



**ANALYZING STUDENTS' EXPERIENCE  
USING YOUTUBE SHORTS TO FACILITATE  
SPEAKING SKILL**



**HUSAIN**

**SN. 2518131**

**2025**



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**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
*Sarjana Pendidikan* in English Education



**By :**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
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K.H. ABDURRAHMAN WAHID PEKALONGAN  
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Dengan ini saya mohon agar skripsi saudara/i tersebut dapat segera dimunaqasyahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

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## APPROVAL SHEET

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## MOTTO

*Hidup itu layaknya RollerCoaster, banyak naik turunnya  
(Husain)*



## ABSTRAK

*Latar belakang dari penelitian ini adalah untuk mengeksplorasi pengalaman siswa saat menggunakan YouTube Shorts untuk memfasilitasi pembelajaran keterampilan berbicara. Alasan dilakukannya penelitian ini didasarkan pada kenyataan pengalaman siswa dan emosi dalam mempermudah keterampilan berbicara. Penelitian ini merupakan penelitian kualitatif dan menggunakan wawancara semi terstruktur untuk mengumpulkan data. Penelitian ini menggunakan inkuiri naratif, penelitian ini sendiri menggunakan teori naratif dari Creswell dan Creswell. Penelitian ini mengambil 3 partisipan dari SMA di Pekalongan sebagai sumber data. Analisis dalam penelitian ini sendiri menggunakan teori Braun dan Clark untuk menganalisis data yang telah diperoleh. Penelitian ini menggunakan emosi positif dan negatif yang ada dalam elemen berbicara. Temuan penelitian ini menunjukkan bahwa pengalaman partisipan dalam menggunakan YouTube Shorts, partisipan merasa YouTube Shorts memudahkan mereka dalam mempelajari keterampilan berbicara dan siswa merasa senang dengan metode pembelajaran tersebut. Selain itu, partisipan juga menemui masalah dalam metode ini berupa durasi video yang pendek, munculnya konten acak dan kestabilan sinyal internet yang bisa mengganggu.*

**Kata kunci:** *Keterampilan berbicara, YouTube Shorts, Pengalaman Siswa*

## ABSTRACT

The background of this study is to explore students' experiences when using YouTube Shorts to facilitate learning speaking skills. The reason for conducting this study is based on the reality of students' experiences and emotions in facilitating speaking skills. This study is a qualitative study and uses semi-structured interviews to collect data. This study uses narrative inquiry, this study itself uses narrative theory from Creswell and Creswell. This study took three participants from high schools in Pekalongan as data sources. The analysis in this study itself uses Braun and Clark's theory to analyze the obtained data. This study uses positive and negative emotions in speaking elements. The findings of this study indicate that participants' experiences in using YouTube Shorts, participants felt YouTube Shorts made it easier to learn speaking skills and students' were happy with this learning method. In addition, participants also encountered problems with this method such as short video duration, the appearance of random content, and internet signal stability that could be disruptive.

**Keyword : Speaking skill, YouTube Shorts, Students' Experience**

## PREFACE

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Pekalongan, 12  
Juli 2025

The Writer

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## **ENCLOSURE LIST**

Enclosure 1: Transcription of Interview

Enclosure 2: Table of Photos

Enclosure 3: Curriculum Vitae





## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

English has four basic elements, namely speaking, reading, listening, and writing. Considering these things, speaking skills are considered as one of core skills in foreign language learning and these skills are expected to be mastered by students' (Broady, 2005). According to Brown (2004), the concept of speaking can be defined as a dynamic and interactive activity that involves the creation, reception, and interpretation of information. Speaking skills are one of the most central and important language skills and have been the subject of much discussion, debate and continuous research in various countries.

Based on what has been explained, it can be concluded that speaking is an interactive activity using language carried out by the speaker by combining codes, messages and information. By speaking, people can find out what is happening in the surrounding environment. However, many students' still have not mastered these speaking skills. For this reason, teachers should provide learning activities that can facilitate students' in speaking skills without being limited by space and time. One alternative to solving this problem is the use of video technology (Arroyani, 2018). Thus, it is hoped that students' can help their speaking skills by using technology.

Several studies have revealed that technology adoption is not related to the aspects of technology alone but has evolved as a much more complex process involving dimensions of user attitude and personality, social influence, trust and numerous facilitating conditions (Venkatesh and Davis, 2012). With the development of technology, learning can be done more easily. This is because the vast internet network that has spread throughout the world, before the internet spread widely learning from videos could be obtained from CDs, DVDs, Tapes and others. However, with the development of technology and the spread of the internet network throughout the world watching videos can be done easily. Watching videos at this time can be done through various platforms that

present various content to be consumed from various people who make different videos. With videos from various existing platforms, this can contribute to learning by using videos to practice speaking, reading and listening.

One of the biggest and most frequently used platforms by people all over the world is YouTube. YouTube itself frees consumer to transfer videos, search, watch, talk about videos and share video clips for free. One of YouTube's features is YouTube Shorts which has a fairly Shorts video duration. This can be used as one of the techniques that can facilitate students' speaking skills. This strategy is expected to help students' solve problems and improve students' speaking ability (Riswandi, 2016).

Even though speaking skill is one of the important things in learning English, but there are still many students' in a High School in Pekalongan who are still not fluent in English speaking. Many students' do not study optimally which results in them not being optimal in learning speaking. Therefore, English videos specifically YouTube can be one of the ways to facilitate students' speaking skills. YouTube Shorts, a shortened version of YouTube, is frequently used by students' at home, at school, and even while traveling. With students' experience using YouTube Shorts, it can help them advance their speaking skills. Student Experience is referred to student learning and living development at higher educational institution starting from early admission to the university until graduation (Rahim and Jusoh, 2017). Based on the problems described above, the researchers are interested in conducting a study entitled "Analyzing Students' Experience Using YouTube Shorts to Facilitate Students' Speaking Skill".

## **1.2 Limitation of the Problem**

In this study, the researcher limited the research to students' information regarding their experience in learning speaking skill using YouTube Shorts as facilitator.

### **1.3 Formulation of the Problem**

Based on the background described above, the question that arises in this study is “How were the students’ experience in practicing speaking skill using YouTube Short?”

### **1.4 Operational Definition**

To avoid misunderstanding the term that contain in this study, the researcher provides several definition that related to this research conducted by the researcher as follows:

1. Speaking is an interactive process, including producing, receiving, and processing information. In addition, students’ can only build their high-order thinking skills if they can speak freely (Batang, 2016).
2. YouTube is an online platform that is thought to be useful for developing English speaking abilities (Maskar & Dewi, 2020; Putri & Sari, 2020).
3. Students’ Experience is refer to student learning and living development at higher educational institution starting from early admission to the university until graduation (Rahim & Jusoh, 2017).

### **1.5 Aim of the Study**

This research has one main objectives, the following are the main objectives are: “to explore students’ experience in using Youtube Short to facilitate speaking skill”.

### **1.6 Significance of the Study**

This research is expected to have an impact on society. can be divided into two, namely

#### **1 Theoretical Significance:**

This research provides insight Martin and White’s theory of positive and negative experience esoesially relating to students’ experience using YouTube Shorts as facility in Learning English.

#### **2 Practically Significance:**

This research provides facilitate students’ in learning speaking skill using YouTube Shorts.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

Based on research above about analyze students' experience of using YouTube Shorts to facilitate students' speaking skill. Researcher find that YouTube Shorts and elements speaking skill is related, and YouTube Shorts can help student facilitate to be more skilled in all elements speaking except grammar through YouTube Shorts. Students' experience also bring positive by watching YouTube Shorts. Students' can also find their own learning method on what they like anywhere and anytime. However, some students' also experience difficulties and negative emotion during learning because YouTube Shorts has short duration, distraction of other video, and the network signal on the cellphone must be stable so that the learning video can be clear and not interrupted.

#### **5.2 Recommendation**

In this section, the researcher provides some suggestions for futher research on analyze students' experience of using YouTube Shorts to facilitate students' speaking skill. For futher research, the researcher suggest changing theory used and the participants. In this study, researcher used theory of elements speaking as the basis of this research. In futher research to consider using positive and negative emotion theory and using teacher participants. In addition, the setting and participants can be change from a high school to university.

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