administrations that are mimicking, seriously, responsive, seriously, intelligently, and wide. Understudies can get modern lexicon words and elocution cases, which permits them to make strides. As an instructive system, speaking advancement would be kept on progress in the event that it was backed by the real environment or substantial fabric Ahmad Nur Syafiq, (2021). This strategy's usage incorporates stages based on the earlier assignment, the assignment cycle, and the center dialect stages. This technique is anticipated to help understudies in issue tackling.

The web could be a media that underpins the instructive handle and contains a tremendous influence on understudy accomplishment within the way that recordings on the web are exceptionally successful within the world of education Apuke (2018). Moreover, instructors can utilize video to instruct and learn English (Wael Abdulrahman, 2016). Concurring to Kaboha (2018), YouTube is an online medium that incredibly contributes to instruction in common. It moreover gives moment get to instructing, culture-based recordings, and dialects from around the world. YouTube is considered as an elective procedure for progressing student-speaking capability. After watching recordings based on YouTube, it is trusted that understudies can get thoughts for talking from the genuine environment of speakers so that understudies have the opportunity to create discourse offerings that are mirroring, seriously, responsive, seriously, intuitively and wide. Understudies can moreover get unused lexicon words and cases of articulation



which allow them the opportunity to form advancements. According to the Leiper (2004), “Tourism comprises the ideas and opinion people hold which shape their decision about going on trips, about where to go (and where not to go) and what to do or not to do, about how, to relate to other tourists, locals, and service personnel. And it is all the behavioural manifestations of those ideas and opinions”.

AJ Burkart and S. Malik in (Burkat, 2000) expressed that tourism implies the uprooting of individuals for a whereas and in a brief time period to the goals exterior the places where they live and work Based on the over definitions, it can be concluded that tourism is an action which a person/group of individuals traveling to a modern put for incidentally for fun, getting unused encounter and to create intellect- not to making cash, but to spend cash instep.

#### Previous Studies

There are some previous studies that saw YouTube as a suitable means for improving students' speaking skills, and the results are very clear to students.

The first study was conducted by Bella Syebania Jaya Nur Iman (2018). With the title “The Effectiveness of Tourism Videos to Improve The Tenth Grade Students' Speaking Achievement in SMKN 6 Palembang” This exploration was aimed to find out whether there was significant enhancement on speaking achievement of the tenth- grade scholars of SMKN 6 Palembang after being tutored by using the Tourism vids and to find out whether there was significant mean difference on speaking achievement between the scholars who were tutored by using Tourism vids and those who were not. This exploration applied experimental exploration design. The sample of this exploration were 31 scholars of SMKN 6 Palembang and divided into experimental and control groups. The results of this study were calculated by using SPSS. The exploration finding showed that the mean score of pre-tests of experimental group was,84 bettered to,32. And the mean difference of post-test between experimental and control group was2.129 and the mean difference of speaking enhancement between the retest and post-test within the experimental group was,484. The exploration findings revealed that the tutoring of speaking bettered the scholars' speaking achievement due to having entered the treatment using Tourism videos. Hence, that there was significant enhancement on speaking achievement in the experimental group and there was

significant mean difference between the scholars who were tutored by using Tourism vids and those who were not.

The second was conducted by A.A.C. Cahyana (2020), With the title “The Use of YouTube Video in Teaching English for Foreign Language at Vocational High School”. The consider pointed to examine the utilize of YouTube video in learning English as a remote Dialect in terms of the execution, students' supposition in English expertise enhancement after the execution of YouTube video, the issue confronted by instructors and understudies, and students' recognition toward the utilize of YouTube video in learning English. The respondents were 5 tenth review English instructors and 35 tenth review understudies the result of the ponder uncovered that, the instructors might actualize the procedure since the instructors utilized YouTube video method to target a few abilities in English. the result was in line with the finding of the past think about. In any case, there were a few extra discoveries in this display ponder such as the issue the way instructors executed this method, the students' supposition in English ability change, and the students' recognition toward the usage of the YouTube video procedure.

The third study is come from Anggraini (2021), with the title “Improving Student’s Speaking Skill Using YouTube Video as Media: An Action Research” This investigate is activity inquire about those points to make strides students' talking abilities utilizing YouTube media. Examining how YouTube as a learning medium can make strides students' talking abilities. Amid the Covid 19 widespread, formal schools are still carrying out the learning handle online and as it where courses are permitted to think about face-to-face since there are less understudies in one lesson. The information was collected through talking appraisal and meet in classroom activity inquire about. The author utilized YouTube video and understudies observed and practiced it. Each course comprised of 7 to 10 understudies, the author made three cycles and gave a score for each cycle concurring to the talking estimate. The comes about of the inquire about point out that the understudies might improve their talking aptitudes by utilizing YouTube recordings. Within the to begin with cycle, the students' normal score is 65 focuses, the moment cycle is 75 focuses, and the final cycle is 85 focuses.

Based on the above study, it can be concluded that YouTube tourism video can be a medium that we can use to teach and improve students' speaking skills. By

using this method, researchers want to know how to analyse and implement this YouTube tourism video media. However, what distinguishes this research from other research is that this research really wants to know how YouTube Tourism videos can be implemented into media that can be used in teaching and improving students' speaking skills in English subjects.

## **Method**

This study is qualitative research using the case study research. This study uses a descriptive method with a qualitative approach to obtain information on an analysis of YouTube tourism video to improve student speaking skills. The focus of the case study research is to inquire about procedure and an experimental request that explores a matter inside its real-life setting. Case studies are based on an in-depth examination of a single person, group or occasion to investigate the causes of basic standards.

According to Leong (2017) subjective inquiry is serious to get what matters are experienced by subjects, such as conduct, discernment, inspiration, activity, and so on. Holistically and by way of depiction within the shape of words and dialect in an uncommon setting that's sensible and by utilizing different common methods.

According to Denzin and Lincoln (2005:2). Subjective inquiry is multimethod in nature, including an interpretative, naturalistic approach to its subject matter. This implies that subjective analysts ponder things in their normal settings, endeavouring to create sense of, or decipher, wonders in terms of the implications individuals bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives.

Subjective inquiry includes the considered use and collection of an assortment of observational materials – case study, individual involvement, reflective, life story, interview, observational, chronicled, collaborations, and visual writings – that depict schedule and tricky minutes and implications in individuals' lives.

The research was conducted in Senior High School 3 Bangkalan, located in Bangkalan. The reason why researcher choose this place because this Scholl the researcher has implemented real teaching in that course, so that the researcher a little bit knows about the students' condition when having teaching-learning process. The researcher involved two meetings to conduct the research. It was conducted in May, 2022. It started on May,19th and finished on May, 24th 2022.

The subjects of this study were students of class XI-Mipa 3. There were Four students. In this research would be conducted with all of students' XI-Mipa 3. They become respondents as well as research participants. The class was chosen because of a recommendation from an English teacher. He said that the class was very cooperative to help researchers provide information that researchers needed and implemented in teaching. This research will be conducted face-to-face (offline), because in the 2022 school year learning will apply 100% face-to-face or offline, but in terms of learning time, it will be reduced from 2 hours of lessons to 1 hour of travel. This research goes directly to the field and the subject of this research is 30 students at SMA Negeri 3 Bangkalan which later this research will be conducted with students in class XI-Mipa 3.

The data of this study were in the form of interview transcripts, observations, photo of student class activities in XI Mipa 3 SMAN 3 Bangkalan. Meanwhile, the data source in this case research are interview and observation. In this study, data are collected by conducting classroom observations and conversations between students.

According to Cohen (2005), researchers would be observed during the implementation of YouTube tourism video-based learning on students' speaking skills at SMA Negeri 3 Bangkalan. Observation sheets of this kind are Field Notes. Field notes are a technique of collecting data by making written notes about whatever happens in the field. Field notes refer to notes generated from data collected during observations. Field notes were used to collect data during the implementation of YouTube tourism video-based learning.

## **Discussion**

In this part, the researcher describes the research findings gotten from the observation and the interview with the students. In this section, researchers describe the results of the research achieved. From observations and interviews with students. Exploring the two points of the results are shared, with the analysis of YouTube tourism videos about learning to write, and the YouTube application is used by writing class teachers. The researchers used observation checklists and field notes to investigate. Conducting research activities on the other hand, researchers interview with students about student reactions to their use of School application. Researchers included becoming 4 students Respondent.

The purpose of this qualitative research is to explore the implementation of YouTube tourism video-based learning on the speaking skills of middle-level students and student responses. As stated in Chapter I, this research is filled with two research questions: How does the Implementation of YouTube Tourism video-based learning to improve students' speaking skills and speaking skills in the classroom, and how students respond to the application of YouTube Tourism video-based learning to teach speaking skills class XI-Mipa 3 in Senior High School 3 Bangkalan. Based on the data analysis I can conclude as follows:

### **The Implementation of YouTube tourism video-based learning on students' Speaking skill in the Class**

Based on the observation conducted at XI-Mipa 3 class of Senior High School 3 Bangkalan, Researchers implemented the application of YouTube Tourism videos in descriptive text learning through observations in Class XI Mipa 3 at SMAN 3 Bangkalan. YouTube Tourism video has been utilized by the teacher and the students in the class and out of the class. In the class during face to-face learning, From the results of observations, researchers found that students enjoyed the learning process by using the YouTube tourism video learning media. The researcher teaches descriptive text in class after the video from YouTube has been started students are not allowed to use smartphones while learning in class. There are 3 steps when the researcher teaches descriptive text using the YouTube video application:

a. Pre-teaching:

In this part the researcher started the class by saying salaam, greeting the students, focusing on the introduction of descriptive text and to the students. It is then followed by giving the example of descriptive text in reviewing the last material about simple present tense. In this step, the students responded the researchers' salaam, greeting, and confirmed that they were still remember simple present tense material, this was called as apperception. After the apperception, the researcher in front of the classroom the research showing about YouTube tourism video. After the YouTube, recordings were actualized in instructing and learning handle, students' talking ability in exactness, familiarity, and precision viewpoints are moving forward. It can be seen from the talking test's result within the fourth assembly of cycle one. The talking scoring rubric utilized for the test is adjusted from Brown (2004).

b. While Teaching

After the opening, students were enjoying learning descriptive text This section was a time for teacher to played the video. The teacher asked the students to watched and listened up carefully. Teacher also asked students to took a note of an important information. Taking notes is an effective information processing tool that is commonly used both in everyday life and in many ways profession (Hartley, 2002).

There are 4 titles of students writing about descriptive text material. however, the researcher asked all students to do a descriptive text task with the theme about "Place":

- 1.) descriptive about place in Bali-Indonesia.
- 2.) descriptive about place Borobudur Magelang-Indonesia
- 3.) descriptive about place in Lombok-Indonesia.
- 4.) Descriptive Monas Jakarta-Indonesia.

YouTube as an instructing fabric can progress understudy accomplishment in learning English, particularly talking. Typically, in line with ponder conducted by (Meinawati et al., 2020). So, in this section which is the explanation could make students easier to understood the video and also what they did not get about the hard or new vocabularies.

c. After Teaching

In this last section the researcher asked all students to make a descriptive text, then the researcher gave 10 minutes to discuss, review and summarize the video. After that, students must imitate or retell based on the videos they have watched on Expedia's YouTube channel. And all students appear to imitate the video as well as possible. Then the teacher asked the moral value of the video. One of the students talked about the moral value of the video. And also, the teacher gave a message to all students to continue learning about the importance of cultural differences in an area and finally, the teacher closed the teaching and learning process.

The implementation of YouTube tourism video to teach speaking skill the researcher did not find any problems when doing the task that the researcher gave to class XI-Mipa 3. And the implementation of the use of YouTube tourism videos was all carried out according to a good and smooth plan. this activity was carried out 2 times face-to-face in the Xi-Mipa 3 class on 19<sup>th</sup> may 2022, and the last meeting was on 24<sup>th</sup> may 2022. This activity was carried out per 1 hour lesson, because the time had not been conditioned.

The researcher has implemented several activities to practice speaking which are mentioned in chapter 2 based on Thornbury, (2005). mentions some activities like presentation, storytelling, jokes and anecdotes, drama, role play, simulation, discussion and debate classroom conversation and casual chat There are some activities to promote speaking skill.

This section is like the core of the learning, because this is the time for students to imitate the video. And they do a great job when it comes to imitate videos that have been watched. That's what the researchers got based on the observation of the implementation of YouTube Tourism video-based learning on the speaking skills of high school students.

## Conclusion

The research was conducted in Senior High School 3 Bangkalan. It involved two meetings started on May 19th and finished on May 24th. The subject of the research is XI-Mipa 3 class of Senior High School 3 Bangkalan in the academic year of 2021/2022. The data was obtained by observing and interviewing students in class. In this study, the researcher has succeeded in completing the steps to analyse the data. There are 3 steps in the teaching process using YouTube, which are about class preparation and also the initial introduction to class. The second is when students watch videos using YouTube with the theme of Tourism, and then the teacher explains what is meant in the video. And finally, students will be given the task of writing about descriptive text, then the student will summarize and re-explain what the student has written. Then the student spoke to explain the contents of the assignment. The students' will be review and summarize the video. After that, students must imitate or retell based on videos they have watched on Expedia's YouTube channel. Based on the analysis and discussion, it can be concluded that using YouTube tourism videos can be used in the student learning process to improve students' speaking skills. Learning by using YouTube, students can enjoy the learning process both in video and even audio. Not only that, students are very enthusiastic in using YouTube in the learning process because by using YouTube students take advantage of the learning process both at school and even studying at home. The teacher uses YouTube as a tool when students do not understand the material in the learning process.

Based on the analysis was taken the responses the students' responses toward the teaching and learning process, about YouTube Tourism to improving speaking skill. The First, students are very happy with learning English using YouTube because students can imitate what the speaker says. The second is student responses in English, namely students also get motivation in learning to use YouTube because students learning to use YouTube can help students both from vocabulary to correct pronunciation.

And the last is the student's response in the interest of learning using YouTube because students can also get new vocabulary, and students also will not feel bored when students learn to use YouTube. It can be concluded that overall learning using YouTube that the student response is very positive and likes and



enjoys teaching and learning using YouTube so that the teaching and learning process is appropriate.

After analysed the data and making conclusion, the researcher has some suggestion and advices for the teacher, the students and for the next researcher. They are in as follows:

For the English Teacher

Teachers must always monitor their students in learning English in order to improve their speaking skills in the learning process. teachers must also provide feedback on student performance in learning. and the teacher also gives criticism and suggestions in order to give students the enthusiasm to be more active in learning as a form of student appreciation. and also, the teacher must provide an assessment for students' performance in learning and provide a minimum limit of speaking performance to challenge students to speak as long as possible.

For the Students

For the students, students should be more enthusiastic in learning English, students should also discuss more and understand the meaning and intent of the video, not only focusing on the image but not understanding what the intent and content of the video is. then students also have to learn accents from both British and American accents, and students also have to make the most of learning English using YouTube because we can learn to use YouTube to seek knowledge in learning English.

For the Next Researchers

This research can be used as a reference for other studies who want to do similar research using the YouTube tourism video application in improving students' speaking skills. with this research can provide additional information about the English language to get maximum insight in improving students' ability to speak better. So, this research is the initial information for further research, this research can also be developed even better how important it is to learn to use YouTube, not only that this research can be used for students' learning abilities, both YouTube as a medium to improve students' writing skills, YouTube can be used to train students' listening in learning English. The researcher hopes that the next researcher can conduct research using other English skills with a different research design.

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