

**The Implementation of Dailymotion Application for Speaking Ability  
in Mts Al-Hamidiyah Gondanglegi**

**THESIS**



**By:**

Shofi Ainun Nadliroh

NIM. 200107110005

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**ENGLISH EDUCATION DEPARTMENT**

**2024**

**The Implementation of Dailymotion Application for Speaking Ability  
in Mts Al-Hamidiyah Gondanglegi**

THESIS

*composed to get a Sarjana (S-1) Degree from the English Education Department,  
Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana  
Malik Ibrahim, Malang*



**By:**

**Shofi Ainun Nadliroh**

**NIM. 200107110005**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**

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**ENGLISH EDUCATION DEPARTMENT**

**2024**



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id>. email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

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**APPROVAL SHEET**

**The Implementation of Dailymotion Application for Speaking Ability in  
Mts Al-Hamidiyah Gondanglegi**

THESIS PROPOSAL

By:

Shofi Ainun Nadliroh

NIM. 200107110005

Has been approved by the advisor for the further  
approval by the board of examiners

Advisor,

**Dr. Alam Aji Putera, M.Pd**

NIP. 19890421 20180201 1153

Acknowledged by:

Head of English Education Department,

**Prof. Dr. H. Langgeng Budianto, M.Pd**

NIP. 197110142003121001

**LEGITIMATION SHEET**

**The Implementation of Dailymotion Application for Speaking Ability in Mts Al-Hamidiyah**

**Gondanglegi**

THESIS

By:

Shofi Ainun Nadliroh (200107110005)

Has been defended in front of the board of examiners at the date of June 26<sup>th</sup>, 2024 and declared  
PASSED

Accepted as the requirement for the Degree of English Language Teaching (S.Pd) in the English  
Education Department, Faculty of Education and Teacher Training.

The Board of Examiners

Signatures

**Rendhi Fatrisna Yuniar, M.Pd**

(Chairman)

NIP. 199406182020121003

**Dr. Alam Aji Putera, M.Pd**


(Advisor)

NIP. 19890421201802011153

**Prof. Dr. H. Langgeng Budianto, M.Pd**

(Main Examiners)

NIP. 197110142003121001



Approved by,

The Dean of Teacher Training Faculty

The State Islamic University Maulana Malik Ibrahim Malang



**Prof. Dr. H. Nur Ali, M.Pd**

NIP. 196504031998031002

Approved by  
Dean of Faculty of Education and Teacher Training  
Universitas Islam Negeri Maulana Malik Ibrahim Malang

Dr. Alam Aji Putera, M.Pd  
Lecturer of Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University, Malang

---

**THE OFFICIAL ADVISORS' NOTE**

Page : Shofi Ainun Nadliroh Malang, May 22<sup>nd</sup>, 2024  
Appendix : 4 (Four) Copies

The Honorable,  
To the Dean of Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University of Malang  
In Malang

*Assalamu'alaikum Wr. Wb.*

After conducting several times of guidance in terms of content, language, writing, technique, and after reading the students' thesis as follow:

Name : Shofi Ainun Nadliroh  
Student ID Number : 200107110005  
Department : English Education Department  
Thesis : The Implementation of Dailymotion Application for  
Speaking Ability in Mts Al-Hamidiyah Gondanglegi

Therefore, we believe that the thesis of Shofi Ainun Nadliroh has been approved by the advisor for the further approval by the board of examiners.

*Wassalamu'alaikum Wr. Wb*

Malang, May 22<sup>nd</sup>, 2024

Advisor,

  
**Dr. Alam Aji Putera, M.Pd**  
NIP. 19890421 201802 011 153

## APPROVAL

This is to certify that thesis of Shofi Ainun Nadliroh has been approved by the advisors for the further approval by the board examiners.

Malang, May 22<sup>nd</sup>, 2024

Advisor,



**Dr. Alam Aji Putera, M.Pd**

NIP. 19890421 201802 011 153

## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

With this, I, under the name

Name : Shofi Ainun Nadliroh

Nim : 200107110005

Department : English Education Department (*Tadris Bahasa Inggris*)

Address : Jln, Letjen S. Parman, Gondanglegi Kulon,  
Kecamatan Gondanglegi, Kabupaten Malang. Jawa Timur 65174

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, May 22<sup>nd</sup>, 2024

The Researcher,



A handwritten signature in black ink is written over a 10000 Indonesian postage stamp. The stamp features the Garuda Pancasila emblem and the text '10000 METERAI TEMPEL' and 'G2DC2ALX239967538'.

**Shofi Ainun Nadliroh**

NIM. 200107110005

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*In the name of Allah, the Most Beneficent, the Most Merciful.*

All Praise be to Allah SWT, for His mercy, guidance, and direction that enabled the author to complete the thesis entitled “The Implementation of Dailymotion Application for Speaking Ability in Mts Al-Hamidiyah Gondanglegi”, as one of the requirements to complete the undergraduate program (S1) majoring in English Language Education, Faculty of Tarbiyah and Teacher Training at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Peace and salutations always be given to our savior the Prophet Muhammad Saw. who has guided us from the falsehood to the right path, that is Islam rahmatan lil ‘alamin.

The author realises that this thesis would not have been completed without the help, support, advice, and direction from various parties, both directly and indirectly. Therefore, the author would like to express his deepest gratitude to:

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- Dr. H. Nur Ali, M. Pd., as the Dean of Faculty of Education and Teacher Training.
- Dr. H. Langgeng Budianto, M. Pd., as the Head of the Department of English Education, and Maslihatul Bisriyah, M.TESOL., as the Secretary of the Department of English Education.
- Dr. Alam Aji Putera M. Pd as an advisor who patiently guided, directed, corrected, and provided input throughout the completion of this thesis.
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- My friends who fought with me (febi, berlian, arsyada and others) who always gave me encouragement and happiness and my mentor friend who is always with me in good and bad times (diva, inun, nila, najib, and ocha).



As an ordinary person, the author acknowledges that this thesis is far from perfect due to their limited knowledge. Therefore, the author apologizes for any mistakes and shortcomings in this thesis and is open to constructive criticism and suggestions from various parties. Finally, the author hopes that this thesis will be useful to all its readers.

Malang, May 22<sup>nd</sup>, 2024

The Researcher,

A handwritten signature in black ink, appearing to read 'Shofi Aminun Nadliroh', with a horizontal line extending to the right.

**Shofi Aminun Nadliroh**

NIM. 200107110005

## **DEDICATION**

I proudly dedicate this thesis to two extraordinary people in my life, my father and mother (Eddy Ngariono Alm and Mariatul Qibtiyah), my brother, my family, and my friends. They all encouraged me to keep going and made it to this point. Thank you for all the hard work, advice, and prayers they always give.

Thank you and I love you.

## MOTTO

**“Don't waste your time thinking about a future that won't necessarily come,  
But use your time to think positively that Allah will give you the best”**

*(Jangan buang waktumu untuk memikirkan masa depan yang belum tentu datang,  
tapi gunakanlah waktumu untuk berpikir positif bahwa Allah akan memberikan yang  
terbaik)*

## TRANSLITERATION GUIDELINES

The transliteration of Arabic letters into Latin letters in this thesis follows the guidelines set by the Joint Decree of the Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia, as outlined in decision No. 158 of 1987 and no. 0543 b/U/1987 as follows:

### A. Letter

ا = A	ز = Z	ق = Q
ب = B	س = S	ك = K
ت = T	ش = Sy	ل = L
ث = Ts	ص = Sh	م = M
ج = J	ض = Dh	ن = N
ح = H	ط = Th	و = W
خ = Kh	ظ = Zh	ه = H
د = D	ع = ‘	ء = ,
ذ = Dz	غ = Gh	ي = Y

### B. Long Vocal

Long Vowel (a)	= â
Long Vowel (i)	= î
Long Vowel (u)	= û

### C. Diphthong Vocal

A	= yes
اي	= oh
او	= ũ
اي	= î

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## ABSTRACT

Nadliroh, Shofi Ainun. 2024. The Implementation of Dailymotion Application for Speaking Ability In Mts Al-Hamidiyah. Thesis. English Tadris. Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Alam Aji Putera, M.Pd.

**Keywords: English Language Teaching, Dailymotion, Speaking Ability**

In learning English, students often feel anxious about speaking due to fear of making mistakes and having a limited vocabulary. A lack of practice in lessons can also reduce their interest. The Indonesian curriculum requires junior high school students to communicate in English both orally and in writing. Utilizing the Dailymotion application for video-based learning can enhance speaking skills by exposing students to various accents and contexts.

This research employed a case study design using booklet instruments, observations, and interviews with the principal, English teachers, and 8th-grade students at MTs Al Hamidiyah Gondanglegi. The research aimed to analyze the effectiveness of the Dailymotion app in education, particularly its potential to enhance student engagement, accessibility, personalized learning, collaborative opportunities, and digital literacy. The goal is to provide insights into how Dailymotion can be integrated into educational practices to improve student learning experiences and outcomes.

The findings support the theoretical framework proposed by da Renda Vitorino, A. J., & Pires (2022), which emphasizes that fostering these relationships can improve student engagement, academic performance, communication skills, classroom environment, and motivation. The researcher recommends a teacher-centered approach when using Dailymotion, where students focus on video explanations provided by the teacher. After listening to the material, students can be selected to mimic the pronunciation from the video, thereby improving their speaking abilities.

## الملخص

نادلييرو، شوفي عينون. 2024. الأطروحة. تدريس اللغة الإنجليزية. كلية التربية وتدريب المعلمين، جامعة إسلام نيجيري مولانا مالك إبراهيم مالانج. المشرف: د. علم أجي بوتيرا، ماجستير

### الكلمات المفتاحية تدريس اللغة الإنجليزية، تعليم اللغة الإنجليزية، التحدث، القدرة على التحدث

في تعلم اللغة الإنجليزية، غالبًا ما يشعر الطلاب بالقلق من التحدث بسبب الخوف من ارتكاب الأخطاء ومحدودية المفردات. كما أن قلة الممارسة في الدروس يمكن أن تقلل من اهتمامهم. تتطلب المناهج الإندونيسية من طلاب **Dailymotion** المرحلة الإعدادية التواصل باللغة الإنجليزية شفهيًا وكتابةً. يمكن أن يؤدي استخدام تطبيق للتعلم القائم على الفيديو إلى تعزيز مهارات التحدث من خلال تعريض الطلاب لمختلف اللهجات والسياقات

وقد استخدم هذا البحث تصميم دراسة حالة باستخدام أدوات الكتيب والملاحظات والمقابلات مع مدير المدرسة ومعلمي اللغة الإنجليزية وطلاب الصف الثامن في مدرسة الحامدية جوندانجيلي في مدينة ميموريال. وهدف في التعليم، لا سيما قدرته على تعزيز مشاركة الطلاب، **Dailymotion** البحث إلى تحليل فعالية تطبيق وإمكانية الوصول، والتعلم الشخصي، وفرص التعاون، ومحو الأمية الرقمية. والهدف من ذلك هو تقديم رؤى في الممارسات التعليمية لتحسين خبرات ونتائج تعلم الطلاب **Dailymotion** حول كيفية دمج تطبيق

وتدعم النتائج الإطار النظري الذي اقترحه دا ريندا فيتورينو، أ. ج. وبيريس (2022)، والذي يؤكد على أن تعزيز هذه العلاقات يمكن أن يحسن مشاركة الطلاب، والأداء الأكاديمي، ومهارات التواصل، وبيئة الفصل ، حيث يركز **Dailymotion** الدراسي، والدافعية. يوصي الباحث باتباع نهج يركز على المعلم عند استخدام الطلاب على شروحات الفيديو التي يقدمها المعلم. بعد الاستماع إلى المادة، يمكن اختيار الطلاب لمحاكاة النطق من الفيديو، وبالتالي تحسين قدراتهم في التحدث

## ABSTRAK

Nadliroh, Shofi Ainun. 2024. Penerapan Aplikasi Dailymotion Untuk Kemampuan Berbicara Di Mts Al-Hamidiyah. Skripsi. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Alam Aji Putera, M.Pd.

### **Kata kunci: Pengajaran Bahasa Inggris, Dailymotion, Kemampuan Berbicara**

Dalam belajar bahasa Inggris, siswa sering merasa cemas untuk berbicara karena takut membuat kesalahan dan memiliki kosakata yang terbatas. Kurangnya latihan dalam pelajaran juga dapat mengurangi minat mereka. Kurikulum di Indonesia mengharuskan siswa SMP untuk berkomunikasi dalam bahasa Inggris baik secara lisan maupun tulisan. Memanfaatkan aplikasi Dailymotion untuk pembelajaran berbasis video dapat meningkatkan kemampuan berbicara dengan mengekspos siswa pada berbagai aksen dan konteks.

Penelitian ini menggunakan desain studi kasus dengan menggunakan instrumen booklet, observasi, dan wawancara dengan kepala sekolah, guru bahasa Inggris, dan siswa kelas 8 di MTs Al Hamidiyah Gondanglegi. Penelitian ini bertujuan untuk menganalisis efektivitas aplikasi Dailymotion dalam pendidikan, terutama potensinya untuk meningkatkan keterlibatan siswa, aksesibilitas, pembelajaran yang dipersonalisasi, peluang kolaboratif, dan literasi digital. Tujuannya adalah untuk memberikan wawasan tentang bagaimana Dailymotion dapat diintegrasikan ke dalam praktik pendidikan untuk meningkatkan pengalaman dan hasil belajar siswa.

Temuan ini mendukung kerangka teori yang diajukan oleh da Renda Vitorino, A. J., & Pires (2022), yang menekankan bahwa membina hubungan ini dapat meningkatkan keterlibatan siswa, kinerja akademik, keterampilan komunikasi, lingkungan kelas, dan motivasi. Peneliti merekomendasikan pendekatan yang berpusat pada guru ketika menggunakan Dailymotion, di mana siswa fokus pada penjelasan video yang diberikan oleh guru. Setelah mendengarkan materi, siswa dapat dipilih untuk menirukan pengucapan dari video tersebut, sehingga hal ini bisa meningkatkan kemampuan berbicara mereka.

# **CHAPTER I**

## **INTRODUCTION**

This chapter addresses the background of the study, research questions, objectives of the study, significance of the study, scope of the study, and definitions of the key terms.

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

Speaking is a language skill that involves using words to convey thoughts, ideas or information to others orally. It is an important part of communicative ability in a language and has a central role in social interaction, both in formal and informal contexts. According to Ladouse (Nunan, 1991: 23) said that speaking is an activity to explain someone in a certain situation or an activity to report something. For this reason, speaking also has a role to help in building and maintaining social relationships. By being able to speak well, one can more easily engage in conversation, discussion, and social interaction.

Within the scope of English language learning, speaking can be categorized as a difficult subject and there is some issue of speaking for students. In learning English, students often feel anxious or insecure when it comes to speaking in the language they are learning, especially if they are worried about making mistakes. Lack of vocabulary or knowledge of certain grammar can also be an obstacle in constructing sentences correctly and expressing thoughts clearly. The lessons given by teachers are sometimes only through speech and not actual practice, which can

also trigger students' lack of interest in speaking. Meanwhile, the learning objectives in the latest curriculum of Indonesia for junior high school. According to (KEMENDIKBUD, 2007), Students of junior high schools are aimed to be able to communicate in English both in oral and written form. It means that junior high school students are supposed to go beyond the communication in the English stage. The importance of speaking in English learning shows that the development of this skill not only results in good communication skills, but also helps students to be better prepared to face various situations in the real world. However, if in learning English students find it difficult to practice speaking then teachers should choose methods and media that can arouse students' desire to be more confident in speaking.

Learning to speak English can be challenging, particularly for high school students who are at a foundational stage in their English language acquisition. However, neglecting to enhance English speaking skills can hinder students from progressing in their overall language proficiency. This text is aligns with the teachings of Prophet Muhammad (peace be upon you), as conveyed in the hadith.

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

"Seeking knowledge is an obligation upon every Muslim" (Reported by Ibn Majah (224) from Anas ibn Malik (may Allah be pleased with him), authenticated by al-Albani in Sahih al-Jaami'ish Shaghiir (3913).

Muhammad underscores the crucial role of learning in human life, emphasizing that despite the challenges posed by the complexity of what we learn, the obligation to seek knowledge remains imperative.

Nowadays, the era of globalization or known as era 4.0, technology is experiencing a very rapid development. So that technology has an important role in human life itself (S. Widow, 2019). The verse clearly states that it encourages people to create or use tools that can facilitate work or an affair. In this case, in the present era, technology is present as a tool that can help facilitate human affairs in various sectors of life such as communication, development, and learning. This statement also explains that technology can also be used as a learning medium that can certainly provide a lot of references needed.

One of the things that teachers can utilize from technology is to make it a media for learning like speaking. Learning using video-based learning which is an innovative approach that stimulates and improves students' speaking skills through the use of audiovisual content. By utilizing videos as learning resources, students not only gain exposure to a variety of accents and speaking styles, but are also given the opportunity to observe body expressions, intonation, and situational context, all of which provide an additional dimension to the development of their oral communication skills. Through the interactivity gained from videos, students can engage in hands-on exercises, participate in simulations of real-life situations, and experience more authentic speaking, enriching their overall learning experience.

A suitable application for teachers to use in implementing this learning is the Dailymotion app. The use of Dailymotion app as a video-based English learning platform can be revealed as a suitable and effective option. By presenting a variety of video content from various sources, Dailymotion gives English learners access to explore variations in accents, speaking styles, as well as the context of language use in real-life situations. With interactive features such as comments and playlists, learners can actively participate, share their understanding, and collaborate in approaching learning materials (Emilia, 2022). The freedom to access the platform from various devices also allows learners to learn anytime and anywhere, increasing flexibility and engagement in the English learning process.

The implementation of video-based learning through Dailymotion offers a number of advantages that can significantly enhance the learning experience. By presenting a variety of video content, Dailymotion allows learners to explore a variety of accents, speaking styles, and real-life situations in the context of English usage. The advantages of this app include: 1) Content Diversity: Dailymotion provides access to different types of videos, including tutorials, panel discussions, and other learning materials. This helps English learners to gain a wide exposure to language use in various contexts. 2) Flexibility of Access: The ability to access videos from a variety of devices, including computers, tablets, and mobile phones, provides great learning flexibility. Students can study anytime and anywhere according to their schedule. 3) Content Grouping with Playlists: The playlist feature allows grouping and organization of content by topic or difficulty level. This helps make it easier for

students to navigate and plan structured learning. 4) Good Production Quality: Dailymotion delivers videos with good production quality, including clear images and sound. This supports a more effective learning experience and ensures optimal understanding of concepts. 5) Access to Educational Materials: Dailymotion can be used to access educational content from trusted sources. This allows teachers and students to find learning materials that match curriculum needs or personal interests. The utilization of video-based learning through Dailymotion app plays a crucial role in improving students' speaking skills in English learning. Through various video contents accessible from this platform, students can experience significant progress in their speaking skills. 6) Activate Age Gate: Dailymotion offers an Age Gate feature that allows users to restrict adult content. You can activate this by accessing the Help section and selecting Age Gate. This will limit you from viewing any adult content and will prompt you to confirm whether you are over 18 years old before accessing such content.

One of the previous studies are related to the use of Dailymotion in the English language teaching and learning. (Emilia, 2022) states that the selection of Dailymotion as a learning platform is based on the many studies and experiments that show that student comprehension is significantly enhanced through the use of audio-visual media compared to traditional methods. The decision to choose Dailymotion as the chosen medium was mainly due to its position as the second largest video sharing platform in the world, after YouTube. This choice was based on the recognition that Dailymotion provides a substantial user base and a wide array of video content,



which reinforced the rationale for including the Dailymotion app in the research study.

Dailymotion is an application and website that serves the same function as YouTube, but there are many aspects that make Dailymotion more suitable for use as a platform for video-based learning than YouTube. YouTube hosts numerous advertisements, which can disrupt students' focus when watching educational videos provided by teachers through the application. YouTube serves as a space where various types of content, including advertising, amateur, non-profit, governmental, educational, and activist content, can interact with each other in more complex ways than ever before (Jenkins, 2007). From this statement, we understand that advertisements on YouTube vary greatly and may not always be suitable for viewing during learning. Unlike YouTube, Dailymotion has fewer ads and only appears at the beginning or end of the video so teachers can skip the ads before giving the video to students.

The approval of the research on video-based learning using Dailymotion is based on the alignment of the findings with previous studies. Previous studies have successfully proven that the use of audio-visual media, such as that offered by Dailymotion, can significantly improve students' understanding compared to conventional media. The similarity of these findings provides a strong foundation for this study to further explore the potential of learning through Dailymotion applications. By detailing and confirming the positive results found in previous studies, it is hoped that this research can further contribute to our understanding of

the effectiveness of video-based learning using the Dailymotion platform in an educational context.

This research requires a relations between students and teachers. Many theories discuss the relationship between teachers and students. According (da Renda Vitorino, A. J., & Pires, 2022) describes five theories of teacher-student relationships, such as :

- 1) Central Relationship Theory: This theory emphasizes the importance of interpersonal relationships between teachers and students in the teaching-learning process. According to this theory, positive interactions between teachers and students can influence students' learning motivation, engagement, and academic achievement.
- 2) Transactional Theory: This theory refers to the way in which teachers and students interact and communicate with each other in the classroom environment. It emphasizes the importance of two-way communication and information exchange between teachers and students in facilitating the learning process.
- 3) Transformational Leadership Theory: This theory focuses on the role of teachers as leaders who can inspire and motivate students to reach their full potential. Teachers who implement a transformational leadership approach tend to build strong and supportive relationships with their students.
- 4) Attachment Theory: This theory proposes that the relationship between teachers and students may reflect a pattern of attachment similar to the relationship between a child and his or her caregiving figure. A secure and supportive relationship between teachers and students can increase students' confidence, motivation, and engagement in the learning process.
- 5) Symbolic Interaction Theory: This theory highlights the importance of social meaning in the

interaction between teachers and students. According to this theory, students' perceptions of their relationships with teachers and teachers' perceptions of students can influence classroom dynamics and students' academic achievement. Each of these theories has its own unique perspective on how the relationship between teachers and students can affect learning processes and outcomes.

To find the research problem, researchers conducted observations as a preliminary study at MTs Al-Hamidiyah Gondanglegi which was conducted on January 10, 2024 and accompanied by Mr. Zainal as the English teacher at Mts Al-Hamidiyah. The subjects of this study were VIII grade students of MTs Al-Hamidiyah Gondanglegi who were chosen as the main focus to undergo video-based learning using the Dailymotion application. The selection of students at this grade level is based on the consideration that grade 8 is a critical stage in the development of students' language and speaking skills. Through this research, it is expected to reveal significant impacts and benefits from the application of video-based learning methods using Dailymotion, which can specifically improve the English comprehension of grade 8 students at MTs Al-Hamidiyah Gondanglegi. The focus on this age group is also considered relevant to assess the effectiveness of learning at the junior high school level which is an important stepping stone for further education.

## **1.2 Research Question**

Based on the research background above, this study will deeply investigate:

1. How is the implementation of Dailymotion for students speaking skill?
2. How students and teachers relations during learning with use of Dailymotion?

## **1.3 Research Objective**

This research will explore:

1. Observing the teaching-learning process carried out by teachers and students using the Dailymotion application at Mts Al'Hamidiyah.
2. The relationship between students and teachers during teaching-learning activities using the Dailymotion application at Mts Al-Hamidiyah

## **1.4 Research Significant**

The significance of the research will be obtained if the research objectives have been achieved and the results that will be obtained from this research can provide benefits for the MTs Al-Hamidiyah Gondanglegi school institution. This research is divided into 2 parts, namely:

1. Theoretical Significance

The theoretical significance is aimed at institutions to add insight into the use of the Dailymotion application used to improve speaking skills in eighth grade students at MTs Al-Hamidiyah Gondanglegi.

2. Practical Significance

The practical significance of this study is addressed to English language

students and teachers. The importance of this practical aspect is to improve students' speaking ability which will be learned through Dailymotion application. The benefits of this research are not only as additional information regarding the effectiveness and efficacy of learning media, but also as a valuable contribution that can be practically applied in future learning activities. In addition, the practical significance can also be felt by the school with the improvement of technology in teaching speaking to 8th grade students at MTs Al-Hamidiyah Gondanglegi.

### **1.5 Research Limitation**

This study aims to evaluate the use of Dailymotion application as a learning tool, especially in improving the mastery of speaking in grade 8 students at MTs Al-Hamidiyah Gondanglegi. This study also aims to describe the relationship between teacher and students after learning by using the Dailymotion application. The scope and limits of this study focus on the research subjects, namely grade 8 students at MTs Al-Hamidiyah Gondanglegi totaling 40 students with 25 female students and 15 male students. The object of this research is focused on analyzing the impact of using Dailymotion application on speaking improvement in the class.

### **1.6 Definition of Key Term**

#### **1.6.1 Media**

Media is one of the instruments used in the implementation of learning activities. Learning media can be interpreted as an intermediary that facilitates interaction between learners and teachers. The form varies,

such as applications, picture cards (flashcards), or other types. In the context of this research, the media implemented is video-based learning media in the form of applications, and specifically, using Dailymotion.

#### 1.6.2 Dailymotion Application

Dailymotion is a web-based video sharing platform that provides services for users to upload, watch and share video content. As a video-based learning app, Dailymotion offers various features that can be utilized for educational purposes. Here are some points that explain in more detail about the video-based learning app, Dailymotion:

1. Ease of Access: The app can be accessed easily through various devices, including mobile devices, tablets and computers. This provides flexibility in accessing learning materials anytime and anywhere.
2. Search and Categorization: Dailymotion provides search and categorization features that make it easier for users to find content that matches a particular topic or subject. This makes it easy for users to find learning materials that are relevant to their needs.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher will explain the theoretical framework used in this research. This chapter will include Media, Dailymotion application and other theories related to this research.

#### **2.1 Media**

In this section, the researcher will provide a brief explanation of the definition of media, the benefits of using media, and the role of media in learning.

##### **2.1.1 Definition of Media**

Media in the context of teaching is often defined as graphic, photographic, or electronic devices used to capture, process, and reorganize information to be learned, as expressed in the view (Arsyad, 2013). The origin of the word "media" can be traced to the Latin "medius," which literally means 'middle' or 'intermediary'. In the Arabic context, media is defined as an intermediary (وسائل), which refers to a medium from sender to receiver. In the context of learning, this intermediary refers to the tools used by teachers to convey material to recipients, namely students. According to Dhine (2012:205), media comes from the plural word medium, which literally refers to an intermediary. Furthermore, media is defined as an entity that is in the middle. In this context, media serves as an intermediary that connects all parties involved in a relationship, and distinguishes between communication media and communication aids.

Learning media has a crucial role in the dynamics of teaching and learning. In learning activities, teachers generally utilize learning media as a means to convey material so that it can be understood by students. The utilization of learning media in the teaching-learning process can stimulate the development of new interests and interests, trigger motivation, and even affect the psychological aspects of learning itself. According to Hamalik, as expressed in the study by Wahyuningtyas (2020: 24), the use of teaching media in the learning process can generate new desires and interests, as well as stimulate motivation for students in the context of learning. From this it can be concluded that the use of media in learning will be a good thing for students because in addition to fostering interest the media also has a variety of types that can always be used by teachers.

### **2.1.2 The Benefit of Using the Media**

Wiratmojo and Sasonohardjo's view, as cited in Junaidi (2019), states that the use of learning media in the teaching orientation phase has an important role in increasing the effectiveness of the learning process and conveying messages and subject matter at that stage. Along with this concept, as expressed by Zaini (2017: 2), in the context of learning media, a learner needs an intermediary which is generally referred to as learning media. Through the use of this learning media, teachers have the ability to divert students' attention, so that they do not feel bored and bored quickly during the teaching and learning process.



According to Wahid (2018), in a historical context, there are two functions of educational media, currently known as learning media.

- The function of AVA (Audio Visual Aids or Teaching Aids) plays a role in providing concrete experiences to students. Because language is basically abstract, teachers need to use tools such as pictures, models, or concrete objects to present a lesson, so that students can understand more clearly what is conveyed by the teacher. The first function of this media acts as a tool to clarify the teacher's explanation, which if not using the media, the teacher's explanation tends to be very abstract.
- The Communication function. This function is between two things, namely making media (communicator or source) and recipients (audience) who read, see, and hear the media in the communication process. Media created, such as modules, films, slides, OHP, carry messages that will be conveyed to the recipient. In face-to-face communication, the speaker is face-to-face with the recipient without any intermediaries being used. This is the second function of learning media in its historical perspective, which is as a means of communication and interaction between learners and the media, making it a significant learning resource. In addition, there are several other functions that learning media can carry out, such as providing knowledge of learning objectives, motivating learners, presenting information, and stimulating discussion.

### **2.1.3 The Function of Learning Media**

Levie and Lentz, as expressed in Azhar Arsyad (2018), state four roles of teaching media, especially visual media, which include:

- **Attention function**

is the core of the role of visual media, where the media plays a role in attracting and directing the attention of students so that they can focus on the content of the lesson related to the visual meaning presented or accompanying the text of the learning material.

- **Affective function**

is the role of visual media that can be seen from the level of satisfaction of learners during the learning process or reading illustrated text. Visual images or symbols can stimulate learners' emotions and attitudes, especially in the context of information relating to social or racial issues.

- **Cognitive function**

is the role of visual media which is reflected in the results of research showing that visual symbols or images help in achieving the purpose of understanding and remembering the information or message contained in the image.

- **Compensatory Function**

Namely the function of teaching media that can be seen from the results of the study that visual media that provide context for understanding the text and help learners who are weak in reading to organize information in the text and recall it.

## **2.2 Dailymotion Applications**

### **2.2.1 Definition of Dailymotion Applications**

Dailymotion is an online video sharing platform that allows users to upload, watch and share videos for free. Similar to YouTube, Dailymotion provides services to create, share and discover video content from various categories, including entertainment, music, sports and education.

One of the previous studies are related to the use of Dailymotion in the English language teaching and learning. (Emilia, 2022) states that the selection of Dailymotion as a learning platform is based on the many studies and experiments that show that student comprehension is significantly enhanced through the use of audio-visual media compared to traditional methods. The decision to choose Dailymotion as the chosen medium was mainly due to its position as the second largest video sharing platform in the world, after YouTube. This choice was based on the recognition that Dailymotion provides a substantial user base and a wide array of video content, which reinforced the rationale for including the Dailymotion app in the research study.

Dailymotion is an online video sharing platform that ranks second only to YouTube. Headquartered in Paris, France, Dailymotion offers a wide range of video content. Like other video sharing platforms, Dailymotion gives users the ability to upload, watch, search, and share videos. In 2009, the site managed to add around 16,000 new videos every day. As a large platform, Dailymotion seeks to differentiate itself from others by focusing on the quality of its performance. They also strive to

showcase its benefits to their 10,000 partners, including HBO, Showtime, Netflix, Hulu, FOX Sports, and NBC.

### **2.2.2 Advantages and disadvantages of the Dailymotion Application**

#### **1. Advantages of Dailymotion Application**

According to Sadiman (2010, p. 74), "Audio-visual media is a type of media that displays a combination of motion and sound as a message, presented in the form of facts and fiction that can be educational and instructional." Daryanto (2015, p. 87) defines "Audio-visual media as anything that allows audio signals to be combined with moving images in sequence." A deep understanding of the existence and role of media is considered important in improving the quality of student learning in the classroom. The hope is that students can better understand the function of media and its role in the learning process. The results show that learning media has a crucial role in every stage of the learning process. One application that is suitable for audio-visual-based learning media is to use the Dailymotion application.

There are several advantages of the Dailymotion app that we may not be able to find in other apps, such as: 1) Content Diversity: DailyMotion provides access to different types of videos, including tutorials, panel discussions, and other learning materials. This helps English learners to gain a wide exposure to language use in various contexts. 2) Flexibility of Access: The ability to access videos from a variety of devices, including computers, tablets, and mobile phones, provides great learning flexibility. Students can

study anytime and anywhere according to their schedule. 3) Content Grouping with Playlists: The playlist feature allows grouping and organization of content by topic or difficulty level. This helps make it easier for students to navigate and plan structured learning. 4) Good Production Quality: DailyMotion delivers videos with good production quality, including clear images and sound. This supports a more effective learning experience and ensures optimal understanding of concepts. 5) Access to Educational Materials: DailyMotion can be used to access educational content from trusted sources. This allows teachers and students to find learning materials that match curriculum needs or personal interests. The utilization of video-based learning through Dailymotion app plays a crucial role in improving students' speaking skills in English learning. Through various video contents accessible from this platform, students can experience significant progress in their speaking skills. 6) Activate Age Gate: Dailymotion offers an Age Gate feature that allows users to restrict adult content. You can activate this by accessing the Help section and selecting Age Gate. This will limit you from viewing any adult content and will prompt you to confirm whether you are over 18 years old before accessing such content.

## 2. Disadvantages of Dailymotion Application

Of the several advantages possessed by the Dailymotion application, of course there are weaknesses or disadvantages. First, it tends to have a lot of advertisements that appear around the video column. Second, the dependence on internet connection is another drawback, so if used in learning locations with weak internet signals, the use of this application becomes impossible. Thirdly, the mixing of news and videos can be a drawback as it requires a good understanding from users, especially students, before they can use this app effectively.

### **2.2.3 The objectives of the Dailymotion Application**

The purpose of using the Dailymotion application in learning media can cover several aspects that support the learning process of students. Here are some of the purposes of using Dailymotion in the context of learning media:

#### 1. Presenting Interactive Learning Materials:

Provides access to interactive learning videos, allowing students to learn through visual and auditive experiences.

#### 2. Variety of Learning Resources:

Provide a variety of learning resources by combining videos with other content, such as text or images.

#### 3. Enhancing the Appeal of Learning:

Using audio-visual elements to enhance student interest and engagement, making learning more interesting and effective.

#### 4. Improved Understanding Through Practical Demonstrations:

Providing practical demonstrations through videos, helps students understand certain concepts or skills better.

#### 5. Engaging Learning Media in the Teaching Process:

Integrating learning media into teaching strategies to enhance the effectiveness of classroom learning.

### 2.2.4 Step how to use Dailymotion application

#### 1. First step

The first step is to open the Dailymotion web on the desktop or on android with the link <https://www.dailymotion.com/id>

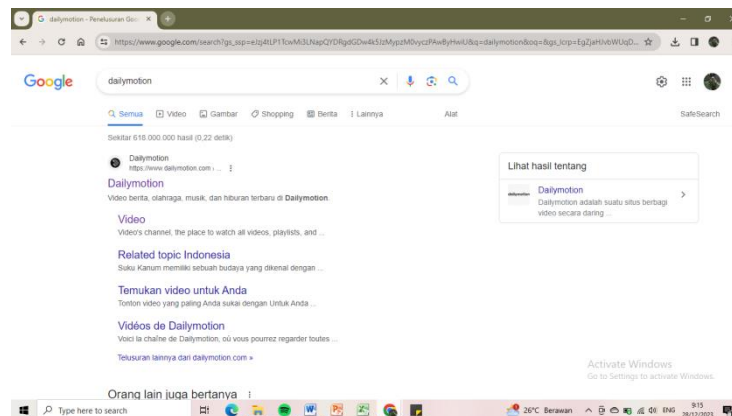


Figure 1.1 Dailymotion

#### 2. Second step

After accessing the Dailymotion website, you will be greeted with a display similar to the image above. Logging in is not a prerequisite for accessing this website; you can conveniently use the search field to locate the desired video directly.

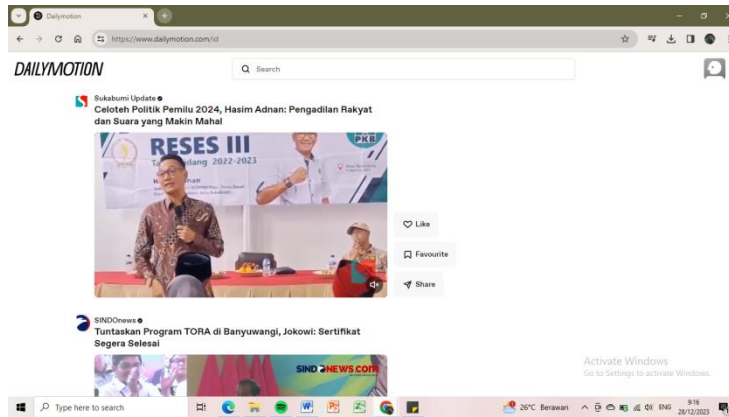


Figure 1.2 Dailymotion

### 3. Third step

After entering your desired video title into the "Search" field, the relevant video will be presented. For instance, as illustrated in the image below, when I input "English Learning" in the search field, the corresponding video will be showcased.

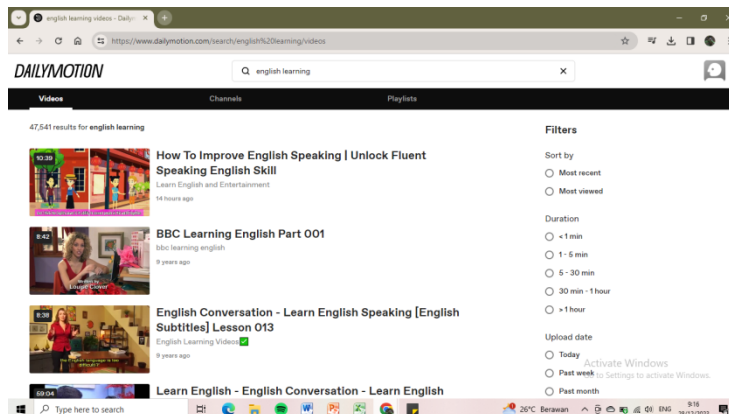


Figure 1.3 Dailymotion

### 4. Fourth step

After locating the desired video, you can utilize the features offered by Dailymotion, including:



- **Sorting by:** This feature allows us to select the most recent time and the number of viewers in the video.
- **Duration:** By using this feature, we can choose the time that corresponds to the video we are seeking.
- **Upload date:** Utilizing this feature enables us to select videos based on their upload time.

Simply click on the features that align with your preferences, as exemplified in the image below, to further refine your search results.

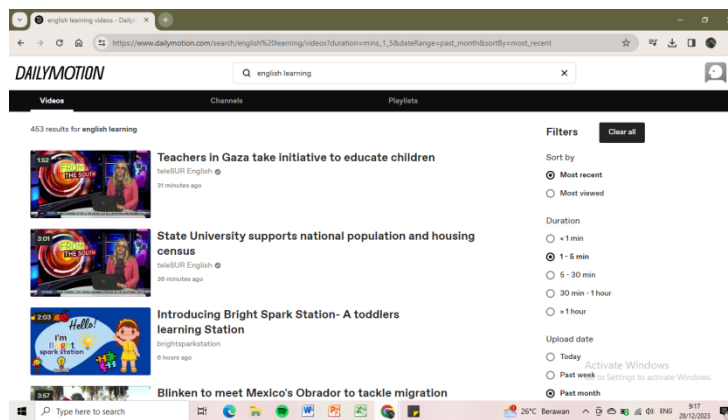


Figure 1.4 Dailymotion

## 5. Fifth step

After adjusting various features and finding the appropriate video, we can also search for channels and video playlists very easily by simply clicking on the channel and playlist features in the top column. After that, many channels and playlists will appear that match the video we are looking for.

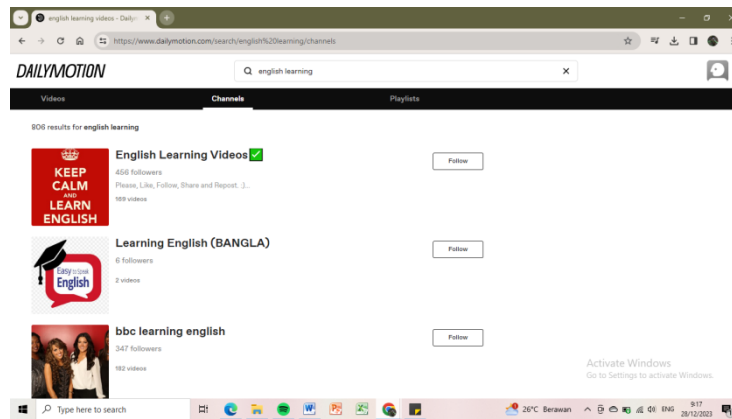


Figure 1.5 Dailymotion

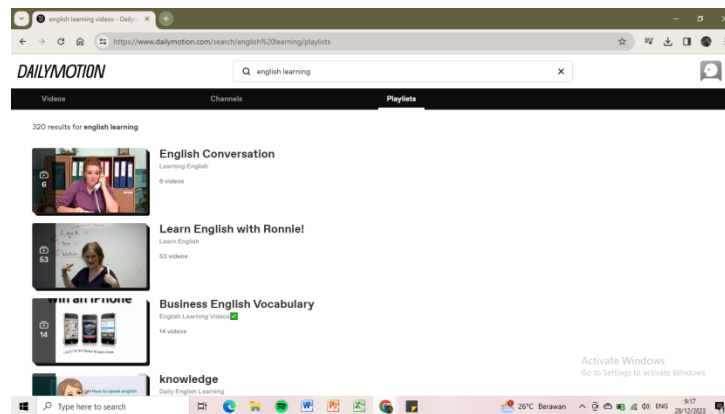


Figure 1.6 Dailymotion

## 2.3 Related Previous Study

In this segment, the researcher will provide an overview of several prior studies associated with the present research.

The first study is according to (Emilia, 2022) from Universitas Bosowa in her thesis entitled " Dailymotion Applications as Teaching Media to Increase Student Listening Skill " she said that the use of Dailymotion as a learning media due to the numerous experiments and

research indicating that students' comprehension improves more significantly when exposed to audio-visual media compared to conventional methods. Additionally, Dailymotion was chosen as the platform because it is the second-largest video-watching platform after YouTube. This decision is based on the recognition of Dailymotion's widespread use, making it a suitable choice for utilizing the application in the study. In her study, she discovered positive outcomes in the pre-test and post-test scores of students in the experimental class who utilized Dailymotion as a tool to enhance their listening skills. These findings indicate that the application of Dailymotion has the potential to enhance the listening abilities of XI class students at SMA Negeri 4 Makassar. The above statement demonstrates that Dailymotion can be beneficial when employed appropriately.

The second study is according to (Yoga Pramudiya, 2017) from UVN Veteran Jakarta in His thesis entitled” Learning technology development involves uploading videos and photos to websites on the web, based on the best and fastest platforms like Metacafe and Dailymotion.”. Dailymotion is an online video sharing platform that holds the second position in rankings after YouTube. Dailymotion provides a diverse range of video content. Similar to other video-sharing platforms, it permits users to upload, view, search, and share videos of their choice. In 2009, Dailymotion managed to add 16,000 new videos daily. Being a major platform, Dailymotion distinguishes itself from others by emphasizing the quality of its performance and striving to provide benefits to its 10,000 partners,

including HBO, Showtime, Netflix, Hulu, FOX Sports, and NBC.

Apart from being a commonly utilized audio-visual platform like YouTube, Dailymotion also possesses several other benefits. such as:

1. Content Diversity: Dailymotion provides access to different types of videos, including tutorials, panel discussions, and other learning materials.

This helps English language learners to get a wide exposure to language usage in various contexts.

2. Flexibility of Access: The ability to access videos from a variety of devices, including computers, tablets, and mobile phones, provides great learning flexibility. Students can study anytime and anywhere according to their schedule.

3. Content Grouping with Playlists: The playlist feature allows grouping and organizing content by topic or difficulty level. This helps make it easier for students to navigate and plan structured learning.

4. Good Production Quality: Dailymotion delivers videos with good production quality, including clear images and sound. This supports a more effective learning experience and ensures optimal concept understanding.

5. Access to Educational Materials: Dailymotion can be used to access educational content from trusted sources. This allows teachers and students to find learning materials that match curriculum needs or personal interests.

The third study is according to (Kathirvel & Hashim, 2020) from University Kebangsaan Malaysia they thesis entitled “The Use of Audio-Visual Materials as Strategies to Enhance Speaking Skills among ESL

Young Learners”. The proficiency in speaking skills is deemed crucial as it facilitates effective communication among learners. Factors contributing to the limited development of speaking skills include a lack of exposure, low confidence levels, and heightened anxiety towards the English language. Addressing these issues is imperative to enhance the speaking skills of ESL learners. In the contemporary context of 21st-century learning and teaching, educators have introduced various strategies involving Information and Communication Technology (ICT) to bolster speaking skills among ESL learners. One such strategy involves the utilization of audio-visual materials for skill enhancement. This technology-based approach has yielded positive results among ESL learners, making it a promising method for developing speaking skills. Consequently, this paper elucidates how the incorporation of audio-visual materials contributes to the improvement of speaking skills and outlines the associated benefits.

The last study is according to (Ervan, 2022) from Universitas Islam Negeri Malang in his thesis entitled “A Case Study of English Massive in Teaching English Across all Ages for The Citizens of Kediri”. Case study materials come from student autobiographies, student diaries, student assignments (both oral and written), as well as reflections from lecturers and students. This, students have the opportunity to share their knowledge base between these two modules. Lecturers can develop approaches or adjust learning methods based on information from students' autobiographies, creating a more meaningful learning experience. Although this research uses

a similar case study design to Coultas and Booth's research investigating the subject experience, this research focuses on a different subject, namely English Massive. The purpose of this study is to investigate the English teaching-learning process in this program as well as the relationship between teachers and learners during learning activities.

## **CHAPTER III**

### **RESEARCH METHOD**

This section presents an explanation of the methods applied in this study. This explanation includes the research design, research instruments, research subjects, data collection procedures, and data analysis steps.

#### **3.1 Research Design**

This research uses a case study design to focus on practical applications, employing specific concepts and strategies. Case studies can also be utilized to develop new theories or validate existing ones. By deeply examining a case, researchers can identify patterns or relationships that might contribute to the development of new theories. Case studies are especially suitable for researching phenomena that occur on a small scale. The purpose of case study research and field research is to intensively study the background of the current situation of a social unit and environmental interactions (L, 2022). Case study design utilizes multiple data sources as evidence because the boundary between a phenomenon and its context is not always clear. In this context, referring to Yin (2018: 15), indicates that in case studies, the phenomenon under study cannot be fully understood or analyzed by isolating it from its context. Instead, an understanding of the context in which the phenomenon occurs is required to fully understand how the phenomenon occurs, interacts and has an impact. Thus, the case study approach often requires data from various sources to provide a more complete and in-depth picture of the phenomenon under study.

### **3.2 Research Instrument**

This research used two types of instrument, the first is booklet. According to Sugiyono, (2022) Booklets are a type of learning media that can be used to help students understand lesson material and assist teachers in conveying that material. This booklet will help researchers to find the right teaching method when using video-based learning media with Dailymotion. The second is three primary instruments: observation and interview, to collect the data. Observation was conducted to enable the researcher to understand the context of the case directly, seeing how concepts or strategies are applied in everyday situations. Observation also aims to increase the external validity of the research as it generates data based on direct experience in the field, reducing the limitations of subjective interpretation. While interviews will enable the researcher to clarify information obtained through observation and gain further context regarding certain actions or decisions. With interviews, researchers can explore participants' motivations, perceptions, and understanding of the concepts or strategies implemented.

In the qualitative investigation, the researcher takes center stage as the primary human instrument, responsible for collecting essential data. Alongside utilizing interviews and observations as supplementary tools, the researcher conducted in-depth interviews, engaging both the subject and the sample in this study. In-depth interviews were conducted, comprising one with the subject, one with principal and another one with the sample. The researcher employed a semi-structured interview approach, utilizing pre-determined questions while also having the flexibility to



generate additional queries for a comprehensive dataset. As outlined in the appendix, the interview consisted of 8 questions for students and 5 questions for teachers and 5 question for principal. Teachers were queried about the implementation of the approach in their classrooms, student reception of the provided learning, the integration of technology, overcoming challenges, and strategies for resolution. Additionally, the inquiries delved into students' preferred learning techniques, technology usage in their learning journey, and the merits and drawbacks associated with the approach.

To answer research question 1, the researcher conducted direct observations to oversee the actions of both the teacher and students both inside and outside the classroom. This inquiry seeks to acquaint the researcher with the theory that explores the relationship between teachers and students. The dynamics of the relationship between teachers and students can vary across numerous dimensions. The findings from this inquiry will contribute to addressing the research question.

The instruments in this study focus on interviews and observations where there are three interviews, namely with the principal, with teachers and with 3 students. Observation is carried out for researchers periodically to find out how the learning process in the classroom and how the relationship between teachers and students is based on the theory that has been explained.

### **3.3 Subject of The Research**

This study centers on the participants of the research, who are eighth-grade students enrolled at MTs Alhamidiyah Gondanglegi with 40 student that include 25 girls and 15 boys. The rationale for selecting eighth-grade students as the subjects of this research lies in their pivotal stage of academic development and their significant role in implementing English learning concepts or strategies, which constitute the focal point of the research. The choice of eighth-grade students at MTs Alhamidiyah Gondanglegi is anticipated to yield profound insights into the application of the specified concept or strategy within the context of English language learning at this particular educational level. Through an exploration of the experiences and perspectives of eighth-grade students, this research seeks to delve more deeply into evaluating the impact and efficacy of employing the Dailymotion application to enhance English speaking skills in the learning process.

### **3.4 Data Collection Procedure**

The researcher will use observation and interviews as the primary methods to collect data. There will be several activities conducted during the data collection period:

- **Compile an Observation Guide:** Initially, compile an observation guide that includes the variables or aspects to be observed.
- **Send a Permission Letter:** The researcher will send a permission letter to the school requesting approval to conduct the research.
- **First Week - Direct Observation:** In the first week, conduct direct observations

of the research subjects in accordance with the guidelines that have been prepared.

- Record Data in Detail: Record data in detail, making notes on research subjects, interactions, and relevant situations.
- Second Week - Interviews: In the second week, conduct interviews regarding the results of observations made in the first week. The researcher will select several students with different abilities who will be interviewed using the same set of questions. The interview will be conducted by researchers to 8th grade students at Mts Al-Hamidiyah who have been given lessons using Dailymotion by their teachers.
- Further Observations if Needed: If the required data is still lacking or additional insights are needed, the researcher will conduct further observations.

These steps are designed to ensure a systematic and thorough data collection process using observation and interviews. The researcher aims to gather comprehensive information about the research subjects and their experiences in implementing the concepts or strategies under investigation.

### **3.5 Data Analysis Process**

After obtaining sufficient data, the data will be analyzed through several steps: 1. Organizing the data in a structured manner and ensuring all information is well-documented. 2. Transcribing the voice recordings into written text to facilitate the analysis of the interview data. 3. Comparing findings from observations and

interviews. 4. Compiling findings in the form of a narrative or main findings. This data analysis process has helped the researcher gain deeper insights from the data obtained through observation and interview methods, allowing for a better understanding of the implementation of concepts or strategies in the research context

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher will describe and elaborate on the findings of the research and discuss the current findings of English teaching activities held in Mts Al-Hamidiyah.

#### **4.1 The Implementation of Dailymotion Application for Students Speaking Skill in Mts Al-Hamidiyah**

In this section, the researcher presents the results of the observation and interview. The interviews were divided into three sessions, namely with teachers, principals, and three students.

This research has been conducted for about a weeks from April 24<sup>th</sup>, 2024 until May 5<sup>nd</sup>, 2024 in the Mts Al-Hamidiyah. The focus of the research is to analyzes the usability of the Dailymotion app in educational settings whether it has significant potential to improve student engagement, accessibility, personalized learning, collaborative opportunities, and digital literacy. This research aims to comprehensively analyze those aspects to provide actionable insights into how Dailymotion can be impletently integrated into educational practices, ultimately contributing to improved learning experiences and outcomes for students.

From the observations and interviews conducted with the principal, teachers, and three students at Mts Al-Hamidiyah, the researchers found consistent results across various aspects. While the evaluation tool used by the researcher was a booklet, the researcher examined the teacher's method and the sequence of learning activities as outlined in the booklet. The evaluation results found by researchers are as follows:

- Fluency:

Dailymotion implementation showed significant improvement in students' speaking fluency. Students are more confident in speaking because they are used to hearing and imitating the way of speaking from the videos they watch.

- Pronunciation:

Students who often practice with videos on Dailymotion experience improvements in pronunciation. The videos provided provide examples of correct pronunciation so that students can imitate them well.

- Vocabulary:

Using this application also helps improve students' vocabulary. The varied video content introduces a lot of new vocabulary that students then use in their conversations.

- Overall Speaking Performance:

Overall, students' speaking abilities improved. They become more active and participative in class discussions. Using video as a learning medium makes students more interested and motivated to learn.

The researcher will provide a more detailed explanation of the results from the observations and interviews below.

#### **4.1.1 Principal's Perspective on The Implementation of Dailymotion Application for Student Speaking Skill**

From the interview with the principal, the researcher discovered that the Dailymotion application would be an excellent tool for students. The principal noted that using videos to explain the material would make the teaching and learning process more exciting for students.

The researcher also learned that the Dailymotion application could serve as a primary medium for enhancing students' speaking skills. From this insight, the researcher summarized the principal's perspective in greater detail as follows:

- Support for Digital Integration: The principal highlighted the significance of incorporating digital tools like Dailymotion to modernize education and make learning more interactive and engaging.
- Institutional Benefits: The principal pointed out that Dailymotion is a cost-effective resource that improves the school's multimedia capabilities without imposing extra financial burdens.
- Learning Benefits: The principal noted that students can practice speaking more effectively using the Dailymotion app compared to traditional direct learning methods. By using videos, students are

exposed to a wider variety of accents, making the learning process more exciting.

The principal also stated that he will continue to support teachers in providing engaging and effective learning experiences for students using the Dailymotion app. He mentioned, *"The primary support is to supply well-functioning tools, so teachers can deliver optimal learning without having to worry about the LCD and sound system".(translated)*

In addition to expressing his commitment to using the Dailymotion application, the principal also voiced his concerns. He mentioned that the videos provided by teachers are difficult to download, so if the school's Wi-Fi is down, students cannot access the content. This is unlike YouTube, which allows videos to be played offline.

#### **4.1.2 Teacher's Perspective on The Implementation of Dailymotion Application for Student Speaking Skill**

The second interview was conducted with English teachers who have long used the of Dailymotion application as a video-based learning tool. The researchers gathered extensive information on how the implementation of the Dailymotion application is highly suitable for students.

The researcher summarized the teachers' perspectives on the Dailymotion application as follows:



- Enhanced Student Engagement: Teachers observed that students were more engaged and motivated when using Dailymotion for speaking exercises compared to traditional methods. The variety of video content available on Dailymotion provided diverse examples of pronunciation, intonation, and conversational styles.
- Improvement in Speaking Skills: Teachers reported noticeable improvements in students' speaking abilities, including better pronunciation, increased vocabulary, and greater confidence in speaking. The application allowed students to mimic native speakers and practice repeatedly.
- Ease of Use and Integration: Teachers found Dailymotion easy to integrate into their lesson plans. They appreciated the ability to create playlists tailored to specific language learning objectives and the availability of content that could be used for listening and speaking practice.

The teacher also commented on the students' reactions when using the application for the first time. He said, *"I've noticed many changes in the children since I started using the Dailymotion application as a learning tool. They become more focused and engaged, unlike when I lecture in front of them, where they quickly become bored."* (translated)

### **4.1.3 Student's Perspective on The Implementation of Dailymotion Application for Student Speaking Skill**

Researchers also obtained data from interviews with three junior high school students at Mts Al-Hamidiyah which aims to find out the benefits of using the Dailymotion application as a learning media.

The first student thought that learning using the Dailymotion application could help her learn new words quickly and correctly. She said, *"Learning with videos can make me know new vocabulary and I can immediately practice how to pronounce them correctly, which is different from learning only from books."* (translated)

The second student also said that what was taught in the video could make her more confident in practicing speaking because she could learn various accents directly. Apart from adding vocabulary, the second student also believes that the class becomes more conducive if learning uses instructional videos.

While the third student said that learning using the Dailymotion application was very enjoyable because the application had more features than YouTube, but he said that sometimes the audio provided by the teacher was often problematic, thus distracting the students' focus.

Based on the interviews conducted with three students, the researcher summarized their feedback into several key points:

- Increased Confidence: Students felt more confident in their speaking

abilities after using Dailymotion. They valued the opportunity to watch and listen to native speakers, which helped them grasp proper pronunciation and natural speech patterns.

- **Engaging and Enjoyable Learning:** Students found the learning process more enjoyable and engaging with Dailymotion. They appreciated the interactive nature of watching videos and practicing speaking in a more relaxed and informal setting.
- **Flexibility and Accessibility:** Students highlighted the convenience of accessing Dailymotion on various devices, enabling them to practice speaking outside the classroom. This flexibility led to more consistent and regular practice, resulting in better outcomes.

#### **4.1.4 Observation Table Outside Class**

The following findings are derived from an observation table focusing on the implementation of the Dailymotion application for improving the speaking abilities in Mts Al-Hamidiyah. The observations were conducted outside the classroom environment to assess the app's effectiveness in various real-world settings.

<b>Aspect</b>	<b>Observation Details</b>
<b>Student Engagement</b>	Students showed high levels of engagement when using the Dailymotion app for speaking exercises. They were more attentive and involved compared to traditional classroom settings.
<b>Confident in</b>	Observers noted a significant increase in students' confidence when

<b>Speaking</b>	speaking. Students appeared less hesitant and more willing to participate in speaking activities.
<b>Learning Environment</b>	The use of Dailymotion created a more dynamic and enjoyable learning environment. Students were more relaxed and receptive to learning outside the traditional classroom.
<b>Interactive Learning</b>	The interactive nature of Dailymotion videos encouraged students to actively participate in learning activities. They engaged more readily in discussions and speaking exercises.
<b>Accessibility and Convenience</b>	Students found it convenient to access Dailymotion on various devices (smartphones, tablets, laptops). This allowed for flexible learning schedules and frequent practice opportunities.
<b>Content Variety</b>	The wide variety of video content available on Dailymotion provided students with exposure to different accents, contexts, and conversational styles, enriching their learning experience.
<b>Teacher Support</b>	Teachers observed that the app's ease of use helped them integrate it seamlessly into their lesson plans. They could easily create playlists and select videos that matched their learning objectives.
<b>Student Feedback</b>	Students provided positive feedback about their experiences, expressing that the app made learning more enjoyable and less stressful. They appreciated the diverse and entertaining content.

#### **4.1.5 Observation Table Inside Class**

The following findings are derived from an observation table focusing on the implementation of the Dailymotion application for improving the speaking abilities in Mts Al-Hamidiyah. The observations were conducted inside the classroom environment to assess the app's effectiveness in various real-world settings.

The researcher observed the teacher's lessons to understand the implementation of the Dailymotion application for students. The results from these observations were very similar to those from the outside-class observations. These observations suggest that the Dailymotion application is a valuable tool for enhancing middle school students' speaking abilities, providing an engaging, flexible, and effective learning experience. Below is a summary of the findings from these observations:

- High Engagement and Focus: Students were more engaged and focused when using Dailymotion for speaking exercises compared to traditional methods.
- Improved Pronunciation and Confidence: Regular use of Dailymotion videos led to notable improvements in students' pronunciation, intonation, and overall confidence in speaking.
- Enhanced Learning Environment: The application created a more enjoyable and relaxed learning environment, which facilitated better student participation and interaction.

- **Convenient and Flexible Access:** The app's accessibility on multiple devices allowed students to practice speaking skills outside the classroom, leading to more consistent learning opportunities.
- **Positive Student Feedback:** Students enjoyed the interactive and diverse content available on Dailymotion, which made learning more engaging and less monotonous.
- **Effective Teacher Integration:** Teachers found the app easy to integrate into their curriculum, enhancing their ability to provide targeted speaking practice.
- **Internet Access Challenges:** The need for reliable internet access was identified as a challenge, as students without stable connections struggled to use the app consistently.

#### **4.2 The Relationship Between Teacher and Student in Mts Al-Hamidiyah**

The interaction between teachers and students at Mts Al-Hamidiyah is evident during teaching and learning activities. Researchers reviewed various theories relevant to exploring this relationship. Observations were conducted twice with the same subjects to reinforce the findings.

The researcher utilized the theory proposed by da Renda Vitorino, A. J., & Pires (2022), which examines the relationship between teachers and students. This theory outlines five key points, each with detailed elaborations that enhance the research. The findings from these observations will be organized and discussed by the researcher in five sections.

#### **4.2.1 Central Relationship**

This theory emphasizes the importance of interpersonal relationships between teachers and students in the teaching and learning process.

The observations revealed that students who felt a stronger connection with their teachers were more actively engaged in class. They participated more frequently in discussions, asked questions, and demonstrated a higher level of interest in the subject matter. Students with positive relationships with their teachers showed significant improvement in their academic performance. Test scores, homework completion rates, and overall grades were higher among these students compared to those who did not report a strong teacher-student relationship.

The researcher also found that students who experienced supportive and communicative interactions with their teachers exhibited better communication skills. These kinds of students were more confident in expressing their thoughts and ideas both in oral and written forms. The classroom environment characterized by mutual respect and trust between teachers and students was more conducive to learning. Such an environment reduced anxiety, increased student cooperation, and promoted a sense of community.

The findings from this study underscore the critical role that interpersonal relationships between teachers and students play in the educational process. According to da Renda Vitorino, A. J., & Pires (2022), strong teacher-student relationships are foundational to effective

teaching and learning. This theory is supported by the following points elaborated in the study:

- Emotional and Academic Support:

Teachers who form close relationships with students will provide both emotional and academic support. This dual support helps students overcome academic difficulties and personal issues, resulting in a more well-rounded educational experience.

The following is a dialogue between teachers and students that researchers obtained from observations.

*Teacher: "Good morning, students. How are you today?"*

*ST: "Morning, sir. I can't do the homework that you gave me."*

*Teacher: "You're not usually like this, can you tell me the reason?"*

*(translated)*

- Trust and Safety:

Building trust and creating a safe learning environment are important parts of a positive teacher-student relationship. When students trust their teachers, they are more likely to take academic risks and engage deeply with the subject matter.

The following is a dialogue between teachers and students that researchers obtained from observations.

*SH: "I'm sorry sir, I still can't memorize vocabulary, is there any other way besides reading it, sir?"*



*Teacher: "You can memorize vocabulary from games or from applications that you usually use. the more often you see it, the more you will memorize it."*

*HY: "Okay sir, I will do it."*

*(translated)*

- Individualised Attention:

Teachers who understand their students well can provide more personalised teaching. This individualised attention helps cater to the unique needs and learning styles of each student, promoting better academic achievement.

The following is a dialogue between teachers and students that researchers obtained from observations.

*Teacher: "For nurul, you can be in a group with zain so you can help each other, nurul will read the vocabulary while zain will write"*

*(translated)*

- Long-Term Impact:

The influence of a strong teacher-student relationship extends beyond the classroom. It can influence students' attitudes towards learning, their self-confidence, and their future educational.

#### **4.2.2 Transactional Relationship**

This theory refers to the way in which teachers and students interact and communicate with each other in the classroom environment.

Researchers found that in this theory students are divided into two parts,

namely active students and passive students. According to Wibowo, (2016) active students are students who always answer and respond to the teacher, while passive students are students who must be given space first if they want to talk.

Active students participated more frequently in classroom discussions, asked questions, and engaged in dialogue with the teacher. This two-way communication enhanced their understanding of the material and contributed to a more dynamic learning environment. Passive students were less likely to initiate communication with the teacher or participate in class discussions. They often relied on listening and observing, which limited their engagement and opportunities for deeper understanding.

Researchers also found that teacher actions would be very important in this theory because teachers who actively encouraged two-way communication could create a more inclusive classroom atmosphere. They used strategies such as open-ended questions, group activities, and feedback sessions to foster interaction between all students, regardless of their level of activeness. Classrooms with balanced two-way communication between teachers and students, including both active and passive participants, exhibited higher levels of student satisfaction, better academic results, and a more positive learning environment.

The findings from this study reflect the principles of transactional theory, which emphasizes the importance of two-way communication in the educational process. The study highlights several key points regarding the

interaction between active students, passive students, and teachers:

- Improving Learning through Active Participation:

Students who are active in the classroom benefit greatly from two-way interaction with the teacher. This communication allows them to clarify questions, receive immediate feedback, and deepen their understanding of the subject matter. This active participation creates a more dynamic and interactive classroom atmosphere.

The following is a dialogue between teachers and students that researchers obtained from observations.

*Teacher: "Who wants to answer this question?"*

*YD: "Me sir"*

*(translated)*

- Challenges Faced by Passive Students:

Passive students, who rarely communicate with the teacher, often miss out on the benefits of immediate feedback and active learning. Lack of participation can be due to various factors such as shyness, lack of confidence, or fear of making mistakes. This can hinder their academic development and understanding of the subject matter.

The following is a dialogue between teachers and students that researchers obtained from observations.

*Teacher: "Because no one else wants to answer, I will appoint students to answer this question"*

Points to one of the students

*AM: "eeh eeh I can't sir"*

*Teacher: "Which part do you not understand?"*

*(translated)*

- **Teacher Strategies to Promote Inclusion:**

Teachers have an important role in bridging the gap between active and passive students. By implementing inclusive teaching strategies such as small group discussions, think-pair-share activities, and differentiated teaching approaches, teachers can encourage all students to engage in the learning process. This approach helps to create a balanced environment where every student feels valued and supported.

The following is a dialogue between teachers and students that researchers obtained from observations.

*Teacher: "For those who were able to answer my question, you can go out first, okay? Those who haven't answered my question can stay in class because I will give you a special lesson"*

*(translated)*

- **Positive Results of Balanced Communication:**

Classes that successfully achieve balanced two-way communication between teachers and students will reap many benefits. These include increased student engagement, better academic results, higher student confidence, and a more cohesive and supportive classroom community. Balanced communication ensures that all students have equal opportunities to participate, learn and succeed.

### **4.2.3 Transformational Leadership Relationship**

This theory focuses on the role of teachers as leader who can inspire and motivate students to reach their full potential.

Researchers found that transformational leadership theory highlights the significant role of teachers as leaders who inspire and motivate students to reach their full potential. The study's findings demonstrate that transformational teachers enhance student motivation, academic performance, engagement, and critical thinking skills, while also creating a positive classroom environment. Educators who adopt transformational leadership practices can profoundly influence their students' educational experiences and long-term success.

Researchers underline that teachers who demonstrate transformational leadership qualities significantly increase student motivation. Students report feeling more inspired and driven to achieve their academic goals because of the encouragement and high expectations set by their teachers. The classroom climate in an environment with transformational teachers is very positive. There is a strong sense of community, mutual respect and collaboration, which contributes to a supportive and productive learning atmosphere.

The findings align with the principles of transformational leadership theory, which emphasizes the role of leaders in inspiring and motivating their followers to achieve their full potential. In the context of education,

teachers who embody transformational leadership play a pivotal role in shaping student outcomes. The following points elaborate on the impact of transformational leadership in the classroom:

- Inspirational Motivation:

Transformational teachers serve as role models and sources of inspiration for their students. They communicate a clear vision and goals, in line with students' personal and academic aspirations. This shared vision motivates students to strive for excellence and persist in the face of challenges.

The following is a dialogue between teachers and students that researchers obtained from observations.

*One of the students: "Sir, may I answer number 5?"*

*Teacher: "Please zain, I think in the future you will be fluent in English, even more than me."*

*TS: "I really like English, sir, especially when I hear you explain the material, it makes me want to be like you."*

*(translated)*

- Intellectual stimulation:

Transformational teachers encourage students to think critically and explore new ideas. They create a learning environment that encourages questioning, experimentation, and intellectual courage. This approach not only improves academic performance but also prepares students to solve real-world problems.

The following is a dialogue between teachers and students that researchers obtained from observations.

*Teacher: "Today, apart from the material, I want to teach you how to criticize someone in English. Is the method the same as in our children's language?"*

*ST: "Is it like the one in the movie Now you see me, sir?"*

*IZ: "This will be fun"*

*(translated)*

- Creating a Positive Learning Environment:

Transformational leadership has a huge impact on classroom dynamics. Teachers who foster a sense of community, respect and collaboration contribute to a positive and inclusive learning environment. This environment supports student well-being, reduces anxiety, and promotes a sense of belonging.

The following is a dialogue between teachers and students that researchers obtained from observations.

*Teacher: "Before our lesson is finished, you have to give me criticism and suggestions according to the material I gave you earlier, ok?"*

*AM: "I think you explained it too quickly, sir, but I like the part about questions and answers."*

*Another student: "Group work is fun sir"*

*(translated)*

#### **4.2.4 Attachment Relationship**

This theory propose that the relationship between teachers and students may reflect a pattern of attachment similar relationship between a child and they caregiving figure.

Researchers found that this theory is a theory that can only be implemented if students make mistakes such as talking to themselves when the teacher is explaining, teasing friends, not doing assignments and so on. Attachment theory underscores the importance of the relationship between teachers and students in the educational process. The study's findings demonstrate that secure teacher-student attachments lead to increased confidence, better academic performance, and a positive classroom environment. By understanding and applying the principles of attachment theory, educators can foster secure attachments, thereby enhancing their students' educational experiences and overall well-being.

However, with this approach, researchers cannot observe real interactions between teachers and students. They only found that students would be punished if they did not complete their assignments, and sometimes this punishment was considered harsh by the students.

#### **4.2.5 Symbolic Interaction Relationship**

This theory highlights the importance of social meaning in the interaction between teachers and student.

The researcher found that in this theory students often interpreted



teacher actions and behaviors symbolically. Positive gestures, such as praise, encouragement, and attentive listening, were perceived as signs of respect and support, while negative behaviors, such as dismissiveness or harsh criticism, were interpreted as disinterest or hostility. The interactions between teachers and students significantly influenced students' self-concept. Teachers who conveyed positive social meanings through their interactions helped students develop a strong sense of self-worth and academic identity.

The findings from this study reflect the principles of symbolic interaction theory, which emphasizes the role of social meanings in shaping human interactions. In the context of education, the symbolic meanings embedded in teacher-student interactions play a crucial role in the learning process. The following points elaborate on the implications of symbolic interaction theory in the classroom:

- Teacher's Influence on Self-Concept:

Teachers have an important role in shaping students' self-concept through symbolic interactions. When teachers consistently convey messages of respect, confidence and high expectations, students will internalise positive social meanings and develop a strong and positive self-concept. Conversely, negative interactions can lower students' self-concept and confidence in their academic abilities.

The following is a dialogue between teachers and students that researchers obtained from observations.

*Teacher: "Because it's a week before the exam, so I want to do some self-reflection. As a teacher, I have an important role in helping you develop a positive self-concept. When I show you respect, trust, and high expectations, I hope you can feel it and internalize these positive messages. What do you think Siti?"*

*YD: "Oh yes sir, I also thank you for the lesson"*

*(translated)*

- Improving Academic Performance:

The symbolic meanings in teachers' feedback and interaction styles greatly influence academic performance. Positive interactions, characterised by supportive and reinforcing communication, increase students' motivation to learn and succeed. Teachers who pay attention to the social meaning of their interactions can create a positive academic environment and support student achievement.

The following is a dialogue between teachers and students that researchers obtained from observations.

*AD: "Sir, yesterday I won the speech bee competition in my village"*

*Teacher: "Congratulations, you are great"*

*AD: "It's all because you taught me a lot of new vocabulary and because you told me to memorize it, so I can do it"*

*(translated)*

In conclusion, the importance of theory regarding the relationship

between teachers and students cannot be ignored. The findings of this study support the theoretical framework proposed by da Renda Vitorino, A. J., & Pires (2022), which emphasis that fostering these relationships can improve student engagement, academic performance, communication skills, classroom environment, and motivation. Therefore, educators should prioritise building and maintaining strong relationships with their students to create more effective and meaningful learning experiences.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter will consist of the study's overall conclusion drawn from the findings, discussion, and recommendations for future research.

#### **5.1 The Implementation of Dailymotion Application**

If a teacher wants to use Dailymotion as a media for conducting lessons, it is advisable to follow these steps:

1. Prepare the Necessary Tools:
  - Ensure you have laptops, sound systems, and LCD projectors ready for use.
  - Open the Dailymotion application in advance.
2. Material and Video Preparation:
  - Select videos that are suitable for the speaking skill topic. Ensure the video is relevant and appropriate for the students' ability level. Ideally, the learning video should be added to a playlist.
3. Learning Plan:
  - Determine the learning objectives and competencies to be achieved.
  - Develop a lesson plan that includes activities before, during, and after watching the video.
4. Introduction (Pre-Viewing Activities):
  - Provide students with an introduction to the video's topic.
  - Ask engaging questions or conduct brief discussions to spark interest and

activate prior knowledge.

- Explain important keywords or phrases that will appear in the video.

5. While-Viewing Activities:

- Watch the video together with the class or have students watch it independently.

6. Technology and Logistics:

- Ensure the internet connection is stable and that all devices (computer, projector, speakers) are functioning properly.
- Prepare a backup video or alternative activity in case of technical issues.

The researcher recommends using the teacher-centered learning method when incorporating Dailymotion as a teaching media. This approach allows students to focus more on the video explanations provided by the teacher. After students have listened to the material, the teacher can select students to imitate the pronunciation from the video, helping them to improve their speaking skills.

## **5.2 The Relationship Between Teacher and Student**

The relationship between teachers and students is a professional and emotional interaction that takes place in an educational environment. The teacher acts as a guide, mentor and educator who not only conveys knowledge and skills, but also shapes students' character and attitude. Meanwhile, students act as recipients of knowledge who actively learn and participate in the learning process. However, from the many theories that mention the relationship between teachers and students, not all theories can be applied in the classroom such as

- Central Relationship

In this theory student and teacher participated more frequently in discussions, asked questions, and demonstrated a higher level of interest in the subject matter. Students with positive relationships with their teachers showed significant improvement in their academic performance. Test scores, homework completion rates, and overall grades were higher among these students compared to those who did not report a strong teacher-student relationship and this theory is suitable to be used when the teacher explains the material by using Dailymotion as learning media.

- Transactional Relationship

In this theory students are divided into two parts, namely active students and passive students. Active students participated more frequently in classroom discussions, asked questions, and engaged in dialogue with the teacher. This two-way communication enhanced their understanding of the material and contributed to a more dynamic learning environment. Passive students were less likely to initiate communication with the teacher or participate in class discussions, and this theory is suitable to be used when the teacher explains the material by using Dailymotion as learning media.

- Transformational Leadership Relationship

This theory highlights the significant role of teachers as leaders who inspire and motivate students to reach their full potential. The study's findings demonstrate that transformational teachers enhance student motivation,

academic performance, engagement, and critical thinking skills, while also creating a positive classroom environment. Educators who adopt transformational leadership practices can profoundly influence their students' educational experiences and long-term success, and this theory is suitable to be used when the teacher explains the material by using Dailymotion as learning media.

- Attachment Relationship

This theory is a theory that can only be implemented if students make mistakes such as talking to themselves when the teacher is explaining, teasing friends, not doing assignments and so on. Attachment theory underscores the importance of the relationship between teachers and students in the educational process, and this theory is not suitable to be used when the teacher explains the material by using Dailymotion as learning media.

Attachment relationships can be improved if teachers enforce class rules more strictly, such as prohibiting talking while videos are playing and ensuring assignments are submitted on time.

- Symbolic Interaction Relationship

In this theory students often interpreted teacher actions and behaviors symbolically. Positive gestures, such as praise, encouragement, and attentive listening, were perceived as signs of respect and support, while negative behaviors, such as dismissiveness or harsh criticism, were interpreted as disinterest or hostility. The interactions between teachers and students

significantly influenced students' self-concept, and this theory is suitable to be used when the teacher explains the material by using Dailymotion as learning media.

### **5.3 Recommendations**

This research is limited to finding out how to apply the Dailymotion application to English language learning, especially for speaking skills and what the relationship is between teachers and students when carrying out this learning. Future research may focus more on ways to improve other skills such as listening and writing and could focus research on different levels of learning such as beginner, intermediate, and advanced. Future research may also require longer observation time in one or more classes participant.



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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN REPUBLIK  
INDONESIA.

*APPENDIXES*

Name : Shofi Ainun Nadliroh

NIM : 200107110005

Research Title : The Implementation of Dailymotion for Speaking Ability in  
Mts Al-Hamidiyah

Research Question :

1. How is the implementation of Dailymotion for students speaking skill?
2. How students and teachers relations during learning with use of Dailymotion?

A. Appendix 1 ( Interview & Observation )

*Observation Table outside class*

No	Aspek yang Diamati	Ya	Tidak	Keterangan
	Kegiatan pembukaan			
1.	Guru memberikan salam pembuka, mengabsen siswa, dan memberikan pertanyaan yang sesuai dengan materi yang akan diajarkan.			
2.	Guru memberikan instruksi kepada siswa untuk mulai membuka buku pembelajaran			
3.	Guru mempersiapkan teknologi yang akan digunakan untuk pembelajaran (Dailymotion)			
	Kegiatan Inti			

1.	Guru memberikan penjelasan secara umum tentang materi yang dibahas			
2.	Guru memberikan siswa contoh dari materi yang dipelajari melalui Dailymotion			
3.	Guru memberikan instruksi kepada siswa untuk mencatat hal hal yang penting dari video pembelajaran yang dilihat			
4.	Guru memberikan contoh speaking yang baik seperti yang ada dalam video pembelajaran, serta guru memberikan instruksi kepada siswa untuk menirukan kata kata yang muncul dalam video pembelajaran			
5.	Guru memberikan pertanyaan yang berkaitan dengan materi yang telah diberikan dengan menggunakan Bhasa Inggris			
	Kegiatan penutup			
1.	Sebagai evaluasi guru, siswa diwajibkan untuk mencoba melakukan speaking secara bergiliran di depan kelas dengan membicarakan tentang materi yang telah			

	dipelajari			
2.	Guru memberikan review pebelajaran hari ini dan menutup kelas dengan mengucapkan salam			

*Observation table inside class*

No	Aspek yang Diamati	Ya	Tidak	Keterangan
	Kegiatan Pembuka			
1.	Guru menyapa dan menanyakan kabar siswa			
2.	Guru mengabsen siswa			
3.	Guru melakukan pengawalan materi			
	Kegiatan Inti			
	A. Pembelajaran			
1.	Guru melakukan pembelajaran sesuai dengan RPP			
2.	Guru mengecek tugas rumah yang telah diberikan di pertemuan			

	sebelumnya			
3.	Guru melakukan tanya jawab dari tugas yang telah diberikan sebelumnya			
4.	Guru mendorong siswa untuk bisa aktif dalam kegiatan tanya jawab dengan memberikan siswa kesempatan untuk bertanya			
5.	Guru memberikan ruang untuk siswa berpendapat dan berdiskusi satu sama lain			
<b>B. Pemanfaatan Media Pembelajaran</b>				
1.	Guru menyiapkan peralatan yang digunakan untuk pembelajaran berbasis media			
2.	Guru mendemonstrasikan cara untuk menggunakan media pembelajaran			
3.	Guru menggunakan media secara efektif			
<b>Penutupan</b>				
1.	Guru dan siswa merangkum materi			

	yang telah dijeaskan			
2.	Siswa melakukan refleksi			
3.	guru menjelaskan sedikit materi yang akan dibahas pada pembelajaran selanjutnya			

*Subject's Interview Question*

No	Question	Answer
1.	Apakah Anda memiliki minat yang lebih mendalam dalam mempelajari bahasa Inggris?  (Do you have a deeper interest in learning English?)	
2.	Menurut anda apakah peningkatan kemampuan speaking dalam pembelajaran bahasa inggris penting?  Do you think improving speaking skills in English learning is important?	
3.	Apakah Anda telah familiar dengan aplikasi Dailymotion sebelum memulai pembelajaran menggunakan platform ini?	



	<p>Are you familiar with the Dailymotion app before you start learning on this platform?</p>	
4.	<p>Apa manfaat yang paling signifikan yang Anda rasakan setelah mempelajari dan menggunakan aplikasi Dailymotion untuk meningkatkan kemampuan speaking Anda?</p> <p>What is the most significant benefit you have experienced after learning and using the Dailymotion app to improve your speaking skills?</p>	
5.	<p>Apakah Anda melihat perubahan dalam kejelasan atau kelancaran berbicara Anda setelah menggunakan Dailymotion? Bisakah Anda memberikan contoh konkret?</p> <p>Did you notice a change in your clarity or fluency of speech after using Dailymotion? Can you give a concrete example?</p>	
6.	<p>Dalam hal perluasan kosakata atau frasa umum, apakah Anda melihat peningkatan setelah mengonsumsi konten berbahasa tertentu di Dailymotion?</p>	

	<p>In terms of vocabulary expansion or common phrases, do you see an improvement after consuming language-specific content on Dailymotion?</p>	
7.	<p>Apakah ada situasi nyata atau percakapan sehari-hari di mana Anda merasa manfaat dari pembelajaran melalui Dailymotion sangat terasa?</p> <p>Are there any real-life situations or everyday conversations where you feel the benefits of learning through Dailymotion are felt?</p>	
8.	<p>Dalam jangka panjang, bagaimana Anda melihat penggunaan Dailymotion berkontribusi pada perkembangan pembelajaran, terutama dalam konteks kemampuan berbicara?</p> <p>In the long run, how do you see the use of Dailymotion contributing to learning development, especially in the context of speaking skills?</p>	

*Sample's Interview Question*

No	Aspek Pengamatan	Keterlaksanaan			Deskripsi
		Ya		Tidak	
		Bk	Kr		
1.	Apakah guru menyediakan konten yang relevan dan menarik di Dailymotion untuk memperkaya pengalaman belajar siswa dalam speaking?				
2.	Apakah materi video yang diberikan oleh guru memiliki kualitas yang baik, termasuk audio yang jelas, visual yang menarik, dan pengaturan yang memungkinkan siswa untuk memahami dengan baik?				
3.	Apakah guru memberikan umpan balik yang konstruktif kepada siswa berdasarkan presentasi atau latihan speaking?				
4.	Seberapa kreatif guru dalam menggunakan fitur- fitur				

	Dailymoton?				
5.	Apakah pembelajaran menggunakan Dailymotion bisa membantu meningkatkan speaking dengan baik?				

Keterangan Bk = Baik, Kr = Kurang

*Principal Interview Question*

No	Question	Answer
1.	What do you think about the idea of using Dailymotion as a tool for learning speaking skills at school?	
2.	Do you have any concerns or considerations regarding the use of the Dailymotion app in the context of learning in this school?	
3.	How do you foresee student response and participation to the use of Dailymotion in speaking lessons?	
4.	How do you plan to support teaching staff in effectively implementing the Dailymotion app in the classroom speaking learning process?	

5.	Do you see any particular benefits in integrating the Dailymotion app in our learning curriculum, especially in the development of students' speaking skills?	
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*Student Teacher Relationship theory*

No	Theory	
I.	Central Relationship Theory: This theory emphasizes the importance of interpersonal relationships between teachers and students in the teaching-learning process.	
	Question	Answer
1.	How can the quality of interpersonal relationships between teachers and students affect students' learning motivation?	
2.	What is the role of empathy in strengthening the relationship between teachers and students in a learning context?	
3.	How can teachers build strong relationships with students who have different learning styles?	
4.	How does the relationship between teachers and students affect the classroom climate and learning	

	atmosphere?	
5.	What effective strategies can teachers use to improve relationships with students who are experiencing academic difficulties or behavioral problems?	
II.	Transactional Theory: This theory refers to the way in which teachers and students interact and communicate with each other in the classroom environment.	
1.	How can two-way communication between teachers and students improve the effectiveness of learning in the classroom?	
2.	What communication strategies can teachers use to facilitate productive interactions with students?	
3.	What is the role of self-awareness in improving the quality of interactions between teachers and students?	
4.	How can teachers identify and respond to students' individual needs through transactional communication?	
5.	What impact does an imbalance in teacher-student communication have on the quality of learning and student well-being?	
III.	Transformational Leadership Theory: This theory focuses on the role of teachers	

	as leaders who can inspire and motivate students to reach their full potential.	
1.	How can teachers use transformational leadership styles to motivate students and encourage them to reach their full potential?	
2.	What are the main characteristics of a teacher who applies a transformational leadership approach in managing a classroom?	
3.	How can teachers inspire students to develop leadership skills and social responsibility outside the classroom environment?	
4.	What concrete strategies can teachers use to build strong and trusting relationships with students in the context of transformational leadership?	
5.	What is the impact of teachers' transformational leadership on classroom climate, students' motivation, and their learning outcomes?	
IV.	Attachment Theory: This theory proposes that the relationship between teachers and students may reflect a pattern of attachment similar to the relationship between a child and his or her caregiving figure	
1.	How does the attachment pattern between teachers and students affect the quality of interaction and communication in the classroom?	

2.	What impact do secure attachments between teachers and students have on students' confidence and motivation to learn?	
3.	How can a teacher build healthy attachment relationships with students who have different backgrounds or learning needs?	
4.	How does a teacher-student attachment relationship differ from an authoritative or authoritarian relationship in a classroom context?	
5.	What is the role of teacher self-reflection in managing and strengthening attachment relationships with students over time?	
V.	Symbolic Interaction Theory: This theory highlights the importance of social meaning in the interaction between teachers and students.	
1.	How do students' perceptions of their relationships with teachers affect their motivation to learn and engagement in the classroom?	
2.	What can a teacher do to understand and respond appropriately to students' perceptions of him/herself and their relationship?	
3.	How do social and cultural symbols affect the interaction between teachers and students in the	



	classroom?	
4.	What role does a teacher's understanding of student perceptions play in designing more effective and inclusive teaching strategies?	
5.	What impact do the dynamics of symbolic interactions between teachers and students have on students' academic achievement and emotional well-being in the long run?	

B. Appendix 2 (Result)

3.2.4 Sample's Interview Question

No	Aspek Pengamatan	Keterlaksanaan		Deskripsi	
		Ya			Tidak
		Bk	Kr		
1.	Apakah guru menyediakan konten yang relevan dan menarik di Dailymotion untuk memperkaya pengalaman belajar siswa dalam speaking?	✓		Dalam memperkaya pengalaman belajar siswa dalam speaking, guru menyediakan konten yang relevan dan menarik.	
2.	Apakah materi video yang diberikan oleh guru memiliki kualitas yang baik, termasuk audio yang jelas, visual yang menarik, dan pengaturan yang memungkinkan siswa untuk memahami dengan baik?	KURANG	✓	Di MG Al-Hamidiyah memiliki kualitas yang kurang jelas pada audionya. Hal tersebut membuat siswa kurang memahami dengan baik dalam materi video yang disampaikan.	
3.	Apakah guru memberikan umpan balik yang konstruktif kepada siswa berdasarkan presentasi atau latihan speaking?	✓		Menurut saya, guru Baik dalam memberikan umpan balik secara konstruktif.	
4.	Seberapa kreatif guru dalam menggunakan fitur-fitur Dailymotion?	✓		Dalam menggunakan fitur-fitur Dailymotion guru sudah cukup kreatif.	
5.	Apakah pembelajaran menggunakan Dailymotion bisa membantu meningkatkan speaking dengan baik?	✓		Menurut saya, fitur dailymotion memiliki banyak video yg bisa kita lihat untuk meningkatkan speaking dg baik.	

Keterangan Bk = Baik, Kr = Kurang

3.2.1 Observation Table outside class

No	Aspek yang Diamati	Ya	Tidak	Keterangan
	Kegiatan pembukaan <i>dan mengaji bersama</i>			
1.	Guru memberikan salam pembuka, mengabsen siswa, dan memberikan pertanyaan yang sesuai dengan materi yang akan diajarkan.	✓		<i>guru melakukan sapaan awal, Brainstorming (dengan memberi Q tentang pengalaman)</i>
2.	Guru memberikan instruksi kepada siswa untuk mulai membuka buku pembelajaran	✓		<i>guru mereview materi yg dijelaskan</i>
3.	Guru mempersiapkan teknologi yang akan digunakan untuk pembelajaran (Dailymotion)	✓		<i>guru sudah menyediakan alat seperti LCD dan laptop</i>
	Kegiatan Inti			
1.	Guru memberikan penjelasan secara umum tentang materi yang dibahas	✓		
2.	Guru memberikan siswa contoh dari materi yang dipelajari melalui Dailymotion			
3.	Guru memberikan instruksi kepada siswa untuk mencatat hal hal yang penting dari video pembelajaran yang dilihat	✓		
4.	Guru memberikan contoh speaking yang baik seperti yang ada dalam video pembelajaran, serta guru memberikan instruksi kepada siswa untuk menirukan kata kata yang muncul dalam video pembelajaran	✓		<i>guru menjelaskan tentang materi</i>

### 3.2.5 Tacher Interview Question

No	Question	Answer
1.	What do you think about the idea of using Video as a tool for learning speaking skills at school?	Very helpful dan student interesting about that.
2.	Do you have any concerns or considerations regarding the use of the video app in the context of learning in this school?	Audio out lebih dengan anak-anak speaker tidak efektif.
3.	How do you foresee student response and participation to the use of video in speaking lessons?	1. perhatian anak-anak tidak terfokus main bocoran 2. penting harus mendengar. 3. perhatian anak untuk maju.
4.	How do you plan to support teaching staff in effectively implementing the video app in the classroom speaking learning process?	Menyaworah. Menyampaikan. Mengupayakan.
5.	Do you see any particular benefits in integrating the video app in our learning curriculum, especially in the development of students' speaking skills?	Siswa lebih gairah tentang materi.

3.2.6 Student Teacher Relationship theory

No	Theory	
I.	Central Relationship Theory: This theory emphasizes the importance of interpersonal relationships between teachers and students in the teaching-learning process.	
	Question	Answer
1.	How can the quality of interpersonal relationships between teachers and students affect students' learning motivation?	The quality of the interpersonal relationship between them can significantly impact student learning motivation.
2.	What is the role of empathy in strengthening the relationship between teachers and students in a learning context?	Teachers have good relationship with student when the student ask question about holiday
3.	How can teachers build strong relationships with students who have different learning styles?	they have conversation that can build their relationship
4.	How does the relationship between teachers and students affect the classroom climate and learning atmosphere?	The atmosphere in class very calm but sometimes teacher mention one students to talk.
5.	What effective strategies can teachers use to improve relationships with students who are experiencing academic difficulties or behavioral problems?	Student gain with improving the relationship & and improving the English skill that have been explain.
II.	Transactional Theory: This theory refers to the way in which teachers and students interact and communicate with each other in the classroom environment.	
1.	How can two-way communication between teachers and students improve the effectiveness of learning in the classroom?	with two-way communication student will be try to speak and student will get best shy
2.	What communication strategies can teachers use to facilitate productive interactions with students?	Teacher use (metode corasial) with student base learning.

3.	What is the role of self-awareness in improving the quality of interactions between teachers and students?	Self awareness plays a crucial role in improving the quality of interactions between student and teachers.
4.	How can teachers identify and respond to students' individual needs through transactional communication?	There is a lot of student that so quite and need teacher attention.
5.	What impact does an imbalance in teacher-student communication have on the quality of learning and student well-being?	in the teaching and learning process teacher just mention student that active in the class
III.	Transformational Leadership Theory: This theory focuses on the role of teachers as leaders who can inspire and motivate students to reach their full potential.	
1.	How can teachers use transformational leadership styles to motivate students and encourage them to reach their full potential?	Teacher will say Question about previous materi. with mention the student
2.	What are the main characteristics of a teacher who applies a transformational leadership approach in managing a classroom?	Teacher will lead the class with (metode ceramah). and the student will remembering
3.	How can teachers inspire students to develop leadership skills and social responsibility outside the classroom environment?	Teacher say that the materi will come out in the final exam so, the student must focus on teaching and learning
4.	What concrete strategies can teachers use to build strong and trusting relationships with students in the context of transformational leadership?	<ol style="list-style-type: none"> <li>1. Establish a shared vision</li> <li>2. Show Authentic care and support</li> <li>3. Lead by Example</li> <li>4. Provide inspirational motivation</li> </ol>
5.	What is the impact of teachers' transformational leadership on classroom climate, students' motivation, and their learning outcomes?	Student will have more focus on the material that can explain with teacher
IV.	Attachment Theory: This theory proposes that the relationship between teachers and students may	

	reflect a pattern of attachment similar to the relationship between a child and his or her caregiving figure	
1.	How does the attachment pattern between teachers and students affect the quality of interaction and communication in the classroom?	Student will give attention to the teacher if they not focus on the teaching and learning process teacher will give some punishment
2.	What impact do secure attachments between teachers and students have on students' confidence and motivation to learn?	The impact <del>can</del> <sup>can</sup> student is can make student more interesting in speaking
3.	How can a teacher build healthy attachment relationships with students who have different backgrounds or learning needs?	Teacher will give more question to student who don't understand the material that have been explain with student.
4.	How does a teacher-student attachment relationship differ from an authoritative or authoritarian relationship in a classroom context?	Nothing
5.	What is the role of teacher self-reflection in managing and strengthening attachment relationships with students over time?	Teacher always make sure that all student are understand the material
V.	Symbolic Interaction Theory: This theory highlights the importance of social meaning in the interaction between teachers and students.	
1.	How do students' perceptions of their relationships with teachers affect their motivation to learn and engagement in the classroom?	Student can focus more in teaching process because of the method that teacher use
2.	What can a teacher do to understand and respond appropriately to students' perceptions of him/herself and their relationship?	Teacher will ask a question and gives example about the materi
3.	How do social and cultural symbols affect the interaction between teachers and students in the	with communication.

C. Appendix 3 ( Approval Sheet )



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

Nomor : 897/Un.03.1/TL.00.1/03/2024 7 Maret 2024  
Sifat : Penting  
Lampiran : -  
Hal : Izin Survey

Kepada

Yth. Kepala MTs Al-Hamidiyah Gondanglegi  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Shofi Ainun Nadliroh  
NIM : 200107110005  
Tahun Akademik : Genap - 2023/2024  
Judul Proposal : **The Implementation of Dailymotion Application for Speaking Ability in MTs Al-Hamidiyah Gondanglegi**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

Dekan,  
Wakil Dekan Bidang Akademiik  
  
Muhammad Walid, MA  
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip





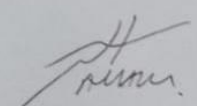
KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id> email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

**BUKTI KONSULTASI BIMBINGAN SKRIPSI JURUSAN TADRIS  
BAHASA INGGRIS**


Nama : Shofi Ainun Nadliroh  
NIM : 200107110005  
Judul/Topik : The Implementation of Dailymotion Application for Speaking Ability in Mts Al-Hamidiyah Gondanglegi  
Dosen Pembimbing : Dr. Alam Aji Putera, M. Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tanda Pembimbing Proposal Skripsi
1.	21 September 2023	Pemaparan rencana judul penelitian	#
2.	20 Desember 2023	Revisi judul dan membuat latar belakang	#
3.	14 Januari 2024	Bimbingan draft penelitian dan mulai pembuatan proposal BAB I, II, III	#
4.	16 Februari 2024	Bimbingan BAB I, II, III	#
5.	22 Februari 2024	Bimbingan akhir dan persetujuan untuk seminar proposal	#
6.	1 April 2024	Konsultasi pengambilan data	#
7.	17 Mei 2024	Konsultasi BAB IV (Findings and Discussion)	#
8.	20 Mei 2024	Konsultasi seluruh chapter dan finalisasi	#

Menyetujui  
Dosen Pembimbing

  
Dr. Alam Aji Putera, M.Pd  
NIP. 19890421 201802 011 153

Malang, 22 Mei 2024  
Mengetahui  
Ketua Jurusan TBI

  
Prof. Dr. H. Langgeng Budianto, M.Pd  
NIP. 19711014200312 1 001

## CURRICULUM VITAE



Nama Lengkap : Shofi Ainun Nadliroh

Tempat, Tanggal Lahir : Malang, 10 Januari 2002

Jenis Kelamin : Perempuan

Agama : Islam

Fakultas, Jurusan : Fakultas Ilmu Tarbiyah dan Keguruan, Tadris Bahasa Inggris

Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang

Alamat Rumah : Jl Letjen S Parman Gondnaglegi RT 09 Rw 01,  
Kecamatan Gondanglegi, Kabupaten Malang, Jawa Timur, 65174

No. HP/Telepon : 088228485007

Alamat E-mail : [shofiiiiii12@gmail.com](mailto:shofiiiiii12@gmail.com)

Nama Wali : Mariatul Qibtiyah

Riwayat Pendidikan :

1. 2006 – 2008 TK Salafiyah
2. 2008 – 2014 SDI Salafiyah Khairuddin
3. 2014 – 2017 Mts Al-Hamidiyah
4. 2017 – 2020 MAN 1 Kab Malang
5. 2020 – Sekarang UIN Maulana Malik Ibrahim Malang

Malang, May 22<sup>nd</sup>, 2024

The Researcher,



**Shofi Ainuh Nadliroh**

NIM. 200107110005