IMPROVING SPEAKING SKILL BY USING YOUTUBE

Vera Dila[1], Gaya Tridinanti[2]
Tridinanti University Palembang
(veeradila@gmail.com[1], gaya@univ-tridinanti.ac.id[2])

ABSTRACT: English is an international language used to communicate and interact with other people in the world. It has the widest range of any language spoken today. English is found in many fields for social communication, such as politics, business, science, technology, entertainment even it is the most language used in the internet. It means that English is the global language of spoken communication for many activities. The objective of this study was to find out whether or not there was any significant improvement on speaking skill by using YouTube at SMA Methodist 2 Palembang. This study used pre-experimental method that was used quantitative approach with one group pretest and posttest design. There were 24 students taken as the sample by using purposive sampling technique as an experimental group. The class was X. MIA1. In collecting the data, speaking test was used as the technique. The result of paired sample t-test of speaking skill showed that the value of $t_{obtained}$ was 10.837 at the significance level 0.000 with degree of freedom was 23. It means that the result of the data showed that there was significant improvement on speaking skill students The students were interested in joining the class and more creative during teaching and learning process.

Keywords: *YouTube, speaking skill, descriptive text*

MENINGKATKAN KEMAMPUAN BERBICARA MENGGUNAKAN YOUTUBE

ABSTRAK: Bahasa Inggris adalah bahasa yang di gunakan untuk berkomunikasi dan berinteraksi dengan orang lain yang ada di dunia. Bahasa Inggris memiliki jangkauan terluas dari bahasa apapun yang di gunukan saat ini. Bahasa Inggris banyak di temukan di banyak bidang untuk komunikasi sosial seperti di bidang politik, bisnis, sains, teknologi, hiburan bahkan bahasa Inggris adalah bahasa yang paling banyak di gunakan di intenet. Ini berarti bahwa bahasa Inggris adalah bahasa global komukasi lisan untuk banyak kegiatan. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan yang signifikan pada keterampilan berbicara siswa dengan menggunakan YouTube di SMA Methodist 2 Palembang. Penelitian ini menggunakan metode pra eksperimen yang menggunakan pendekatan kuantitatif dengan desain satu kelompok pretest and posttest. Sampel yang diambil adalah sebanyak 24 siswa dengan teknik purposive sampling sebagai kelompok eksperimen. Kelas dalam penelitian ini adalah kelas X.MIA1. Dalam pengumpulan data di penelitian ini, tes berbicara yang digunakan sebagai teknik pengambilan data. Hasil dari uji-t sampel berpasangan pada keterampilan berbicara siswa menunjukkan bahwa nilai t yang diperoleh adalah 10.837 pada tingkat signifikansi 0,000 df 23. Para siswa tertarik untuk bergabung dengan kelas, dinikmati dan juga lebih kreatif selama proses belajar mengajar.

Kata Kunci: *YouTube, kemampuan berbicara,, teks deskrips*

INTRODUCTION

Speaking deals with the active use of language and the meaning negotiation to deliver meanings (Cameron, 2001). Furthermore, Louma (2004) states that speaking contains an interactive process for producing, receiving and processing information to other people. Meanwhile, there are three main aspects in speaking namely accuracy, fluency, and comprehensibility (Heaton, 1991). In term of accuracy aspect, it is related to the appropriateness in speaking and the articulation of words. While fluency is the smoothness in continuing to speak spontaneously. Lastly, comprehensibility leads the listener easier to grasp and understand the meaning. Those three main aspects of speaking need to be mastered to help speakers communicate effectively.

Nowadays, people compete to become fluent in speaking English in which it is a symbol of hierarchy that shows education and social status of people (Rahmawati, 2018). Moreover, fluent English speakers can interact easily with many people especially foreigners. They can share ideas and thoughts without misunderstanding in any situation. In addition, speaking English fluently has lots of opportunities to find an appropriate school and course to suit your needs such as going to university in an English-speaking country. Oxford Royal Academy (2017) supports that people who speak English fluently may have greater chance for further education.

However, speaking skill remain problem for Indonesian students. They still had low competence in English speaking (Akhyak and Indramawan 2013). They tended to be shy and diffident to speak up their mind and ideas since they were reluctant to speak and afraid of making mistakes while speaking in English. Moreover, teaching strategy given to the students were still monotonous. Not all of the teacher could use the effective teaching strategy to enhance speaking achievement of students. As the results, students felt bored in the class (Gunada, 2017).

Regarding the conditions above, teachers are encouraged to use effective teaching strategy and media that can motivate students in learning English especially in speaking English. The use of Information and Communication Technology (ICT) into English language teaching could be explored to the development English language learning. ICT can be used as teaching media that helps students to practice their speaking skill. It is in line with Al-Jarf (2004) who affirms that ICT could create an effective teaching and learning process. In addition, integrating technology into English language classroom can aid the appropriate instruction of English language learners across all content areas. Teaching English through technology provides successful strategies for varying levels of access (Erben, 2009). Moreover, Dianti and Atmanegara (2018) mention that there was positive impact of ICT use toward students' English achievement. Teaching and learning becomes interactive and collaborative by the use of ICT in the classroom. It helps students think independently and communicate creatively.

In this millennial era, most students are very interested in using technology. They could be referred to a techno geek or a term for a technology enthusiast since it is a part of their daily life as they grow up with technology (Dudeney & Hockly, 2007). Some studies found that YouTube could improve students speaking skill. Watkins and Wilkins (2011) state that YouTube has become one of the most-popular websites in the world. YouTube could promote authentic vocabulary development and also can be used both inside and outside the classroom to enhance conversation and pronunciation

skills of the students. Moreover, Jalaluddin (2016) affirms that YouTube videos could be used to make students aware of the varieties of English spoken around the world and to provide them with authentic materials for speaking skill. In short, YouTube as ICT based media is highly recommended to be used to improve students' speaking skill.

Due to the effectiveness of YouTube for students' speaking skill, YouTube was designed to be applied in the classroom in SMA Methodist 2 Palembang. The students studied by online learning during this study was conducted. The online learning process using conference communication platforms such as zoom and other learning media which required internet connection. SMA Methodist 2 facilitated WIFI or internet connection in every floor with fast connection. This condition helped the teachers teaching easily during online learning process and also help the writer do the study. According to the Curriculum of Senior High School at the tenth grade, the students have to require the speaking skill in some types of monologue texts such as narrative, recount, procedure and descriptive text. In this study descriptive text was used because it is related to the syllabus in the first semester of tenth grade students. Descriptive text is the text that describes the features of someone, something or a certain place (Wardiman, 2008, p.115). It is use full to help students speaking skill. In this study, the writer selected the story from YouTube related to descriptive text.

METHODOLOGY

In this study, the writer used quantitative approach with pre-experimental method involving one-group pre-test post-test design. This research is classified as pre-experimental research because it has no control group. According to Fraenkel, Wallen, and Hyun (2012), in the one group pretest- posttest design, a single one group is measured or observed not only after being exposed to a treatment of some sort, but also before. This design involved only one group as its subject consisting of three steps: pre-test, treatment, and posttest.

There were two variables in this study. They were independent variable and dependent variables. According to Creswell (2012, p.116), an independent variable is an attribute or characteristic that influences or affects an outcomes or dependent variable. Meanwhile, Creswell (2012, p.115) also explained that the dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. In this study, the independent variable was the use of YouTube. While, the dependent variable was the students' speaking skill.

The population of the study was the tenth-grade students of SMA Methodist 2 Palembang in the academic year 2020/2021. It consisted of 4 classes with the total number of the students was 112. Purposive sampling technique was used to select the sample of students.

As mentioned before, the teaching process was conducted online by using zoom due to pandemic. The writer joined WhatsApp group of the class before teaching process. This WhatsApp group was used by the writer to send the link in every meeting for students joining the zoom and also share the material before teaching process. The writer used YouTube videos as media to teach speaking skill of descriptive text and to improve English learning motivation. Due to the pandemic, the duration of every meeting was only 45 minutes which was shorter than usual. The new rule of duration was according to the school policy in allocating time for online learning through zoom for all subjects. In this study, the writer used recorded descriptive monologues test with

the durations 1-3 minutes. To score speaking skill, the writer was helped by two raters. To assess students' performance in speaking descriptive text, the raters used the analytical speaking rubric of Heaton (1991) to guide and get the proper scoring result. The processes of scoring students was to measuring the students' individual ability. The speaking test was administered twice, before the treatment (pre-test) and after the treatment (post-test). Content validity is also used in this study. The writer asked two validators to judge and identify whether it was applicable.

The writer also used inter-rater reliability because there were two raters rated students' speaking performance. Inter-rater reliability is used to compare the raw score between two raters in order to find out the internal consistency between them. Then, the raw score would be analyzed by using Pearson Product Moment. After calculating the data, the writer found that the value scores pre-test of speaking descriptive text was 0.837 with sig (2 tailed) 0.000. However, the posttest score of speaking descriptive text was 0.871 with sig (2 tailed) 0.000. The inter-rater-reliability was showed that the reliability coefficient of both raters was 0.000. It indicated that both raters were reliable, since the p-value was < 0.05. It means that the speaking descriptive text was highly reliable.

Normality test used to determine whether sample data had been drawn from a normally distributed population. Kolmogorov-Smirnov Test would be used to test the normality of the data. According to Field (2009, p. 148), "If the K–S test is significant (in the SPSS table is higher than 0,05) then the scores significantly different from a normal distribution". In analyzing the normality of pre-test and post-test in experimental group, the writer used Kolmogorov Smirnov Test. The significance (2-tailed) of pre-test was 0.144 and post-test was 0.200. The results showed that significance (2-tailed) was higher than 0.05. In short, the data obtained were normal.

Based on Kent State University Libraries (2016, p. 7), Pair Sample T-test compares two means (pre-test and post-test) that are from same individual, object, or related units. Paired sample t-test is used to compare two sets of scores obtained from experimental group. It means that this analysis was useful to test for samples receiving treatment which sample between before and after give treatment. Paired sample T-test in this study is to find out whether there was any significant difference improvement between pretest and posttest and the questionnaire of experimental groups. Based on analyzed of paired sample T-test of speaking skill and English learning motivation, the results were indicated significant if the t-obtain was higher than t-table (1.713) with degree of freedom was 23 and sig. 2 tailed result was < 0.05 for the 95% confidence.

FINDINGS AND DISCUSSION

1. Descriptive Analysis

Based on the result, the minimum score of the pre-test result was 60 and the maximum score was 82. Mean score of the pre-test was 71.46 with standard deviation score was 5.090. Meanwhile, the minimum score of the post-test result was 72 and the maximum score was 88. Mean score of the post-test was 80.54 with standard deviation score was 4.354. The statistical analysis of pre-test and post-test in experimental group is shown in Table 1 below.

Table 1. Descriptive Analysis of Speaking Skill

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	60	82	71.46	5.090
Posttest	24	72	88	80.54	4.354

Furthermore, the result of pre-test in experimental group showed that there were 13 (54%) students were in enough category, 11 (46%) students in good category and no student was in very good, low and failed category. Meanwhile, the result of post-test in experimental group showed that there were 22 (90.0%) students were in good category, 2 (10%) students in very good category and no student was in enough, low and failed category. The result of the score distribution pre-test and posttest of experimental group is shown in Table 2 below:

Table 2. Descriptive Analysis of Speaking Skill

Score	Category	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
86-100	Very Good	0	0	2	10
71-85	Good	11	46	22	90
56-70	Enough	13	54	0	0
41-55	Low	0	0	0	0
0-40	Failed	0	0	0	0
Total		**24**	**100**	**24**	**100**

2. The Results of Paired Sample T-Test

The result of paired sample t-test of speaking skill showed that the value of $t_{obtained}$ was 10.837 at the significance level 0.000 with degree of freedom was 23. Since the $t_{obtained}$ (10.837) was higher than t_{table} (1.713) and the significance level was lower than alpha value (0.05) with the sig-2 tailed was 0.000. It was proven that there was a significant improvement on students' speaking skill after they were taught by using YouTube.

Table 4. The Result of Paired Sample t-test of speaking skill

		Paired Sample T-Tests							
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test Post-test	9.083	4.106	.838	10.817	7.349	10.837	23	.000

3. Discussion

Based on the results of this study, most students were good at speaking skill after being given YouTube videos as media for treatment. YouTube could improve students' fluency, accuracy, and comprehensibility. The use of YouTube also made the class situations more interactive. The students showed that the use of YouTube made them interested in joining the class. They were also more active and creative during teaching learning process. It is in line with the study done by Al-Jarf (2004) that ICT could create an effective teaching and learning process.

Furthermore, the students' speaking skill could be improved significantly. The students spoke the descriptive text fluently, pronounced the words well, and expressed the ideas easily. Jalaludin (2016) affirms that YouTube video provided the authentic materials from around the words. It made the students learn and practice the language from native speakers that make their speaking skill was improved.

CONCLUSION

Based on the findings and interpretation of the study, it could be summarized that there was a significant improvement on students' speaking skill to the tenth-grade students of SMA Methodist 2 Palembang by using YouTube. The result showed that by using YouTube, students made progress in speaking skill in order to complete the task. It means that the alternative hypotheses (H_{a1}) was accepted and null hypotheses (H_{o1}) was rejected.

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